



APPRAISAL POLICY

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| Responsibility: | Full Board |
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Purpose

- This policy sets out the framework for a clear and consistent assessment of the overall performance of teachers, including the Principal, and for supporting their development within the context of the College's plan for improving educational provision and performance, and the standards expected of teachers

Appraisal

- Appraisal in this College will be a supportive and developmental process designed to ensure that all teachers have the skills and support they need to carry out their role effectively. It will help to ensure that teachers are able to continue to improve their professional practice and to develop as teachers.
- The Appraisal Policy sets out the framework for a clear and consistent assessment of the overall performance of teachers. Appraisal helps to assess the performance of teachers throughout the appraisal cycle against the professional standards for teachers and the performance criteria developed by the College.
- This policy applies to all teachers employed by the College except those undergoing induction (newly qualified teachers), and those who are the subject of capability procedures.

The appraisal period

- The appraisal period will run for twelve months 1st September to 31st August.
- Teachers who are employed on a fixed term contract of less than one year will have their performance managed in accordance with the principles underpinning this policy.
- Teachers beginning or ending employment at Clyst Vale mid-cycle will have a shorter appraisal period beginning or culminating with an appraisal meeting to set or review objectives and performance as appropriate.

Appointing appraisers

- The Principal will be appraised by the Governing Body, supported by a suitably skilled and/or experienced external adviser who has been appointed by the Governing Body for that purpose ideally someone who has had recent leadership experience in a similar school. In this College the task of appraising the Principal, including the setting of objectives, will be delegated to a sub-group consisting of a minimum of two members of the Governing Body.
- The Principal allocates an appraiser, who is normally the line manager, to all teachers.
- If an appraiser is not available for periods of time through the appraisal cycle, the Principal may appoint a replacement;
- All appraisers will have qualified teacher status and relevant experience.
- The teacher's line manager or other senior person in the teacher's subject area will normally be their appraiser; where a teacher has multiple line-managers or a significant pastoral role, their appraiser will be a teacher with appropriate seniority and a good overview of their role.

- If legitimate concerns are raised about the choice of appraiser these will be carefully considered and if the Principal (or in the case of the Principal, the Governing Body) considers these concerns to be valid, an alternative appraiser will be offered.

Setting objectives

- The Principal's objectives will be set by the Governing Body after consultation with the external adviser.
- Objectives for each teacher will be set before, or as soon as practicable after, the start of each appraisal period. The objectives set for each teacher, will be Specific, Measurable, Achievable, Realistic and Time-bound and will be appropriate to the teacher's role and level of experience. The appraiser and teacher will seek to agree the objectives but, if that is not possible, the appraiser will determine the objectives. [This will also apply to the Principal]. Objectives may be revised if circumstances change.
- The objectives set for each teacher will, if achieved, contribute to the College's plans for improving the College's educational provision and performance and improving the education of pupils at that College. This will be ensured by checking that objectives are appropriate for different categories of teacher, reflect the Professional Standards for Teachers, are consistent with the College Improvement Plan, and are written so that measuring success can be conducted objectively. Objectives will take account of the teacher's professional aspirations and any relevant pay progression criteria. The reviewer and reviewee seek to agree the objectives but where a joint determination cannot be made the reviewer makes the determination.
- There is no statutory limit on the number of objectives, but this policy recommends 3 as a minimum and five as a maximum appropriate to the teacher's post, responsibilities and experience. At least one of the objectives will relate directly to pupil progress, and one on professional learning. Though performance management is an assessment of overall performance, objectives cannot cover the full range of a teacher's roles and responsibilities. Pay progression decisions are based on the *totality* of the teacher's performance, not objectives in isolation.
- Before, or as soon as practicable after, the start of each appraisal period, each teacher will be informed of the standards against which that teacher's performance in that appraisal period will be assessed. Teachers with QTS will be assessed against The Professional standards for Teachers and the College's Criteria. Teachers with QTLS should be assessed against the professional standards in the Lifelong Learning" sector held by the Learning and Skills Improvement Service. Teachers on the former Upper Pay Spine will be appraised against the College's criteria for Band 3 "expert teachers" to demonstrate a "substantial and sustained" contribution.

Reviewing performance

Prior to the Appraisal Review & Target-Setting Meeting

- The reviewer is briefed by SLT in order to gain a whole College perspective on performance;
- At least one formal lesson observation is held;
- The teacher completes their review statement and uses the College criteria provided to indicate where s/he believes current performance level lies.

Observation

- This College believes that observation of classroom practice and other responsibilities is important both as a way of assessing teachers' performance in order to identify any particular strengths and areas for development they may have and of gaining useful information which can inform College improvement more generally. All observation will be carried out in a supportive fashion. Other observation for professional development such as peer observation, is encouraged. It is clearly understood by participants that such observation is developmental and is not used for appraisal.
- Teachers' lessons will be formally observed on an appropriate and reasonable number of occasions, based on the individual circumstances of the teacher and the overall needs of the College; each teacher has a minimum of one formal lesson observation as part of the appraisal process. The number of observations is not fixed, as teachers will be observed more frequently in a year in which there is a subject review (for instance); teachers causing concern, who will have been previously notified of this, will also be observed more frequently. Classroom observation will be carried out by those with QTS. Generally, teachers will have at least two days' notice of a formal observation, although no-notice observations may be used for teachers causing concern. Feedback on observations will be provided as soon as possible: verbal feedback will be given within 24 hours and, unless there are exceptional circumstances, written feedback within five working days.
- In addition to formal observation, Principals or other leaders with responsibility for teaching standards may "drop in" in order to evaluate the standards of learning and teaching and to check that high standards of professional performance are established and maintained. "Drop-ins" will be of approximately 10 to 15 minutes' duration, may be no-notice, and their frequency will vary depending on specific circumstances. "Drop-in" is a collective term, and may have a different focus from monitoring or evaluation, most commonly support, or at the request of an individual teacher or department.
- Teachers (including the Principal) who have responsibilities outside the classroom should also expect to have their performance of those responsibilities monitored, assuming due regard to third party confidentiality.

Development and support

- Appraisal is a supportive process which will be used to inform continuing professional development. The College wishes to encourage a culture in which all teachers take responsibility for improving their teaching through appropriate professional development. Professional development will be linked to College improvement priorities and to the ongoing professional development needs and priorities of individual teachers.
- Therefore, if the judgement of the formal lesson observation is Good or Outstanding, then the teacher/team leader may decide on further observations for professional development if so wished, but is not necessary for the purposes of appraisal. However, if the judgement is Requires Improvement or Inadequate, then:
 - The areas for improvement are clearly identified
 - A targeted CPD programme is agreed between the teacher and line manager
 - A date is agreed for a further formal observation

- If the observation is still Requires Improvement or Inadequate, then a formal meeting is held with the teacher, line manager and link SLT member to agree further CPD and programme of support.

Feedback

- Teachers will receive constructive feedback on their performance throughout the year and as soon as practicable after observation has taken place or other evidence has come to light. Feedback will highlight particular areas of strength as well as any areas that need attention. Where there are concerns about any aspects of the teacher's performance the appraiser meets the teacher formally to:
 - give clear feedback to the teacher about the nature and seriousness of the concerns;
 - give the teacher the opportunity to comment and discuss the concerns;
 - agree any support (eg coaching, mentoring, structured observations), that will be provided to help address those specific concerns;
 - make clear how, and by when, the appraiser will review progress
 - explain the implications and process if no – or insufficient – improvement is made.
 - When progress is reviewed, if the appraiser is satisfied that the teacher has made, or is making, sufficient improvement, the appraisal process continues as normal, with any remaining issues continuing to be addressed through that process.

Transition to Procedures under the Capability Policy

If the appraiser is not satisfied with progress, the teacher is notified in writing that the appraisal system no longer applies and that their performance will be managed under the capability procedure, and will be invited to a formal capability meeting.

Annual assessment

- Each teacher's performance will be formally assessed in respect of each appraisal period. In assessing the performance of the Principal, the Governing Body must consult the external adviser.
- This assessment is the end point to the annual appraisal process, but performance and development priorities will be reviewed and addressed on a regular basis throughout the year in interim meetings which will take place "at least once during the cycle"
- The teacher will receive as soon as practicable following the end of each appraisal period – and have the opportunity to comment in writing on - a written appraisal report. In this College, teachers will receive their written appraisal reports by 31 October (31 December for the Principal). The report will include:
 - a self- assessment of the teacher's performance of their role and responsibilities against their objectives and the relevant standards;
 - details of the teacher's objectives for the appraisal period in question;
 - an assessment of the teacher's performance of their role and responsibilities against their objectives and the relevant standards;
 - an assessment of the teacher's training and development needs and identification of any action that should be taken to address them;
 - a recommendation on pay where that is relevant
 - a space for the teacher to append their own comments if they wish to do so
- The assessment of performance and of training and development needs will inform the planning process for the following appraisal period.

Appeals

The teacher has the right of appeal at any point during the appraisal process. This is initially to the Principal and, if not resolved, to the Governors, under the College's usual procedures.

Appendix 1: General Principles Underlying This policy

ACAS Code of Practice on Disciplinary and Grievance Procedures

This policy will be implemented in accordance with the provisions of the ACAS Code of Practice.

Confidentiality

The Principal will personally review all teachers' objectives and appraisal records to ensure consistency of approach and expectation between appraisers.

The Principal will also be aware of any pay recommendations that have been made.

Lesson observation judgements will be aggregated for College leadership and accountability purposes.

The permission of individual teachers may be sought to use their appraisal record (anonymised if requested) as an example of best practice.

Anonymised appraisal records will be seen by Governors as part of processes to quality assure the consistency of pay progression.

Some generalised details of the appraisal process which do not compromise individual confidentiality may be shared with Governors and other key members of staff to facilitate the planning of CPD, Quality Assurance, and overall monitoring of the appraisal process.

During an Ofsted inspection, inspectors may investigate the effectiveness of the College's Appraisal and Capability policies, but individual confidentiality will not be compromised.

Training and Support

The College's CPD programme is informed by the training and development needs identified in the training annex of the reviewees' planning and review statements.

The governing body ensures in the budget planning that, as far as possible, appropriate resources are made available in the College budget for any training and support agreed for reviewees.

With regard to the provision of CPD in the case of competing demands on the College budget, a decision on relative priority is taken with regard to the extent to which: (a) the CPD identified is essential for a reviewee to meet their objectives; and (b) the extent to which the training and support helps the College to achieve its priorities.

Consistency of Treatment and Fairness

The Governing Body is committed to ensuring consistency of treatment and fairness and will abide by all relevant equality legislation.

Definitions

Unless indicated otherwise, all references to "teacher" include the Principal.

Delegation

Normal rules apply in respect of the delegation of functions by governing bodies, Principals and local authorities.

Grievances

Where a member of staff raises a grievance during the capability procedure the capability procedure may be temporarily suspended in order to deal with the grievance. Where the grievance and capability cases are related it may be appropriate to deal with both issues concurrently.

Sickness

If long term sickness absence appears to have been triggered by the commencement of monitoring or a formal capability procedure, the case will be dealt with in accordance with the College's absence policy and will be (eg referred immediately to Well-Being at Work to assess the member of staff's health and fitness for continued employment and the appropriateness or otherwise of continuing with monitoring or formal procedures). In some cases, it may be appropriate for monitoring and/or formal procedures to continue during a period of sickness absence.

Monitoring and Evaluation

This Policy will be reviewed every three years or as circumstances demand. The governing body and Principal will monitor the operation and effectiveness of the College's appraisal arrangements.

The Principal reports annually to the Curriculum, Learning & Teaching Committee of the Governing Body annually on the operation of the College's Appraisal Policy.

The Pay Committee of the Governing Body will quality assure decisions on pay progression to ensure consistency.

Retention

The governing body and Principal will ensure that all written appraisal records are retained in a secure place for six years and then destroyed.

Appendix 2: Appraisal Review & Target-Setting Meeting

1. Before the meeting, the teacher writes a draft review statement highlighting relevant Teacher Standards' criteria with notes of evidence.
2. At the meeting the discussion focuses on the totality of performance over the year including:
 - How the teacher is performing against the Teacher Standards' criteria
 - Achievement of exam groups/ groups of students in other years (eg FSM, L/M/H, b/g), not one group identified in the previous year's pupil progress objectives
 - Outcomes of lesson observations and other self-evaluation
 - Wider contributions of the teacher to the College
 - Review of objectives and targets from last year
 - (For TLR post-holders) Assessment of performance against job description
3. In the light of this discussion, objectives are set for the following year.
4. If necessary, the teacher amends the review statement & objectives.
5. The reviewer discusses the review statement with the link SLT member and agrees a pay recommendation based on the totality of performance to be recorded in the statement before forwarding for consideration by the Principal and Governors' Pay Committee.
6. The review statement is signed by the reviewer, link SLT member and teacher before being forwarded to the Principal. The teacher should not sign if s/he has objections to the process, objectives, or pay recommendations, and should record any objections in writing on the review statement.