

Frederick Bremer School



PERFORMANCE APPRAISAL POLICY (Teachers)

Person responsible	Jenny Smith
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1. PURPOSE AND SCOPE

1.1 The Governing Body of Frederick Bremer School adopted this policy in 2014 . It has been reviewed on an annual basis, and is unchanged from the previous policy of 2017-8. This policy was ratified following consultation with the recognised teaching unions after the introduction of Performance Related Pay, and the Pay Policy is formally consulted on annually by the Local Authority. The appraisal policy is also issued to staff for consultation on an annual basis.

1.2 This procedure sets out how Frederick Bremer School will improve outcomes for pupils, by motivating teachers to up-date their skills and further develop their performance.

1.3 The performance appraisal procedure 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.

1.4 The performance appraisal procedure will be used also to address any concerns that are raised about a teacher's performance. If concerns are such that they cannot be resolved through the performance appraisal process, there will be consideration of whether to commence the capability procedure.

1.5 This policy applies to the head teacher and to all qualified teachers except those on contracts of less than one term and those undergoing induction (i.e. NQTs) or teachers on formal capability procedures

1.6 Teachers have been provided with access to a copy of this policy, and training to support them in working within this policy. They all have been given access to an electronic copy of the handbook, which is an appendix to this document.

1.7 All documentation relating the appraisal policy is here T:\3. Policies\Appraisal Policy

2. PERFORMANCE APPRAISAL PERIOD

2.1 The performance appraisal period will run for twelve months.

2.2 If a teacher is due to have a pay decision made, his/her performance appraisal should be scheduled to enable the pay recommendation to be made by 31 October 2018.

2.3 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. The length of the period will be determined by the duration of their contract.

2.4 Where a teacher starts their employment at the school part-way through a cycle, the head teacher or, in the case where the employee is the head teacher, the governing body, shall determine the length of the first cycle for that teacher, with a view to bringing his/her cycle into line with other teachers as soon as possible.

2.5 Where a teacher transfers to a new post within the school part-way through a cycle, the head teacher or, in the case where the employee is the head teacher, the governing body shall determine whether the cycle shall begin again and whether to change the appraiser.

2.6 Where a teacher starts at the school during an appraisal cycle, they must provide an appraisal statement from their previous school. If they are eligible for threshold progression, they should provide their last two years of appraisal evidence from their previous school and a statement from their previous appraiser assessing their progress against their targets,

3. APPOINTING APPRAISERS

3.1 All appraisers of teachers, other than those appraising head teachers, will be qualified teachers and will be suitably trained.

3.2 Head Teacher

3.2.1 The head teacher 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.

3.2.2 The task of appraising the head teacher, including the setting of objectives, will be delegated to the Governors Steering Group consisting of normally of the Chair and Vice Chairs of the Governing Body. Where a head teacher is of the opinion that any of the governors appointed by the governing body is unsuitable to act as his/her appraiser, s/he may submit a written request to the Chair of Governors, for that governor to be replaced, stating the reasons for the request.

3.3 Teachers

3.3.1 The choice of appraiser is made by the head teacher, and will usually be the line manager. Head teachers will take particular care in appointing an appraiser in the light of PRPP (performance related pay progression).

3.3.2 Where teachers have an objection to the head teacher's choice, their concerns will be carefully considered and, where possible, an alternative appraiser will be offered. The decision of the Headteacher will be final.

3.3.3 Where it becomes apparent that the appraiser appointed by the head teacher will be absent for the majority of the performance appraisal cycle, the head teacher may perform those duties herself/himself or delegate those duties to another teacher for the duration of that absence.

3.3.4 If the head teacher appoints an appraiser who is not the teacher's line manager, the appraiser to whom she/he delegates those duties will have an appropriate position in the staffing structure together with the necessary background knowledge, skills and training to undertake the role.

3.3.5 Where a teacher is experiencing difficulties and the head teacher is not the appraiser, the head teacher may undertake the role of appraiser. See also Section 10 – Appraisees Experiencing Difficulties

4. OBJECTIVE SETTING

4.1 The head teacher's objectives will be set by the performance appraisal sub-group of the Governing Body after consultation with the external adviser and the head teacher.

4.2 Objectives will be set before or as soon as practicable after, the start of each performance appraisal period. Objectives will be linked to the Teacher Standards, and the expected level of performance linked with their level (see appendix for the framework)

4.3 The objectives set will be Specific, Measurable, Achievable, Realistic and Time bound and will be appropriate to the appraisee's role and level of experience. They must have clear impact. In setting the objectives, appraisers will have regard to what can reasonably be expected in the context of roles, responsibilities and experience, consistent with the school's strategy for achieving a work/life balance for all staff. Appraisee's may at any point append their comments alongside their objectives.

4.4 Objectives will usually be linked to the School Improvement Plan. All teachers receiving a TLR (teaching and learning responsibility) or Lead Practitioner will have 1 further objective linked to SIP 1 (Leadership and Management). Teachers on the Upper Pay Spine must be able to evidence that they have had 'a significant and sustained whole school impact' and should be able to evidence that they are working in the 'expert band' of the schools standards.

4.5 The appraiser and appraisee will seek to agree the objectives. Objectives may be revised if circumstances change. The school operates a system of moderation to ensure that all appraisers are working to the same standards. Targets will be moderated across the school to ensure that they are consistent between teachers with similar experience and levels of responsibility. Should the objectives not be agreed, the final decision on allocation of objectives rests with the head teacher.

4.6 The agreed objectives will contain a description of what success may look like. Where use of numerical targets is appropriate, these will be reasonable, in the circumstances in which the teacher works and it will be recognised that factors outside teachers' control may significantly affect success.

4.7 Main scale teachers will have three objectives relating to teaching & learning responsibilities

(including their tutoring role if relevant.)

4.8 Teachers with additional responsibilities will have one additional objective relating to their additional responsibility. Therefore, other than in exceptional circumstances, no teacher will be given more than four objectives

4.9 Setting, for example, sub-targets, can lead to teachers experiencing unreasonable workload and pressure, making the objectives more difficult to achieve.

The objectives set for each teacher are intended to -

- contribute to the school's plans for improving the school's educational provision and performance
- improve the education of pupils at that school
- take into account the professional aspirations of the teacher

4.10 The appraiser will take into account the effects of an individual's circumstances, including any disability, when agreeing objectives. For example, this might include a reasonable adjustment to allow an individual slightly longer to complete a task than might otherwise be the case. When staff returns from a period of extended absence, objectives may be adjusted to allow them to readjust to their working environment.

4.11 Before, or as soon as practicable after, the start of each performance appraisal period, each teacher will be informed of the standards against which that teacher's performance in that performance appraisal period will be assessed. Teachers will be assessed against the appropriate set of standards contained in the document "Teachers' Standards" published in September 2012.

5. PAY PROGRESSION

5.1 Where teachers are eligible for pay progression, the recommendation made by the appraiser will be based on the assessment of their performance against the agreed objectives. The decision made by the relevant decision-making body will be based on the statutory criteria and guidance set out in the School Teachers Pay and Conditions Document 2018 and the relevant teacher standards.

5.2 The Governing Body has agreed the pay policy of the school and has considered the implications of the performance appraisal policy with respect to the arrangements relating to teachers' pay in accordance with the School Teachers' Pay and Conditions Document. The Governing Body will ensure that decisions on pay progression are made by 31 December for head teachers and by 31

October for other teachers.

6. REVIEWING PERFORMANCE

6.1 Observation

6.1.1 The effective and efficient operation of the performance appraisal process requires using a range of quality assurance indicators (usually lead by the relevant middle leader) to be a confidential process of constructive engagement within an atmosphere of support and co- operation. Quality assurance indicators include but are not limited to: learning walks, book looks and reviews of planning documentation.

6.1.2 At Frederick Bremer School, we do not undertake formal lesson observations of qualified teachers unless:

- Concerns have emerged about the quality of teaching from other QA indicators (e.g. book looks, learning walks etc.)
- The teacher has requested an observation for their own development
- The teacher is in their first 8 weeks of teaching in the school

However, it is expected that teachers will usually 3 have observations during the year and they should be requesting these for their professional development. Accordingly, observations will be carried out in a supportive fashion, with professionalism, integrity and courtesy, and will be evaluated objectively and reported accurately and fairly and will take account of particular circumstances which may affect performance on the day. If circumstances on the day require the need to reschedule the observation, this will be arranged if necessary.

6.1.3 At least 5 working days' notice of the date and time of the observation will be given and verbal feedback provided by at least by the end of the next school day. Classroom observation will be carried out by qualified teachers.

6.1.4 For the purposes of performance appraisal, teachers' performance will be observed on an appropriate and reasonable number of occasions and will, as far as possible, be agreed by the appraiser with the appraisee based on the individual circumstances of the teacher and the overall needs of the school. The number and duration of performance appraisal observations will be in accordance with the school's observation protocol, which includes provision for exceptional circumstances where concerns have been raised about a teacher's performance, or where the teacher requests additional observation visits. A teacher will usually have a minimum of 3 observations within a year.

6.1.5 For the purpose of professional development, feedback about lesson observations should be developmental; we do not make lesson judgements on individual lessons

6.1.8 This school may use the findings of each observation, including performance appraisal observations, for other management requirements (for example subject area reviews), thereby seeking to minimise the total numbers of occasions on which teachers are observed.

6.1.7 Teachers (including the head teacher) whose posts have responsibilities outside the classroom should also expect to have their performance of those responsibilities monitored and assessed.

6.2 Development and Support

6.2.1 Performance appraisal is a supportive process which will be used to inform continuing professional development. The school wishes to encourage a culture in which all teachers take responsibility for improving their teaching through appropriate professional development, through peer observation for example. Professional development will be linked to school improvement priorities and to the on-going professional development needs and priorities of individual teachers.

6.2.2 The school's CPD programme will be informed by the training and development needs identified as part of the performance appraisal process. Account must be taken of the need for sufficient resources to be made available for

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the effective training and development, identified as part of the appraisal process and of the school's CPD programme, to take place.

6.2.3 An account of the training and development needs of teachers including the instances where it did not prove possible to provide any agreed CPD, will form a part of the head teacher's annual report to the governing body about the operation of the performance appraisal process in the school.

6.2.3 Account will be taken in a review meeting of where it has not been possible for teachers to fully meet their performance criteria because the support recorded in the planning statement has not been provided.

6.3 Feedback Observation Reports

6.3.1 Constructive feedback on their performance (using a range of quality assurance indicators), highlighting both particular strengths as well as development needs, will be given to teachers throughout the year and usually within one working day after the observation has taken place or when other evidence has come to light. It will be given during directed time (or at an alternative time with the agreement of the teacher) in a suitable, private environment.

6.3.2 The appraiser will produce a draft statement within 5 working days of the observation will be communicated electronically via SIMS). The appraisee should be given a copy of this statement and be given the opportunity to request changes and to make written comments if the appraisee feels that the statement isn't a fair summary of the meeting and didn't accurately reflect what took place. The amended draft should be returned to the appraiser within 5 working days of receipt. The final report, which should be signed by both appraiser and appraisee, should be produced within 10 working days of the observation.

7. ANNUAL PERFORMANCE APPRAISAL REPORT

7.1 Each teacher's performance will be formally assessed in respect of each performance appraisal period. In assessing the performance of the head teacher, the Governing Body must consult the external adviser.

7.2 The teacher will receive a copy of the written report within 5 working days of the end of each performance appraisal period – and have the opportunity to comment on - a written performance appraisal report. Written comments can be appended to the statement following the same guidelines as those given for the observation report. A final statement will be produced and signed by both appraiser and appraisee within 10 working days of the end of the appraisal period.

7.3 The performance appraisal report will include:

- details of the teacher's objectives for the performance appraisal period in question;
- an assessment of the teacher's performance of their role and responsibilities against their objectives, and against 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 (if necessary, the appraiser's recommendation may be made to a senior teacher for advice before the final decision is made)
- a space for the teacher's own comments
- Schools may include other comments as required

7.4 A review meeting will take place to discuss the content of the report and any further action required and to inform objective setting for the next performance appraisal cycle. In some circumstances an interim review meeting may be appropriate. A copy of the final report should be completed by 31 October for those teachers who are due for a pay decision (or 31 December for head teachers), other teachers will receive their written report either within 10 working days of the end of the performance appraisal period or at a later date agreed by both appraiser and appraisee.

7.5 The assessment of performance and of training and development needs will inform the planning process for the following performance appraisal period.

7.6 There will be half yearly review of Performance Management objectives. If there is evidence at this stage that a teacher is at risk of not meeting their targets, then they will be informed in writing and appropriate support identified.

8. APPRAISEES EXPERIENCING DIFFICULTIES

8.1 When dealing with a teacher experiencing difficulties, the objective is to provide support and guidance through the performance appraisal process in such a way that the teacher's performance improves and the problem is, therefore, resolved.

8.2 Where it is apparent that a teacher's personal circumstances are leading to difficulties at school, support will be offered as soon as possible, without waiting for the formal annual assessment.

8.3 If an appraiser identifies through the performance appraisal process, or via other sources of information, for example parental complaints, a meeting will be held to discuss these concerns with the teacher, their line manager and the appropriate member of the Senior Leadership Team. At this meeting, the teacher will be informed of that the difficulties experienced are such that, if not rectified, could lead to the capability procedure being invoked.

At this meeting, the following will take place:

- confirmation of clear feedback to the teacher about the nature of the concern (to be summarised in writing after the meeting)
- the teacher will be given the opportunity to comment on and discuss these concerns;
- in consultation with the teacher at the above meeting, an action plan with support will be established (for example coaching, training, in-class support, mentoring, structured observations, visits to other classes or schools or discussions with advisory teachers), that will help address those specific concerns;
- make clear how progress will be monitored and when it will be reviewed;
- explain the implications and process if no – or insufficient – improvement is made.

8.4 The teacher's progress will continue to be monitored as part of the performance appraisal process and a reasonable time given for the teacher's performance to improve. The length of time will depend upon the circumstances, with appropriate support as agreed in the Action Plan, in order that the aim of recovering and improving performance can be achieved. During this monitoring period the teacher will be given feedback on progress and arrangements will be made to modify the support programme if appropriate.

8.5 Review / Potential Transition Meeting will be held if sufficient progress is made; such that the teacher is performing at a level that indicates there is no longer a possibility of capability procedures being commenced the teacher should be informed of this at the meeting with the appraiser or head teacher. A copy of the completed Action Plan will be given. Following this meeting the performance appraisal process will continue as normal.

If partial progress has been made against the specific objectives, the appraiser may decide that the review period should be extended to allow for further progression to be made. A copy of the Action Plan will be given with details of the expected improvement.

If no improvement has been made over the review period, the teacher will be given a copy of the Action Plan and informed that capability proceedings will be commenced.

8.6 Raising Objections

8.6.1. Appraisee's have the right to raise objections or to make comments against any of the entries in the written performance appraisal report. Appraisee's should write to the Headteacher within 10 days of the receipt of their

assessment. The Headteacher will consider the evidence on a case by case basis, based on the evidence presented. Appeals must include evidence of how the teacher has met their targets, and how they have demonstrated that they meet the expected levels of professional performance.

The Head teacher's decision is final in all appeals.

8.6.2 Where the head teacher has not been recommended for pay progression he/she will be informed by the appropriate governor. The head teacher will notify any teacher who has not been recommended for pay progression. Please see the Pay Policy for further details.

9. GUIDING PRINCIPLES

9.1 The Governing Body is committed to ensuring that high levels of performance are maintained within the school and recognises that the majority of staff members meet the standards required of them. The Governing Body expects managers to lead by example, demonstrating a high level of competence, judgement and integrity, promoting effective working practices and supporting and encouraging school staff when difficulties arise. In return, the Governing Body/Local Authority expects all employees to strive for high personal standards of performance whilst being realistic and honest about difficulties they are encountering, and to aim for continuous improvement both through their personal endeavours and through training and development opportunities which arise.

9.2 Head teachers (and the Governing Body in the case of the Headteacher) are responsible for ensuring that every teacher has a clear understanding of the Teachers' Standards introduced from September 2012. The Standards apply to all teachers, including those newly qualified, and replace the standards for Qualified Teacher Status and the core professional standards published by the Training & Development Agency for Schools and the Teaching Agency for England's Code of Conduct & Practice for Registered Teachers.

9.3 Managers will investigate the causes of poor work performance, particularly where there has been a sudden deterioration, and will gather information or examples related to the areas of concern to aid the discussion with the individual;

9.4 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.

9.5 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 school's absence policy and will normally be referred to the occupational health service 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.

9.6 Grievances. Where a member of staff raises a grievance during the performance appraisal process, the process may be temporarily suspended in order to deal with the grievance. Where the grievance and performance appraisal are related it may be appropriate to deal with both issues concurrently.

9.7 Confidentiality & Professional Relationships

The performance appraisal processes will be treated with confidentiality. Only the appraiser's line manager or, where s/he had more than one, each of her/his line managers will be provided (including senior managers where appropriate) with access to the appraisee's plan recorded in her/his statements. This will be done upon request and only where this is necessary to enable the line manager (including senior managers) to discharge her/his line management responsibilities.

Appraisee's will be consulted on requests for access to statements in the context of this policy.



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The process of gathering evidence for performance review will not compromise normal professional relationships between teachers. The governing body recognises that the appraiser will consult with, and seek to secure the agreement of, the appraisee before seeking information from other colleagues about the work of the appraisee.

However, the desire for confidentiality does not override the need for the head teacher and governing body to quality-assure the operation and effectiveness of the performance appraisal system. The head teacher or appropriate colleague might, for example, review all teachers' objectives and written performance appraisal records personally – to check consistency of approach and expectation between different appraisers.

9.8 Monitoring and Evaluation

The performance appraisal procedure will be applied fairly and consistently to all teaching staff employed at the school regardless of age, disability, gender reassignment, marriage & civil partnership, pregnancy & maternity, race, religion or belief, sex, sexual orientation, trade union membership/non membership, contract status (permanent/temporary/fixed-term status) or number of hours worked. The governing body and head teacher will monitor the operation and effectiveness of the school's performance appraisal arrangements.

The Head Teacher will provide the Governing Body with a written report on the operation of the school's performance appraisal policy annually. The report will not identify any individual by name.

The report will include an assessment of the impact of these policies on the equalities characteristics listed above.

The head teacher will report on whether there have been any appeals or representations on an individual or collective basis on the grounds of alleged discrimination.

9.9 Retention. The governing body and head teacher will ensure that all written performance appraisal records are retained in a secure place for six years and then destroyed.



Professional Area	Relevant Standards	Band 1 TEACHER			Band 2 ACCOMPLISHED TEACHER			Band 3 EXPERT 'Significant and Sustained Contribution to school'		
		M1	M2	M3	M4	M5	M6	U1	U2	U3
PROFESSIONAL PRACTICE	1.1(1);1.2(2,3,5) 1.3 (1,3) 1.4(1,2,3) 1.5all 1.6 (1) 1.7 (1,2,3) 1.8 (3) 2.1 (2,4) Preamble	Many – but not all – aspects of teaching over time are good			All aspects of teaching over time are good			Many aspects of teaching over time are outstanding		
PROFESSIONAL OUTCOMES	1.1(2) 1.2(1,2,3) 1.5(1) 1.6 (3,4) Preamble	With appropriate additional support, most pupils progress in line with school expectations			Most pupils progress in line with school expectations without additional support			Significant numbers of pupils exceed school expectations		
PROFESSIONAL RELATIONSHIPS	1.1(1) 1.6(4) 1.7(4) 1.8(2,3,5) 2.1 (1,3,4) Preamble	Positive working relationships established with pupils, colleagues and parents			These working relationships result in good progress by all groups of pupils and productive sharing of professional practice with others.			Working relationships with colleagues are characterised by an enthusiastic commitment to helping them overcome professional challenges		
PROFESSIONAL DEVELOPMENT	1.2(4,5) 1.3(1,2,4,5) 1.4(5) 1.5(2,3,4) 1.6(1) 1.8(4) 2.1(2) 2.3Preamble	Develops professional practice in line with advice from more experienced colleagues			Takes a proactive role in identifying areas for professional development and accessing advice			Proactively leads the professional development of others in a way which leads to improved outcomes for pupils		
PROFESSIONAL CONDUCT	1.1(3) 1.7(1) 1.8(1) 2.1(all) 2.2 2.3 Preamble	Meets the standards for professional conduct set out in the Teachers' Standards			Meets the standards for professional conduct set out in the Teachers' Standards			Meets the standards for professional conduct set out in the Teachers' Standards		



Appendix 1: Individual Evaluation Template (Appraisal)

Date:

Role:

Name of appraisee:

Appraiser:

	Below expectations	Emerging	Reaching	Securing	Outstanding
Leadership and Management (TLR Teachers)					
Behaviour, Safety and Ethos					
Teaching, Learning and Assessment					
Outcomes for pupils					

<i>My targets 2017-8 were...</i>	<i>My progress against these targets has been:</i>
Target 1:	Impact statement:
The evidence for my progress against this target can be found:	
Target 2:	Impact statement:
The evidence for my progress against this target can be found:	
Target 3:	Impact statement:
The evidence for my progress against this target can be found:	

Where would like to be professionally by the end of 2018-9 academic year?



Target setting for 2018-9

What are your agreed targets for development & impact?

My targets 2018-9	
Target 1:	Expected Impact
The evidence for my progress against this target can be found:	
Target 2:	Expected Impact
The evidence for my progress against this target can be found:	
Target 3:	Expected Impact

What additional support will you need to achieve these targets?

Teacher comments:

Line Managers comments:

Once this is agreed, the appraiser must add to sims and email to appraisee and HT.