

Appraisal Policy

St Mary Magdalene CofE Primary School



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St Mary Magdalene CE Primary School

Appraisal Policy

As a Church of England School, we recognise that each person is valuable, precious and **unique** before God. Our school is a community based on **trust, honesty** and **love**. We aim to live in **peace** with each other and to **forgive** those who have wronged us, as taught and demonstrated in the life of Jesus. We seek to foster in our members **wonder** in discovery, **thankfulness** for what we have, **compassion** for others and **hope** for the future. We therefore strive to ensure that our delivery of the curriculum meets the needs of each individual and helps foster an environment where the motivation for all to achieve and reach their full potential is at the core of our commitment.

Vision Statement

Building on a foundation of Core Christian Values, we inspire and equip our children to acquire confidence, encouraging a thirst for lifelong learning.

'I can do all things through Christ who strengthens me,' Philippians 4: 13.

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1. Aims

This policy aims to:

- › Set out the arrangements for appraising teachers and support staff, including the process and the responsibilities of individuals
- › Ensure consistency and fairness across the school

- › Create a process where teachers' and support staff's professional development is supported and encouraged, in the context of the school's latest Ofsted report, our school improvement plan and the Teachers' Standards
- › Ensure teachers have the skills and knowledge they need to fulfil and excel in their role and provide an excellent education to our pupils

The policy applies to all teaching staff employed by the school except those on contracts of less than 1 term, those undergoing induction and those undergoing capability procedures.

See separate ECT policy for Early Career Teachers.

2. Legislation and guidance

The minimum national requirements for teachers' appraisal in maintained schools are set out in [The Education \(School Teachers' Appraisal\) \(England\) Regulations 2012](#).

This policy is based on the [model policy](#) produced by the Department for Education (DfE).

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3. Definitions

In this policy, the term 'teacher' refers to classroom teachers, middle and senior leaders, and the headteacher. Where relevant, we have added further detail regarding arrangements for headteachers.

Support Staff refers to in class support staff (eg Teacher assistants) and out of class support staff eg. Office or premises staff).

4. The appraisal period

The appraisal period will run for 12 months beginning on the first day of the autumn term. Targets will be set in the Autumn term and appraisals will be held at the end of the academic year.

For teachers on fixed-term contracts of less than 12 months, the appraisal period will be determined by the duration of their contract.

Teachers who start at or leave the school during the appraisal period can have a longer or shorter appraisal period in that appraisal round.

It is intended that teachers will have had their annual appraisal meeting and received their appraisal report by 31 October.

Support staff targets will be set by Nov 30.

It is intended that the headteacher will have had their annual appraisal meeting and received their appraisal report by 31 December – ideally the Headteachers appraisal targets will be set before the teachers targets .

5. Setting objectives

Teachers' objectives will be set before, or as soon as possible after, the start of the appraisal period.

The headteacher's objectives will be set by the governing board, in consultation with the external adviser.

The support staffs objectives will be set by November 30.

Objectives will:

- › Contribute to improving the education of pupils at the school and the implementation of any school improvement plans. To ensure this happens, the Headteacher will quality assure all objectives against the school improvement plan
- › Be specific, measurable, achievable, realistic and time-bound (SMART)
- › Be appropriate to the teacher's or support staff's role and career experience
- › Be revised if circumstances change throughout the year

When objectives are set, teachers and support staff will also be informed of the standards their performance will be judged against.

The appraiser and teacher will seek to agree the objectives but, if that is not possible, the appraiser will determine the objectives.

6. Standards

Teachers will be assessed against the [Teachers' Standards](#). The headteacher, and other school leaders where relevant, will also be assessed against the [Headteachers' Standards](#).

Teacher assistants will be assessed against TA standards which can be found [here](#).

7. Reviewing performance (including observation protocol)

We will use a range of evidence to judge a teacher's and support staff's performance:

- › Formal and informal lesson observations
- › Observations and results from wider school activities, if applicable
- › Performance of their pupils
- › Reviews of planning and marking
- › Parent and pupil voice, if applicable

7.1 Observation protocol

We believe that observations are an important way of assessing teachers' performance. They can help identify a teacher's strengths and areas for improvement, and can help us identify areas of good practice that can be shared across the school.

There will be both formal and 'drop in' observations. Teachers with responsibilities outside the classroom will also have these responsibilities observed.

All observations will:

- › Be carried out in an objective, fair, professional and supportive manner
- › Be carried out by teachers with Qualified Teacher Status
- › Provide constructive feedback
- › Remain confidential to those who need to know details as part of their jobs

7.2 'Drop in' observations

Drop-in observations of teachers and support staff will usually be conducted by SLT in order to monitor the quality of teaching and learning.

Notice of 'drop in' observations will be given (usually a minimum of 3 days)

They will usually last around 20 minutes, and may involve the observer talking to pupils and looking at their work.

The frequency will depend on the individual teacher and the school's needs at the time.

Generally, verbal feedback will be given the following day.

Where written feedback is appropriate, we will use all reasonable endeavours to provide written feedback within 5 working days where appropriate.

Please note that we also carry out drop-in observations where fellow teachers observe a lesson for their own professional development. Notice may not be given and evidence will not be used as part of the appraisal process.

7.3 Formal observations

The purpose of formal observations is to assess the teacher's performance and progress against their objectives and the relevant standards.

We will take into account the teacher's workload and individual circumstances when determining the number of formal observations.

For example, early career teachers (ECTs) and less experienced teachers who have recently started at the school will receive a number of formal observations to establish their strengths and areas for development. A very experienced teacher will typically receive fewer observations.

Teachers can expect to receive three formal observations over the year (subject to satisfactory findings).

Generally, verbal feedback will be given the same day.

We will use all reasonable endeavours to provide written feedback within 5 working days.

7.4 Additional observations

Additional formal observations will take place if:

- The teacher/support staff requests them
- There are concerns that the teacher/support staff's performance is not up to standard (this may be triggered by poorly performing or poorly behaved pupils)
- The teacher/support staff is subject to formal capability proceedings

The above protocols will still apply to these additional observations.

8. Annual assessment

Performance will be reviewed and addressed on a regular basis throughout the year.

The appraisal meeting is the end point of the annual appraisal process and will take place in the summer term. In this meeting, the appraiser will:

- Review the relevant evidence
- Assess performance in the appraisal period against the relevant standards
- Assess performance in the appraisal period against objectives
- Discuss the teacher's / support staff's professional development needs and identify action that should be taken
- Discuss the teacher's/ support staff's wellbeing, career aspirations and any difficulties they may be facing
- If necessary, discuss underperformance and put a plan in place to address it. If a teacher/support staff continues to demonstrate serious underperformance and does not respond to support provided, they will be notified in writing that the appraisal system will no longer apply and that their performance will be managed under the capability procedure, and they will be invited to a formal capability meeting. Refer to our capability policy for more information

9. Conducting annual appraisal meetings

The headteacher's appraisal meeting will be conducted by the governing board. To support the headteacher appraisal, the governors will appoint an external adviser with relevant skills and experience. The adviser may be from the local authority or a neighbouring local authority, or be an external consultant.

The governing board will typically delegate the headteacher's appraisal to a sub-group of 3 governing board members with a wide range of experience and knowledge of the school. This will not include any staff governors.

The headteacher will decide who will appraise teachers and support staff. Unless there is a good reason not to, this will normally be the teacher's line manager. By way of example, a 'good reason' could be a poor or deteriorating working relationship between the teacher and line manager, including where a formal grievance has been lodged by the teacher citing their line manager.

All appraisers will be provided with appropriate training.

Appraisal meetings will take place within the teacher's normal working hours and will typically last for at least an hour.

10. Appraisal report

Teachers and support staff will be provided with a written report of their appraisal. The report will be completed by the person who conducted the appraisal. We will use all reasonable endeavours to complete this within 5 working days.

This will include:

- An assessment of the teacher's/ support staff's performance against their objectives and the relevant standards
- An assessment of the teacher's/ support staff's training and development needs, and the action that should be taken to address them
- Where relevant, a recommendation on pay progression

There will be space in the report for the teacher's own comments.

After the report has been issued, we will hold review meetings where teachers can discuss the contents of their report if they wish.

Teachers/Support staff will sign the appraisal report to say they have seen it and agree with its content. Teachers can appeal to the headteacher, and the headteacher can appeal to the governing board, if they disagree with the contents of the report and the pay recommendation it makes.

11. Concerns about a teacher's performance

If it becomes clear a teacher/support staff is having difficulties at any point during the appraisal period, they will be provided with additional support.

This will begin with a meeting with their line manager, where the problem will be discussed and potential solutions identified. A performance improvement plan may be created.

The nature of the support will be based on the individual's circumstances. For example, teachers whose difficulties are linked to a long-term health condition may be referred to the occupational health service. Teachers new to the school may be given a mentor or coach.

The concerns may be of a nature that would usually involve beginning the capability procedure. In these cases, refer to our capability policy.

12. Confidentiality

The appraisal process and relevant documents are strictly confidential. Only staff members who need the information in order to do their jobs will have access to the information.

Appraisal information will be anonymised when information is reported to the governing board.

Appraisal records will be kept securely in the teacher's personnel file.

13. Monitoring arrangements

The governing board will monitor and review the effectiveness of the appraisal arrangements. The Headteacher will monitor objectives and assessments to ensure consistency.

This policy will be reviewed every 3 years.

The FGB will be responsible for approving this policy.

14. Links with other policies

This policy should be read in conjunction with our capability and pay policies.

The **capability policy** will be used where this appraisal policy has not been able to address concerns about a teacher's performance. It applies to all staff, not just teaching staff.

The **pay policy** sets out how pay increases will be awarded, based on the results of a teacher's appraisal.

Appendix 1: appraisal timeline

DATE	ACTION
First day of autumn term	Appraisal cycle begins
September/October (by 31 October)	Discuss and set objectives, inform teachers of the standards their performance will be assessed against
July/September	Appraisal meeting held to review the previous appraisal period
31 October	Appraisal process is completed for teachers, deadline for appraisal reports to be sent
30 November	Appraisal process is completed for support staff, deadline for appraisal reports to be sent
31 December	Appraisal process is completed for the headteacher, deadline for appraisal report to be sent
February	Mid year appraisal meetings held to review progress
Throughout the year	Formal and drop-in observations and monitoring take place, constructive feedback is provided

