

Section 8.5 Staff Appraisal Policy

Mission statement

St Saviour's & St Olave's School is a church school and the Governing Body seeks to ensure that the Christian ethos permeates the whole life of the school. This policy is designed to support that ethos, and enable the development of all staff. The school promotes the idea that all staff are lifelong learners and should be given the opportunity to develop and grow. This in turn will enable students to benefit from a high quality of education in an ordered Christian community. The Governing Body seeks to ensure that all staff, both teaching and support staff, are valued and receive appropriate recognition and reward for their contribution to the life of the school.

The effective running of the school depends on the commitment of every person who works in it. Every member of staff is an integral part of the school community and affects its life and ethos. The school's ethos is realised through daily action. It is in the day-to-day living that the value system of the school becomes apparent; the presence of Christ should be evident to all.

Purpose of the policy

This policy sets out the framework for a clear and consistent assessment of the overall performance of all staff (including the Headteacher) and for supporting their development within the context of the school's plan for improving educational provision and performance, and the standards expected of all staff. It also sets out how the school will improve outcomes for students and raise the morale of teachers, by motivating them to update their skills and improve their performance. In addition, it identifies the arrangements for addressing concerns about performance that the appraisal process has been unable to address.

Application of the policy

The policy covers the appraisal process and applies to all staff employed by the school, except those on contracts of less than one term, those undergoing induction (i.e. ECTs) and those who are subject to capability procedures.

Introduction

Appraisal in this school is a supportive and developmental process designed to ensure that all staff have the skills and support they need to carry out their role effectively. It will help to ensure that staff are able to continue to improve their professional practice and to develop within their role.

The appraisal period

The appraisal period will run for twelve months from 1st September to 31st August for all teaching staff, the learning support team, the pastoral support team and the exam and data team; for all other support staff the period will run for 12 months from 1st April to 31st March.

Staff 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.

Headteacher's appraisal

The Headteacher 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.

The task of appraising the Headteacher, including the setting of targets, will be delegated to a sub-group consisting of three members of the Governing Body.

The Headteacher will decide who will appraise other teachers.

Setting targets

Targets for each member of staff will be set before, or as soon as practicable after, the start of each appraisal period. The targets set for each member of staff, delete comma will be Specific, Measurable, Achievable, Realistic and Time-bound and will be appropriate to the member of staff's role and level of experience. In setting the targets, reviewers 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. The appraiser and the member of staff will seek to agree the targets but, if that is not possible, the appraiser will determine the targets. Targets may be revised if circumstances change.

The appraiser will take into account the effects of an individual's circumstances, including any disability, when agreeing targets. 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 return from a period of extended absence, targets may be adjusted to allow them to reintegrate into their working environment.

The agreed targets will contain a description of what success may look like. Where use of numerical targets is appropriate, these will be reasonable, related to the circumstances in which the member of staff works and it will be recognised that factors outside their control may significantly affect success.

In this school all members of staff, including the Headteacher, will have no fewer than three or more than five targets. Members of staff will not necessarily all have the same number of targets.

The targets set for each member of staff will, if achieved, contribute to the school's plan for improving educational provision; comma rather than semi colon improving staff performance, raising teacher standards and maintaining the highest outcomes for students. These targets will be linked to the School Development Plan and the Headteacher will moderate all completed appraisal documents to ensure that they are linked to the school's plans for improvement.

Teacher targets

Teacher targets should include one related to student attainment and one related to the teaching standards. Other targets could include whole school targets, a team target or one related to specific responsibilities. The targets will be set for each teacher, delete comma before, or as soon as practicable after, the start of each appraisal period, and each teacher will be informed of the standards against which their performance in the appraisal period will be assessed. All teachers will be assessed against the set of standards contained in the document called "Teachers' Standards" published in 2013. In addition, the Headteacher (as appropriate) will consider whether certain teachers should also be assessed against other sets of standards published by the Secretary of State which are relevant to them e.g. Leading Practitioners.

Support staff targets

Each member of support staff will have targets based on their job description and the targets will be used to assess their performance.

Reviewing teacher performance

The school will triangulate evidence when evaluating the quality of teaching and learning. This will involve taking at least three different sources of evidence. We will draw on evidence which gives us an immediate view of teaching and also look at evidence to support the quality of teaching over space time. This evidence delete will include:

- lesson observations
- student work sampling
- student outcomes or progress data

We believe that it is important to consider the validity and reliability of the evidence. We will therefore work from the assumption that if a lesson observation takes place and the agreed lesson observation criteria are applied accurately and impartially, then the evidence gained is very likely to be valid; if different sources of evidence all suggest similar conclusions, we will be more confident that these conclusions are correct. We do however recognise that

evidence is likely to be more reliable if it can be reproduced at different times or in different contexts. If evidence samples do not support each other, we will work from the assumption that the evidence base does not allow a firm conclusion to be drawn. Additional evidence will be needed before a judgement can be made. See section below *Dealing with inconsistent evidence*.

Our review and judgements will enable us to evaluate accurately teacher performance and outcomes for students. This will in turn enable us to evaluate the quality of teaching and learning across the school. In addition, it will enable us to identify where additional support might be required for individuals, groups, departments and across the whole school.

As a school we seek to avoid the temptation of making a judgement in order to complete a process in the time allocated; instead, we seek to make judgements which are valid and reliable. However it is worth noting that there are some parts of the process which need to be time bound and a time limit will need to be in place.

Teachers (including the Headteacher) who have responsibilities outside the classroom should also expect to have their performance of those responsibilities observed and assessed.

Lesson observations

This school 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 school improvement more generally. However, we also believe that lesson observations are one part of the teaching and learning jigsaw and what goes before, what follows and how a lesson fits into the bigger picture is equally important. All observation will be carried out in a supportive fashion. Lesson observations will be conducted by individual teachers or pairs of teachers.

Teachers' performance will be regularly observed. The amount and type of classroom observation that will be appropriate will depend on the individual circumstances of the teacher and the overall needs of the school and will, as far as possible, be agreed between appraiser and appraisee.

Classroom observation will only be undertaken by persons with QTS. In addition, in this school classroom observation will only be undertaken by those who have had adequate preparation and have the appropriate professional skills to observe and provide constructive oral and written feedback and support, in the context of professional dialogue between colleagues.

In addition to formal observation, the Headteacher or other senior leadership team members with responsibility for teaching standards may "drop in", in order to evaluate the standards of teaching and to check that high standards of professional performance are established and maintained.

The length and frequency of “drop in” observations will vary depending on specific circumstances. Drop-ins will only inform the appraisal process where evidence arises which merits the revision of the appraisal statement.

For the purpose of professional development, feedback about lesson observations should be developmental and individual lessons will not be judged using Ofsted grades. We will conduct ungraded lesson observations because this supports our growth mindset ethos. Instead of receiving a grade teachers will be told whether their lesson is “At or above” or “Below” the required standard based on the Teachers’ Standards.

Student work sampling

For work sampling, we aim to take a sample which targets different groups and try to avoid taking random samples. We will endeavour to look at this sample over time to build up a more reliable picture about the quality of teaching and learning. Teachers will be told if their marking is “At or above” or “Below” the required standard based on the Teachers’ Standards.

Student outcomes

We look at student progress and make comparisons where appropriate with the national picture, local context and with students’ performance in other subjects. We believe that outcomes are important, but recognise they do not always tell the whole story and for this reason we will consider trends over time.

Reviewing support staff performance

In order to evaluate the performance of support staff the school will look at the member of staff’s previous targets and judge whether these have been met or not. In addition, the appraiser and appraisee might also consider evidence from line management discussions, case studies, student data and anything relevant to the role.

Dealing with inconsistent evidence

Once each source of evidence has been assessed the appraiser will use their professional judgement to look for conclusions that are consistent across the sources of evidence. If all sources say something different, the appraiser will discuss the inconsistencies with the appraisee and make a note of it. The Headteacher will also be informed and additional evidence may be looked at or taken into account. If the inconsistency seems to suggest the member of staff is working below the expected standard, further support and monitoring will follow.

Development and support

Appraisal is a supportive process which will be used to inform continuing professional development. This school wishes to encourage a culture in which all staff take responsibility for improving their performance through appropriate professional development. The latter

will be linked to school development priorities and to the ongoing professional development needs and priorities of individuals.

The Governing Body will ensure in the budget planning that, as far as possible, resources are made available in the school budget to meet the need for appropriate training and the support agreed for appraisees, maintaining access on an equitable basis.

Feedback

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

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

Professional portfolios

Staff are encouraged to compile a professional portfolio which enables them to track and evaluate the impact of their professional development.

In their portfolios staff could typically include evidence such as: articles read, lessons they have had observed, lessons they have observed, training sessions delivered, external courses attended, evidence from monitoring, collaborative work with other schools, internal training sessions attended, coaching delivered or received and mentoring delivered or received.

These professional portfolios could be used as evidence for those applying for threshold.

Annual assessment

Each member of staff's performance will be formally assessed in respect of each appraisal period.

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 midway through the appraisal cycle.

The member of staff will receive a written appraisal report as soon as practicable following the end of each appraisal period and have the opportunity to comment in writing on it. All staff will receive their written appraisal reports by 31 October (31 December for the Headteacher). The appraisal report will include:

- details of the member of staff's targets set for the appraisal period in question;

- an assessment of the teacher's performance of their role and responsibilities against their targets, relevant standards and/or job description;
- an assessment of the member of staff'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 (pay recommendations will be made by 31 December for the Headteacher and by 31 October for other teachers);

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

The Headteacher will notify any member of staff who has not been recommended for pay progression (where the Headteacher has not been recommended for pay progression they will be informed by the appropriate governor) of their right to appeal against that decision and that they may be assisted by a companion who may be a colleague, a trade union official or a trade union representative.

Confidentiality

The appraisal processes will be treated with confidentiality. However, the desire for confidentiality does not override the need for the Headteacher and Governing Body to quality-assure the operation and effectiveness of the appraisal system. The Headteacher will review all staff targets and written appraisal records personally, in order to check consistency of approach and expectation between different appraisers. Only the appraisee's line manager or, where they have more than one, each of their line managers will be provided with access to the appraisee's plan recorded in their statement, where this is necessary to enable the line manager to discharge their line management responsibilities. Records are kept electronically using CPD Genie. The Headteacher will also be aware of any pay recommendations which have been made. Appraisees will be made aware of who has been granted access to such information.

Dealing with concerns about the performance of teachers

Where there are concerns about any aspects of the member of staff's performance, the member of staff may be placed on a support plan. In consultation with the member of staff, 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 leading practitioners or advisory teachers. Where appropriate, the support will help to address specific concerns, as well as make clear how, and by when, the appraiser will review progress. In some cases, it may be appropriate to revise targets, and in such cases sufficient time will be allowed for improvement. The support plan will also specify the amount of time given for performance to improve, reflect the seriousness of the concerns and 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, at a level that indicates there is no longer a possibility of capability procedures being invoked, the teacher should be informed of this at a formal meeting with the appraiser or Headteacher. Following this meeting the appraisal process will continue as normal, with any remaining issues being addressed through that process.

If the appraiser is not satisfied with progress within the time specified this could lead to the teacher being invited to a formal capability meeting. If this happens, the teacher will be given at least 5 school days' notice of the meeting and they will be advised of their right to be accompanied by a representative of an independent trade union or work place colleague. The teacher will also be notified that the appraisal system will no longer apply and that their performance will be managed under the capability procedure. At this stage, formal capability procedures will begin in accordance with the SDBE Capability Procedures.

Dealing with concerns about the performance of support staff

The procedure for dealing with concerns about the performance of support staff will mostly mirror the procedure the school uses with underperforming teachers, as outlined in the section above. The school will, however, take into the account the nature of the role of the member of support staff and where appropriate retraining will be offered. The member of support staff may be placed on a support plan if this is deemed to be appropriate by the appraiser or the Headteacher.

If the appraiser is not satisfied with the progress of the member of staff following the support given within the time specified and agreed by both parties, formal capability procedures will be conducted in accordance with the SDBE Capability Procedures.

General principles underlying this policy

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 Headteacher.

Delegation

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

Grievances

Where a member of staff raises a grievance during the capability procedure, the latter 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

Sickness absence during the appraisal period or following the instigation of monitoring or formal capability procedures, will be dealt with in accordance with the school's absence policy and will as necessary be referred to the occupational health service. Advice will be sought and/or an assessment made as to the member of staff's health and fitness for continued employment and the appropriateness or otherwise of continuing with monitoring and/or formal procedures in the absence of the member of staff.

Monitoring and evaluation

The Governing Body and Headteacher will monitor the operation and effectiveness of the school's appraisal arrangements.

The Headteacher will provide the Governing Body with a written report on the operation of the school's appraisal and capability policies annually. The report will not identify any individual by name. The report will include an assessment of the impact of these policies on equality issues.

Retention

The Governing Body and Headteacher will ensure that all written appraisal records are retained in a secure place for six years and then destroyed.

The Governing Body of St Saviour's & St Olave's School adopted this policy on 1st September 2017 and it supersedes all previous appraisal policies. It will be reviewed every two years or sooner if substantial changes are required.

Annexe 1 - Classroom observation protocol

The Governing Body is committed to ensuring that classroom observation is developmental and supportive and that those involved in the process will:

- carry out the role with professionalism, integrity and courtesy;
- evaluate termly;
- report accurately and fairly; and
- respect the confidentiality of the information gained.

The total period for classroom observation arranged for any teacher will not usually exceed three hours per cycle having regard to the individual circumstances of the teacher. There is no requirement to use all of the three hours. The amount of observation for each teacher should reflect and be proportionate to the needs of the individual. In this school 'proportionate to need' will be determined by the Headteacher, in consultation with Line Managers.

The arrangements for classroom observation will be included in the plan outlined in the planning and review statement. This will include the amount and duration of observation, specify its primary purpose, any particular aspects of the teacher's performance which will be assessed, when during the performance management cycle the observation will take place and who will conduct the observation.

Information gathered during the observation will be used, as appropriate, for a variety of purposes including to inform school self-evaluation and school development strategies in accordance with the school's commitment to streamlining data collection and minimising bureaucracy and workload burdens on staff.

Oral feedback will be given as soon as possible after the observation and no later than the end of the following working day. It will be given during directed time in a suitable, private environment.

Written feedback will be provided within five working days of the observation taking place. If issues emerged from an observation which were not part of the focus of the observation as recorded in the planning and review statement these should also be covered in the written feedback and the appropriate action taken in accordance with the regulations and guidance.

The written record of feedback also includes the date on which the observation took place, the lesson observed and the length of the observation. The teacher has the right to append written comments on the feedback document. No written notes beyond the formal written feedback will be retained.

