



GEORGE ABBOT SCHOOL

Policy Title:	Policy for Appraisals 2018/19	
Author:	Headteacher	
Date of most recent review:	September 2018	
School Mission Statement: Academic excellence within a strong community of equality and respect, where potential and opportunity are realised.		

The Governing Body of George Abbot School first adopted this policy on 1st September 2012, after which it has been reviewed and agreed regularly.

Review of the Policy

The Governing Body will review the Appraisal policy regularly. The Governing Body will seek to agree any revisions to the policy with the recognised trade unions. To ensure teachers are fully conversant with the Appraisal arrangements, all new teachers who join the school will be briefed on them as part of their introduction to the school and all staff updated annually.

Purpose

This policy sets out the framework for a clear and consistent assessment of the overall performance of teachers, including the Headteacher. At George Abbot, it supports our two key aims for 2018/19:

- Promote and harness whole staff engagement in an inclusive and collegiate school culture, forging strong and productive teams.
- Ensure equality of strong student progress through inclusive and innovative classroom practice.

Where teachers are eligible for pay progression in line with the school's current Pay policy, the appraisal process will form part of the reference documentation alongside Reflection and Review outcomes.

This policy also sets out the arrangements that will apply when teachers fall below the levels of competence that are expected of them.

Application of the Policy

This policy covers appraisal and applies to the Headteacher and to all teachers employed by the school, except those on contracts of less than one year and those undergoing induction (i.e. NQTs).

This policy should be read in conjunction with the GEP's pay policy (which can be found on the School Hub – School Policy \ Appraisal \ Pay Policy) which provides details of the arrangements relating to teachers' Performance-Related pay taking guidance from the School Teachers' Pay and Conditions Document.

Appraisal

Appraisal in George Abbot School 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 Period

The performance of teachers must be reviewed on an annual basis. Objective setting and reviews must be completed for all teachers by 31 October.

The Appraisal cycle in George Abbot School will run from 1/11 to 31/10 for teachers, although the Headteacher will have their review with the CEO of the GEP during the Autumn Term.

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. That is, the temporary colleagues will be subject to the same Quality Assurance procedures as all teachers, but will not undergo the formal Performance Management target setting procedures.

Where a teacher starts their employment at the school part-way through a cycle, the Headteacher or, in the case where the teacher is the Headteacher, 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 the cycle for other teachers as soon as possible.

Where a teacher transfers to a new post within the school part-way through a cycle, the Headteacher or, in the case where the teacher is the Headteacher, the GEP shall determine whether the cycle shall begin again and whether to change the Appraiser.

Appointing Appraisers

Headteacher

The Headteacher will be appraised by the Chair of GLAC or their nominee and the CEO of GEP Academies.

Teachers

The Headteacher has determined that for all teachers for whom they are not the line manager, the Appraiser role will be delegated. In these circumstances the Headteacher will ensure that Quality Assurance procedures are carried out to check that the objectives recorded in the statements of teachers at the school:

- are consistent between those who have similar experience and similar levels of responsibility.
- comply with the school's Appraisal policy, the regulations and the requirements of equality legislation.

The Headteacher will confirm the line management structure for each cycle.

Where a teacher has more than one line manager, it will be determined which line manager will be best placed to manage and review the teacher's performance.

Where a teacher is of the opinion that the person to whom the Headteacher has delegated the Appraiser's duties is unsuitable for professional reasons, s/he may submit a written request to the Headteacher for that Appraiser to be replaced, stating those reasons.

Should the Appraiser not be available for the majority of the cycle, the Headteacher may perform the duties or delegate them in their entirety to another trained and suitable member of staff.

An Appraisal cycle will not begin again in the event of the Appraiser being changed.

All staff to whom the Headteacher has delegated the role of Appraiser will receive appropriate preparation for that role.

Setting Objectives

The Headteacher's objectives will be set by the Chair of GLAC and the CEO of GEP Academies.

Objectives for each teacher should be set before the start of each appraisal period. The objectives should be **Specific, Measurable, Achievable, Realistic and Time-bound** and 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. Objectives may be revised, if circumstances change.

All teachers will be assessed against the set of standards contained in the DfE document entitled 'Teachers' Standards', published in July 2011.

The objectives set for each teacher will, if achieved, contribute to the school's plans for improving learning, engagement and progress for every student. This will be ensured by Quality Assurance procedures carried out by the SLT, and other colleagues whose role includes accountability for the appraisal process.

Quality Assurance procedures will ensure that objectives of all staff are fair and equitable in relation to teachers with similar roles/responsibilities and experience, and will have regard to the school's policy and practice regarding the encouragement of a professional Work/Life Balance. They shall also take account of the teacher's professional aspirations and any relevant pay progression criteria.

In this school, all teachers, including the Headteacher:

- will have no more than 3 objectives;
- will have at least one whole school objective.

Though Appraisal is an assessment of overall performance of teachers and the Headteacher, objectives cannot cover the full range of a teacher's roles / responsibilities. Objectives will, therefore, focus on the priorities for an individual for the cycle. At the review stage it will be assumed that those aspects of a teacher's roles/responsibilities not covered by the objectives, will be evidenced via the additional written statements submitted as part of the 'Performance Management & Appraisal Report' documentation.

Reviewing Performance – Reflection and Review

Observation

This school believes that observation of classroom practice is essential to enable Reflection and Review, to ensure continuing development and to ensure the highest possible standards of learning for every child. All observation will be carried out to support development, following policy and procedure as detailed in the school's separate 'Reflection & Review' documentation.

In this school, teachers' performance will be observed via two unannounced 25 minute 'Leadership Immersion' observations (over three terms). However, the total amount and type of classroom observation will depend on the individual circumstances of the teacher and the overall needs of the school.

Classroom observation will be carried out by trained leaders across the school.

In addition to formal observations, SLT, ASLs and HODs will carry out unannounced 'Academic Learning Walks' – visits to classrooms of about 5 minutes duration, 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 'Academic Learning Walks' will vary depending on specific circumstances: for example, more often for colleagues being considered to pass through Threshold, or who are part of the School's Teacher Support Programme (see Appendix 1). We do not expect any of these activities to exceed three hours per academic year, except in exceptional circumstances.

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

Development and Support

Outcomes of Reflection and Review processes are used to inform the programme of continuing professional development at George Abbot School. The school has an aspirational culture in which all teachers take responsibility for improving their teaching through appropriate professional development. Professional development will be linked to school improvement priorities and to the on-going professional development needs and priorities of individual teachers.

The school's CPD programme will be informed by the training and development needs related to objectives set for the coming performance management cycle.

The school will ensure a broad range of CPD activities are accessible for all teachers. With regard to the provision of CPD, in the case of competing demands on the school budget, a decision on relative priority will be taken with regard to the extent to which: (a) the CPD identified is essential for an Appraiser to meet their objectives; and (b) the extent to which the training and support will help the school to achieve its priorities. The school's priorities will have precedence.

Teachers should not be held accountable for failing to make good progress towards meeting their performance criteria where appropriate support has not been provided, be that CPD, line manager, mentoring or coaching support.

Feedback

Teachers will receive constructive feedback on their performance throughout the year and as soon as practicable after observations. Feedback will highlight particular areas of strength as well as any areas that need attention. Lesson observations are reviewed regularly by the Deputy Headteacher and Headteacher and where support would be beneficial to a teacher, the Appraiser/line manager will be informed.

Where there are concerns about any aspects of the teacher's performance the Appraiser will:

- 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;
- suggest support that might be provided;
- meet with the Deputy Head (Teaching & Learning) to discuss concerns;

The Deputy Head (Teaching and Learning) will then meet with the staff member to implement a support plan.

Transition to Capability

If the Deputy Head is not satisfied with progress, the teacher will be notified in writing that their performance will be managed under the capability procedure, and will be invited to a formal capability meeting. The capability procedures will be conducted as per the GEP Capability and Disciplinary Policy.

Annual Assessment

Each teacher's performance will be formally assessed in respect of each Appraisal period.

This assessment is the end point to the annual Appraisal process and follows a mid-year line management review.

The teacher will be part of the completion of a written Appraisal report. Targets are recorded, reviewed mid-year and reflected on an evaluated at the end of the year review. In this school, teachers will complete their Appraisal in time to allow completion of all necessary administration by 31 October (by the end of the Autumn Term for the Headteacher).

The Appraisal report will include:

- a review of the teacher's objectives for the Appraisal period in question;
- a comment from their line manager;
- identification of targets for professional focus in the coming academic year;
- identification of the teacher's professional development plans;

Any concerns about performance during the appraisal cycle should be clear to every teacher before the appraisal cycle is completed.

Appeals

At George Abbot, it is expected that objectives are negotiated between Appraiser and Appraiser. In the event of disagreement, the Appraiser has the right to determine the objective where performance deems this necessary. Teachers and Headteachers have a right of appeal against any of the entries in their objectives and review statements. Where an Appraiser wishes to appeal on the basis of more than one entry this would constitute one appeal hearing.

The Review

Within 10 days of the completion of the Appraisal report:

Teachers can record their dissatisfaction with aspects of their Appraisal report. Where these cannot be resolved with the Appraiser, they can raise their concerns with the Headteacher. Where the Headteacher is the Appraiser, the teacher can raise the issue with the Chair of Governors.

Headteachers can record their dissatisfaction with aspects of their Appraisal report. Where these cannot be resolved with the Chair of GLAC and the CEO of GEP Academies, it should be raised with the GEP Education Committee. No Governor who is a teacher or staff member can be involved in performance review.

The review officer (who could be the Headteacher, the Chair of Governors or a Governor appointed by the Governing Body) will investigate the complaint and take account of comments made by the Appraisee. The review officer should conduct a review of the complaint within 10 working days of referral. S/he may decide that the Appraisal statement should remain unchanged or may add any observations of his/her own. The review officer may decide, with the agreement of the person responsible for carrying out the initial Appraisal, or in the Headteacher's case all the appointed Governors, to amend the Appraisal statement; or declare that the statement is void and order a new review or part of the Appraisal to be repeated. Where a new Appraisal is ordered new Governors will be appointed. For teachers, the Headteacher will appoint a new Appraiser. Any new Appraisal or part Appraisal ordered should be conducted within a further 15 days.