



Transforming Lives

## The Hub Alternative Provision Centre

### Appraisal Policy

This policy should be read in conjunction with:

- Pay Policy
- Capability Policy

### Purpose

This policy sets out the framework for a clear and consistent assessment of the overall performance of members of staff, including the head teacher and support staff, for supporting their development within the context of the school's plan for improving educational provision and performance, and the standards expected of all employees in this school. It also sets out the arrangements that will apply when any member of staff falls below the levels of competence that are expected of them as set down in the Teachers' Standards for M1 to M6 Teachers and Teachers' Standards for UPS Teachers.

### Application of the policy

**The policy applies to the head teacher and to all members of staff including support staff, employed by the school or local authority, except those on contracts of less than one term, those undergoing induction (ie NQTs) and those who are subject to capability.**

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

### The appraisal period

The appraisal period will run for twelve months from 31 October to 31 October. For the head teacher the appraisal period runs for twelve months from 31 December to 31 December. Members of staff who are employed on a fixed term contract or supply arrangement of at least one term but 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.

Where a member of staff starts their employment at the school part way through a cycle, the head teacher shall determine the length of the first cycle for that member of staff, with a view to bringing their cycle into line with the cycle for other staff members as soon as possible.

## **Appointing appraisers**

The head teacher will be appraised by the Management Committee, supported by a suitably skilled and experienced external adviser who has been appointed by the Management Committee for that purpose.

In this school the task of appraising the head teacher, including the setting of objectives, will be delegated to a sub-group consisting of three (*with a quorum of two*) members of the Management Committee.

The head teacher will decide who will appraise other members of staff, taking into account the roles and responsibilities of both appraisers and appraisees. All appraisers of teachers will have qualified teacher status and relevant experience. The member of staff's line manager or another senior person in the member of staff's area will normally be their appraiser. If they are unable to conduct the appraisal, an appropriately experienced appraiser will be appointed in their place. If legitimate concerns are raised about the choice of appraiser, these will be carefully considered and, if the head teacher (or, in the case of the head teacher, the Management Committee) considers these concerns to be valid, an alternative appraiser will be offered. All appraisers will receive appropriate preparation and training.

Where a member of staff is experiencing difficulties and the head teacher or a member of the SLT is not the appraiser, the head teacher may undertake the role of appraiser.

## **Setting objectives**

The head teacher's objectives will be set by the Management Committee after consultation with the external adviser and the head teacher.

All objectives *for teachers* will be directly linked to the "Teachers' Standards" published in May 2012 as appropriate to the member of staff's role and level of experience. They will also be expected to contribute to the successful implementation of the School Improvement Plan.

Objectives for each member of staff will be set before, or as soon as practicable, after the start of each appraisal period.

Each member of staff, including the head teacher, will have three objectives, unless they are not yet fulfilling the expectations for their current pay scale as set out in the school's Pay Policy. These teachers may have more than three objectives in order to ensure that they fulfil the relevant expectations of their pay scale by the end of the Appraisal cycle.

The appraiser and member of staff 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.

The head teacher will monitor planning statements for each member of staff in order to ensure consistency, equity and relevance both to the School Improvement Plan and to the individuals concerned.

Before, or as soon as practicable after, the start of each appraisal period, all teachers will be provided with a copy of the set of standards contained in the document called “Teachers’ Standards” published in May 2012 against which their performance will be assessed – see Pay Policy.

## **Pay Progression**

See Pay Policy.

## **Reviewing performance**

### **Observation**

This school believes that observation of classroom practice and other responsibilities is important both to:

- assess teachers’ performance to identify any particular strengths and areas for development they have;
- gain useful information which can inform school improvement more generally.

All observation will be carried out in a supportive fashion. The conduct of lesson observations is set out in the Lesson Observation Protocol.

Teachers’ performance will be regularly observed but the 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 those with QTS. In addition to formal observation, head teachers or other leaders 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. The Lesson Observation Protocol also contains guidance on the conduct of Drop-ins.

Members of staff (including the head teacher) who have responsibilities outside the classroom should also expect to have their performance of those responsibilities observed and assessed and to be held accountable for fulfilling them.

### **Feedback**

Members of 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. Feedback on observations will ideally be given as soon as possible and, unless there are exceptional circumstances, within five working days.

### **Development and support**

Appraisal is a supportive process which will be used to inform continuing professional development. The school wishes to encourage a culture in which all members of staff take responsibility for improving their teaching through appropriate professional development. Professional development will be linked to school improvement priorities and to the ongoing professional development needs and priorities of individual members of staff.

The Management Committee will ensure in the budget planning that, as far as possible, appropriate resources are made available in the school budget for any professional development agreed for appraisees.

## **Staff Experiencing Difficulties**

Where persistent inadequacies in any aspect of a member of staff's performance are identified that, if not rectified, could lead to capability procedures, the appraiser will inform the head teacher. The head teacher or nominated member of SLT will, as part of the appraisal process, meet the teacher formally.

The member of staff should be advised that it would be appropriate to be accompanied at this meeting by a Trade Union Representative or school-based colleague.

At this meeting the head teacher or nominated member of SLT will:

- give clear feedback to the member of staff about the nature and seriousness of the concerns;
- give the member of staff the opportunity to comment and discuss the concerns;
- agree any support (e.g. coaching, mentoring, structured observations; INSET), that will be provided to help address those specific concerns;
- make changes, where appropriate to the member of staff's appraisal objectives, so that they better reflect the areas for concern;
- make clear how, and by when, the appraiser will review progress (*this will normally be a period of six weeks, depending on the nature and seriousness of the concerns identified, but must be sufficient to allow the member of staff to demonstrate improvement*);
- explain the implications and process if insufficient improvement is made.

When progress is reviewed, if the head teacher is satisfied that the member of staff has made, or is making, sufficient improvement, the appraisal process will continue as normal, with any remaining issues continuing to be addressed through that process.

If the head teacher is not satisfied with progress, s/he will first seek advice from Human Resources or the LA Improvement and Learning Service.

It would be appropriate for the head teacher at this point to invite a mutually agreed external adviser to assess the teacher's performance.

## **Transition to capability**

If the head teacher and the external adviser are in agreement that the member of staff has made insufficient progress against the identified concerns, the member of staff will be notified in writing that the appraisal system will no longer apply and that their performance will be managed under the capability procedure. The member of staff will be invited to a formal capability meeting. The capability procedures are set out in the Capability Policy.

## Annual assessment

Each member of staff's performance will be formally assessed in respect of each appraisal period. In assessing the performance of the head teacher, the Management Committee 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.

The member of staff will receive a written appraisal report as soon as practicable following the end of each appraisal period. S/he will have the opportunity to comment in writing on this. The appraisal report will include:

- details of the member of staff's objectives for the appraisal period in question;
- an assessment of the member of staff's performance of their role and responsibilities against their objectives and the relevant standards;
- 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 relevant, for the use of the head teacher only (*NB – pay recommendations need to be made by 31 December for head teachers and by 31 October for other members of staff*);

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

## Appeals

Appraisees have a right of appeal against any of the entries in the written Appraisal report. Details of the appeals process are available from the head teacher or from the school Governing Body. Where the head teacher has not been recommended for pay progression, she will be informed by the appropriate governor. The head teacher will notify any teacher who has not been recommended for pay progression of the date when the governing body meets to consider pay recommendations, following which the teacher (and head teacher when the head teacher has not been recommended for pay progression) may exercise the right of appeal, assisted by a companion if required.

## Confidentiality

The appraisal process will be treated with confidentiality. However, the desire for confidentiality does not override the need for the head teacher, SLT and governing body to quality-assure the operation and effectiveness of the Appraisal system. The SLT will review all members of staff's objectives and written Appraisal records personally, in order to check consistency of approach and expectation between different appraisers.

The Management Committee is committed to ensuring consistency of treatment and fairness. It will abide by all relevant equality legislation, including the duty to make reasonable adjustments for disabled staff. The governing body is aware of the guidance on the Equality Act issued by the Department for Education.

## Definitions

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

## **Delegation**

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

## **Monitoring and Evaluation**

The Management Committee and head teacher will monitor the operation and effectiveness of the school's appraisal arrangements.

## **Retention**

The Management Committee and head teacher will ensure that all written Appraisal records are retained in a secure place for six years and then destroyed.

Approved by The Hub Management Committee – February 2016

Signed by Sheriden Hutchinson-Jones (Chair of The Hub Management Committee)

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## **ANNEX 1 – CLASSROOM OBSERVATION PROTOCOL**

The Management Committee 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 objectively;
- report accurately and fairly;
- respect the confidentiality of the information gained.

The total period of classroom observation will not exceed three hours per cycle.

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

In keeping with the commitment to supportive and developmental classroom observation those being observed will be notified in advance.

Classroom observations will only be undertaken by persons with QTS who have had adequate preparation and the appropriate professional skills to undertake observation and to provide constructive oral and written feedback and support, in the context of professional dialogue between colleagues.

Oral feedback will be given as soon as possible after the observation and, for full-time teachers, no later than the end of the following working day. It will be given during directed time as identified in the annual time schedule (not in PPA 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 that 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.

The written record of feedback will also include 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 in addition to the written feedback will be kept.

## **Drop-ins**

A head teacher has a duty to evaluate the standards of teaching and learning and to ensure that proper standards of professional performance are established and maintained. Heads and other senior and middle leaders have a right to drop into lessons to inform their monitoring of the quality of learning.

In this school Drop-ins will be undertaken by the head teacher supported by the SLT and HoDs.

Drop-ins will only inform the appraisal process where evidence arises which merits the revision of the appraisal planning statement.