

# Appraisal Policy

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Adopted by: Larkwood LGB

Date: January 2017

Review date: September 2019

## Principles

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Lime Trust applies the regulations on admissions fairly and equally to all those who wish to attend this school. This policy was drafted taking into account, where relevant to appraisal, the content of the document "Principles on teacher appraisal and capability" dated April 2012 and issued jointly by the following trade unions and professional associations: ASCL, ATL, NAHT and NUT.

## Purpose

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This policy sets out the framework for a clear and consistent assessment of the overall performance of teachers, 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 teachers. It also details the arrangements that will apply when teachers fall below the standards expected.

## Application of the policy

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The policy, which covers appraisal, applies to the Headteacher and to all teachers employed by the Lime Trust, except those on contracts of less than one term or those undergoing induction (NQTs or students).

The policy also applies to teaching assistants, midday supervisors, office staff, breakfast club staff and after school club staff and any other members of staff employed by the Academy Trust.

### School Teacher Appraisal Regulations

Revised appraisal arrangements came into force with effect from 1 September 2012. They are set out in the Education (School Teachers' Appraisal) (England) Regulations 2012 (the Appraisal Regulations), which replace the Education (School Teacher Performance Management) (England) Regulations 2006 (the 2006 Regulations). The 2006 Regulations continue to apply to any performance management.

Academies must stay within the legal framework set out in the Appraisal Regulations and in other relevant legislation that affects all employers (for example legislation on equality, employment protection and data protection).

This policy covers appraisal arrangements in the academy. On 1 September 2012 it superseded the previous performance management policy and guidance, which had been designed to support the 2006 Regulations

## Appraisal

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Appraisal at Larkswood Primary Academy will be a supportive and developmental process designed to ensure that all teachers have the skills and support their 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 will run for twelve months from July to July for all teaching staff. The office appraisal period runs for twelve months from April to April.

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.

## Appointing appraisers

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The Headteacher will be appraised by the Academy Council, supported by a suitable member of the Lime Trust (i.e. CEO) who has been appointed by the Academy Council for that purpose.

At [Larkswood Primary Academy] the task of appraising the Headteacher, including the setting of objectives, will be delegated to a sub-group consisting of two/three members of the Academy Council. The Headteacher will decide who will appraise other teachers.

## BlueSky

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The Lime Trust have adopted the use of BlueSky to support our appraisal process. BlueSky Education is an online software, endorsed by ASCL, that allows the appraisers to manage all professional development and appraisals online. The appraisees are then able to upload evidence to demonstrate where they are meeting the objectives set.

The purpose of using BlueSky for the appraisal cycle is:

- To map individual targets against the Academy Improvement Plan and bespoke professional objectives
- To connect lesson observation information with these objectives
- To understand and communicate training needs and compile training evaluations in-line with the Standard for Teachers' Professional Development (July 2016)
- To monitor and collate development needs and evidence of progress against the standards for appraisals and threshold assessments.

## Setting objectives

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The Headteacher's objectives will be set by the Academy Council after consultation with The Lime Trust.

Objectives for each teacher will be set before or as soon as practicable after, the start of each appraisal period. The objectives set for each teacher will be Specific, Measurable, Achievable, Realistic and Time-bound and will be 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.

The objectives set for each teacher will, if achieved, contribute to the academy's plans for improving its educational provision and performance and improving the education of pupils at the academy. This will be ensured by quality assuring all objectives against the Academy Improvement Plan.

Before, or as soon as practicable after, the start of each appraisal period, each teacher will be informed of the standards against which that teacher's performance in that appraisal period will be assessed. All teachers will be assessed against the set of standards contained in the document called "Teachers' Standards" published in July 2014. The Headteacher will consider whether certain teachers should also be assessed against other sets of standards published by the Secretary of State that are relevant to them such as post threshold standards. Particular attention should be given to numerical targets for children's attainment and/or progress.

## Reviewing performance

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### Observation

This Academy 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. All observation will be carried out in a supportive fashion at a minimum of three times a year.

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 Qualified Teacher Status. In addition to formal observation, the Headteacher or other leaders with responsibility for teaching and learning may undertake impromptu observations 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.

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

Appraisal is a supportive process which will be used to inform continuing professional development. The academy wishes to encourage a culture in which all teachers take responsibility for improving their teaching through appropriate Continued Professional Learning. This will be linked to Academy Improvement priorities and to individual ongoing professional development needs.

## Feedback

Teachers will receive constructive feedback on their performance throughout the year and as soon as possible 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 development.

Where there are concerns about any aspects of the teacher's performance the appraiser will meet the teacher to:

- 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;
- agree any support (e.g. coaching, mentoring, structured observations, support plans), that will be provided to help address those specific concerns;
- make clear how, and by when, the appraiser will review progress. It may be appropriate to revise objectives, and it will be necessary to allow sufficient time for improvement. The amount of time at the appraiser but should reflect the seriousness of the concerns;
- 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, the appraisal process will continue as normal, with any remaining issues continuing to be addressed through that process. If insufficient progress is made then capability procedures may commence.

## Support for Teaching Staff

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When applying this procedure, careful consideration will be given to appropriate support that may be needed for a member of staff. In providing support to staff the following should be taken into account:

A recognition that support may have a cost which should be met by the school. This may be a time cost and/or a financial cost.

Notwithstanding the above, there will be limits on the level and cost of support that can reasonably be expected.

The school can have reasonable expectations about the level of skill and knowledge that the teacher should already possess, having been appointed to the role. The teacher is not being trained to undertake the role, rather they are receiving guidance and support in an area or areas of their role which they currently do not fulfil to an acceptable standard.

The support should be discussed with the member of staff and any comments or suggestions they have taken into account. The support that is offered should be confirmed in writing and provided in a timely fashion.

## Transition to capability

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If the appraiser is not satisfied with progress, the teacher 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 will be invited to a formal capability meeting under the schools adopted capability procedure.

## Annual assessment

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Each teacher's performance will be formally assessed in respect of each appraisal period. In assessing the performance of the Headteacher, the Academy Council 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 using a range of communication methods.

The teacher will receive as soon as practicable following the end of each appraisal period, and have the opportunity to comment in writing on, a written appraisal report. Teachers will receive their written appraisal reports as soon as possible in the Autumn Term and no later than 31<sup>st</sup> October.

The appraisal report will include:

- details of the teacher's objectives for the appraisal period in question;
- an assessment of the teacher's performance of their role and responsibilities against their objectives and 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

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