

Sheringham Woodfields School



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APPRAISAL POLICY (TEACHERS)

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| Approved by SMT: 25 th September 2023 | Approved by Staff: 2 nd October 2023 | Approved by Governors: 12 th October 2023 |
| Next Review date: Autumn 2025 | Person(s) responsible for review: Head Teacher | |

The Governing Body of Sheringham Woodfields School have adopted this appraisal policy and will ensure it is reviewed bi-annually.

For 2023-2024, Sheringham Woodfields School has purchased an online suite of resources called Perspective. This platform will be used for all Teacher appraisals and these will be linked to the School Improvement and Development Plan and School Self Evaluation. Copies of forms can be requested from the Head Teacher.

1. Application of the policy

The policy applies to all members of staff including the Head Teacher, teachers and other teaching staff employed by the school or local authority, except those on contracts of less than one term, and those who are subject to action under the Formal Capability Procedure. Some details relating to pay progression are only relevant to teachers. Teaching staff undergoing Induction will be assessed with reference to the objectives set under the NQT process.

2. Purpose

This policy sets out the framework for a clear and consistent assessment of the overall performance of staff, including the Head Teacher, 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 and other staff.

It also includes the means by which pay progression will be determined for teachers.

3. Links to school improvement, school self-evaluation and school development planning

To comply with the Ofsted requirement to show how the arrangements for appraisal link with those for school improvement, school self-evaluation and school development planning, annual teacher pay progression, and to minimise workload and bureaucracy the appraisal process will be the main source of information as appropriate for school self-evaluation and the wider school improvement process.

Similarly, the school improvement plan and the school's self-evaluation statement are key documents for the appraisal process.

All appraisers are expected to ensure the alignment of appraisees' objectives with the school's priorities and plans. The objectives should also reflect appraisees' professional aspirations.

4. Consistency of treatment and fairness

The Governing Body is committed to ensuring consistency of treatment and fairness in the operation of appraisal. To ensure that the following provisions are made in relation to moderation, quality assurance and objective setting.

5. Quality assurance

The school has determined that the Head Teacher will delegate the appraiser role for some or all staff for whom they are not the line manager. In these circumstances the Head Teacher will moderate all the appraisal reports to check that the plans recorded in the statements of staff at the school:

- are consistent between those who have similar experience and similar levels of responsibility
- comply with the school's performance appraisal policy, the regulations and the requirements of equality legislation
- ensures that the teacher undertaking the role of appraiser has relevant experience and receives appropriate training and support

The Governing Body will

Nominate the Chair of the Governing Body, who will not be involved in the Head Teacher's appraisal to ensure that the Head Teacher's appraisal report is consistent with the school's improvement priorities and complies with the school's appraisal policy and the regulations.

The Governing Body will review the quality assurance processes when the appraisal policy is reviewed.

6. Objective setting

Objectives will be set before or as soon as practicable after the start of the appraisal period. The objectives set will be rigorous, challenging, achievable, time-bound, fair and equitable in relation to staff with similar roles/responsibilities and experience, and their relevant standards.

They will have regard to what can reasonably be expected of any member of staff in that position given the desirability of the reviewee being able to achieve a balance between the time required to discharge their professional duties and the time required to pursue their personal interests outside work.

They shall also take account of the member of staff's professional aspirations and relevant pay progression criteria for teachers. They should be such that, if they are achieved, they will contribute to improving the progress of pupils at the school.

The appraiser and appraisee will seek to agree the objectives but where a joint determination cannot be made the appraiser will make the determination.

At Sheringham Woodfields School

- All teachers, including the Head Teacher and all non-teaching staff, will have no more than 3 objectives, depending on their role and the nature of the objective.

- Unless the objectives have been modified after a mid-cycle review to reflect changed circumstances, at the end of the cycle, assessment of performance against an objective will be on the basis of the performance criteria set at the beginning of the cycle.
- The appraisal cycle is annual, but on occasions it may be appropriate to set objectives that will cover a period over more than one cycle. In such cases, the basis on which the progress being made towards meeting the performance criteria for the objective will be assessed at the end of the first cycle and will be recorded in the planning and review statement at the beginning of the cycle.
- Objectives and performance management discussions will not be based on teacher generated data and predictions, or solely on the assessment data of a single group of pupils. Objectives can be set in relation to robust assessment data, however, these will not be used in isolation and other factors will also be considered when making decisions about pay progression for teachers.

7. Annual Assessment

Appraisal is an assessment of overall performance of staff, teachers and the Head Teacher, and will be based on:

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

For teachers:

- an assessment of their performance against relevant standards;
- an assessment of the teacher's professional development needs and identification of any action that should be taken to address them;
- a recommendation on pay where that is relevant (NB - pay recommendations need to be made by 31 December for Head Teachers and by 31 October for other teachers);

8. Reviewing Progress and Performance

When dealing with a member of staff experiencing difficulties, the objective 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.

Where it is apparent that a member of staff's personal circumstances are leading to difficulties at school, support will be offered as soon as possible, without waiting for the formal annual assessment.

If an appraiser identifies through the appraisal process, or via other sources of information, for example parental complaints, that the difficulties experienced by a member of staff are such that, if not rectified, could lead to capability procedures the appraiser, the Head Teacher, or a member of the leadership team, will, as part of the appraisal process meet the member of staff to:

- give clear written feedback to the member of staff about the nature and seriousness of the concerns;
- give the member of staff the opportunity to comment on and discuss the concerns;
- give the member of staff at least 5 working days' notice that a meeting will be held to discuss targets for improvement alongside a programme of support, and inform the member of staff that they have the right to be assisted by a representative of an independent trade union or work place colleague, and at any future meetings where capability will be discussed;

- in consultation with the member of staff at the above meeting, 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 advisory personnel), that will help address those specific concerns;
- make clear how progress will be monitored and when it will be reviewed;
- explain the implications and process if no - or insufficient - improvement is made and for teachers the strong likelihood that there will be no pay progression;

The member of staff's progress will continue to be monitored as part of the appraisal process and a reasonable time given for the staff's performance to improve. This will depend upon the circumstances, with appropriate support as agreed in the Action Plan, in order that the aim of recovering and improving performance can be achieved. During this monitoring period the member of staff will be given regular feedback on progress and arrangements will be made to modify the support programme if appropriate.

If sufficient progress is made such that the member of staff is performing at a level that indicates there is no longer a possibility of capability procedures being invoked the member of staff should be informed of this at a formal meeting with the appraisal lead or Head Teacher. Following this meeting the appraisal process will continue as normal.

If no, or insufficient, improvement has been made over this period, the member of staff will be invited to a First Formal Capability Meeting under the Formal Capability Procedure to determine whether formal capability proceedings need to be commenced or the appraisal process remains in place. The member of staff may be assisted by a trade union representative or work colleague and will have at least 5 working days' notice of the meeting.

9. Appeals

At specified points in the appraisal process teachers, the Head Teacher and non-teaching staff have a right of appeal against any of the entries in their planning and assessment report. Where an appraisee wishes to appeal on the basis of more than one entry this would constitute one appeal hearing.

The Governing Body must set up a committee (Appraisal Appeals Committee) which would hear appeals in accordance with this. The members of this Committee should not have participated in the appraisal process in the current round. The Chair of the Appraisal Appeals Committee must inform the member of staff of the outcome of the appeal and should also notify the Head Teacher and Governing Body.

Details of the appeals process are set out in Annex 1

10. Confidentiality

The whole appraisal process and the planning and assessment report generated under it, in particular, will be treated with strict confidentiality at all times. Only the Head Teacher and/or the appraisee's line manager will be provided with access to the reviewee's plan recorded in their statement, upon request, where this is necessary to enable the line manager to discharge their line management responsibilities. Reviewees will be told who has requested and has been granted access.

Confidentiality does not override the need for the Head Teacher (and for the headteacher, governors) to quality assure the process and effectiveness of the appraisal system. The professional development annex of the assessment report will be made available to the CPD co-ordinator/business manager.

Where teachers or Head Teachers move schools, during or at the end of the appraisal cycle, they can request that their appraisal report is sent to their next school to enable continuity in the appraisal process and any pay eligibility progression.

11. Training and support

The school's CPD programme will be informed by the training and development needs identified in the training annex of the appraisee's appraisal statements.

The governing body will ensure in the budget planning that, as far as possible, appropriate resources are made available in the school budget for any training and support agreed for appraisees.

An account of the training and development needs of teachers in general, including the instances where it did not prove possible to provide any agreed CPD, will form a part of the Head Teacher's annual report to the governing body about the operation of the appraisal in the school.

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 a member of staff to meet their objectives; and
- (b) the extent to which the training and support will help the individuals and school to achieve their priorities.

Members of staff should not be held accountable for failing to make good progress towards meeting their performance criteria where the support recorded in the appraisal report has not been provided. However, it is the responsibility of each member of staff to pursue their individual appraisal objectives and work in collaboration with other staff who they may seek to support them.

12. Appointment of appraisal lead for the Head Teacher

Appointment of Governors:

The Governing Body is the appraiser for the Head Teacher and to discharge this responsibility on its behalf will appoint 2 or 3 governors to carry out this function. They will carry out this process with the support of an external adviser.

Appointment of External Adviser

The Head Teacher will be appraised by the Governing Body, supported by a suitably skilled and experienced external adviser who has been appointed by the Governing Body for that purpose.

Appointment of appraisers for teachers and non-teaching staff

In the case where the Head Teacher is not the member of staff's line manager, the Head Teacher may delegate the duties imposed upon the appraiser, in their entirety, to the member of staff's line manager. In this school the Head Teacher has decided that:

- The Head Teacher will be the appraisal lead for those teachers they directly line manage and can delegate the role of appraisal lead, in its entirety, to the relevant line managers (members of the Senior Leadership Team) for some other teachers.
- For non-teaching staff the appraiser will be the most relevant member of the senior leadership team, **middle leadership team** or their line manager.
- Appraisal will be quality assured and monitored by the senior leadership team.

Where a member of staff has more than one line manager, the Headteacher will determine which line manager will be best placed to manage and review their appraisal.

Where a member of staff is of the opinion that the person to whom the Head Teacher has delegated the appraisal duties is unsuitable for professional reasons, they may submit a written request to the Head Teacher for that reviewer to be replaced, stating those reasons.

Where it becomes apparent that the appraiser will be absent for the majority of the cycle or is unsuitable for professional reasons the Head Teacher may perform the duties themselves or delegate them in their entirety to another line manager.

Where this teacher is not the appraisee's line manager the teacher will have an equivalent or higher status in the staffing structure as the teacher's line manager.

The appraisal cycle will not begin again in the event of the appraiser being changed.

All members of staff to whom the Head Teacher has delegated the role of appraiser will receive appropriate preparation and support for that role.

13. The appraisal cycle

The performance of the Head Teacher and teachers must be reviewed on an annual basis. Performance planning and reviews must be completed for all teachers by 31st October and for the Head Teacher by 31st December.

The appraisal cycle in this school, therefore, will run from 1st November to 31st October for teachers, and from 1st January to 31st December for the Head Teacher. The appraisal cycle for non-teaching staff is negotiated and spread throughout the year but ideally should be completed by 31 May each year to fall in line with the automatic increments due on 1st July each year.

Staff that are employed on a fixed term contract of at least one term but less than one year, will have their appraisal in accordance with the principles underpinning the provisions of this policy. The length of the cycle 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 or, in the case where the teacher is the Head Teacher, the governing body 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, including any pay uplift for teachers, for other staff at the school as soon as possible.

Where a member of staff transfers to a new post within the school part-way through a cycle, the Head Teacher or, in the case where the teacher is the Head Teacher, the governing body shall determine whether the cycle shall begin again and whether to change the appraiser.

Where a member of staff is absent owing to illness or maternity part-way through a cycle or is employed on a part-time basis, the objectives shall be adjusted so that they are proportionate.

14. Retention of appraisal reports

Appraisal reports should be retained in a safe and secure manner for a period of 6 years and should then be destroyed.

15. Monitoring and evaluation

The governing body will monitor the operation and outcomes of appraisal arrangements.

The Head Teacher will provide the governing body with a written report on the operation of the school's appraisal policy annually. The report will not contain any information which would enable any individual to be identified. The report will include:

- the operation of the appraisal policy;
- the effectiveness of the school's appraisal procedures;

- staff's training and development needs;
- impact of appraisal on school improvement;
- measures to support or address any poor performance;

The Governing Body is committed to ensuring that the appraisal process is fair and non-discriminatory, and in accordance with our Equal Opportunities Policy.

The Head Teacher will, therefore, also report annually to the Governing Body (may be delegated to the personnel committee), in a confidential section, appropriate details of:

1. any appeals or representations on an individual or collective basis on the grounds of alleged discrimination under any of the categories above in relation to appraisal
2. cases, including the circumstances, where staff have not made satisfactory progress towards objectives
3. any instances where the training and development set out in the training and development annex of a planning and review statement has not been provided

Where the relevant personal data is available the Head Teacher will include an analysis of the cases specified in 1 to 3, above. However, the report will not enable any individual to be identified.

16. Review of the policy

The Governing Body will review the appraisal policy every 2 years at its first full Autumn Term meeting.

The Governing Body will take account of the Head Teacher's report in its review of the appraisal policy. The policy will be revised as required to introduce any changes in regulation to ensure that it is always up to date.

The Governing Body will seek to agree any revisions to the policy with the recognised trade unions having regard to the results of the consultation with all staff.

To ensure members of staff are fully conversant with the appraisal arrangements, all new staff who join the school will be briefed on them as part of their introduction to the school.

17. Access to documentation

Copies of the school improvement and development plan and any other associated documents can be obtained from the school office and on the confidential staff server. All appraisal leads must be familiar with all relevant documents before meeting with the appraisee.

18. Classroom observation (for all teaching staff only)

All classroom observation will be undertaken in accordance with the appraisal regulations

Sheringham Woodfields 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. All observation will be carried out in a supportive fashion and in accordance with Annex 2.

Teachers' performance will be regularly observed, but the amount and type of learning 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" (learning walks) in order to

evaluate the standards of teaching and learning 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 Head Teacher) who have responsibilities outside the classroom should also expect to have their performance of those responsibilities observed and assessed.

19. Data Protection

When conducting an employee's appraisal, the school processes personal data collected in accordance with its data protection policy. Data collected by the school as part of the operation of the appraisal process is held securely and accessed by, and disclosed to, individuals only for the purposes of managing their appraisal. Inappropriate access or disclosure of employee data constitutes a data breach and should be reported in accordance with the school's data protection policy immediately. It may also constitute a disciplinary offence, which will be dealt with under the school's disciplinary procedure

20. Link to other policies:

Capability procedures
Pay policy
Teaching and learning policy

ANNEX 1 Pay and Appraisal Appeal Procedure

A member of staff may make an appeal against any determination or proposed determination in relation to their pay or appraisal.

- i) The possible grounds for appeal are that the person or committee by whom the decision was made:
- incorrectly applied any provision of the agreed Appraisal Regulations;
 - failed to have proper regard for the relevant statutory guidance;
 - failed to take proper account of relevant evidence;
 - took account of irrelevant or inaccurate evidence;
 - failed to apply the school's own appraisal policy;
 - was biased; or
 - otherwise unlawfully discriminated against the member of staff.

Any appeal against non-spinal column point progression will not be dealt with by this procedure. Such appeals will be dealt with by the School's Pay Policy Appeal Procedure.

ANNEX 1(a) Appraisal Appeal Procedure for Headteacher

Procedure at a Hearing of the Appraisal Appeal Committee of the Governing Body (Headteacher)

1. The committee should elect a Chair who should then introduce those present and explain the purpose of the hearing.
2. The Headteacher, or their nominated person, should present evidence on the case, referring to any relevant documentation.
3. The designated member of the appropriate Appraisal Committee should be given the opportunity to ask questions.
4. The members of the committee and their adviser(s) should be given the opportunity to ask questions.
5. The designated member of the appropriate Appraisal Committee should present their case referring to any relevant documentation.
6. The Headteacher, or their representative, should be given the opportunity to ask questions.
7. The members of the Committee and their adviser(s) should be given the opportunity to ask questions.
8. The Headteacher, or their representative, should make a closing statement.
9. The designated member of the appropriate Appraisal Committee should make a closing statement.
10. The Chair of the Appraisal Appeal Committee should call an adjournment. All parties will be required to withdraw except members of the Committee and their adviser(s) who consider the evidence, discuss the case and the Committee will reach a decision.
11. The Appraisal Appeals Committee will deliberate in private and will communicate their decision to all parties within 48 hours.
12. The decisions of the Governing Body's Appraisal Appeals Committee are final and there is no recourse to the staff grievance procedure.

ANNEX 1(b) Appraisal Appeal Procedure for all staff other than the headteacher

Procedure at a Hearing of the Appraisal Appeal Committee of the Governing Body (for staff other than the Headteacher)

1. The committee should elect a Chair who should then introduce those present and explain the purpose of the hearing.
2. The appellant or their representative should present evidence on the case, referring to any relevant documentation.
3. The Headteacher or designated member of the appropriate Appraisal Committee and their representative should be given the opportunity to ask questions.
4. The members of the committee and their adviser(s) should be given the opportunity to ask questions.
5. The Headteacher or designated member of the appropriate Appraisal Committee and their representative should present their case referring to any relevant documentation.
6. The appellant, or their representative, should be given the opportunity to ask questions.
7. The members of the Committee and their adviser(s) should be given the opportunity to ask questions.
8. The appellant, or their representative, should make a closing statement.
9. The Headteacher, or their representative should make a closing statement.
10. The Chair of the Appraisal Appeal Committee should call an adjournment. All parties will be required to withdraw except members of the Committee and their adviser(s) who consider the evidence, discuss the case and the Committee will reach a decision.
11. The Appraisal Appeals Committee will deliberate in private and will communicate their decision to all parties within 48 hours.
12. The decisions of the Governing Body's Appraisal Appeals Committee are final and there is no recourse to the staff grievance procedures.

ANNEX 2 - 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 throughout the year with professionalism, integrity and courtesy;
- evaluate objectively;
- report accurately and fairly; and
- respect the confidentiality of the information gained.

The amount of observation for each teacher should reflect and be proportionate to the needs of the individual.

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

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.

In addition, classroom observation will only be undertaken by those 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 no later than the end of the following working day. It will be given during directed time in a suitable, private environment. Feedback will highlight strengths and areas that need attention. Where there are concerns about any aspect of the teacher's performance, the appraiser will give clear feedback and give the teacher the opportunity to comment and discuss the findings and to agree any support

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 in accordance with the regulations and guidance. This will include details on how the appraiser will continue to review progress and the implications of the process, if progress was insufficient and continued to be so.

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 in addition to the written feedback will be kept.

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. The Head Teacher has the right to drop in to classrooms to inform their monitoring of the quality of learning.

Clearly the general monitoring and appraisal arrangements are integral to fulfilling this duty and at Sheringham Woodfields School learning observations and learning walks will be undertaken by QTS trained members of the Leadership Team as well as subject specialists. The focus and amount of learning walks will be agreed by the staff based on the priorities of the school's development and improvement plan.