



BAWB Appraisal Policy

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Headteacher	<i>C. Harper</i>	10.05.17
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Equality Statement:

At The BAWB Federation we work hard to ensure that the culture and ethos are such that, whatever the abilities and needs of members of the school community, everyone is equally valued and people treat one another with respect. Our schools provide pupils and staff with the opportunity to experience, understand and value diversity. In the operation of this policy, we will endeavour to ensure that all members of our school community receive equal treatment irrespective of their age, gender, race, colour, ethnic origin, family commitments, marital status, sexual orientation, disability or religious beliefs.

This policy complies with the Education (School Teachers' Appraisal) (England) Regulations 2012

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1. Purpose

This policy sets out the framework for a clear and consistent assessment of the overall performance of school employed staff, including support staff, teachers and the head teacher, and for supporting their development within the context of the school's plan for improving educational provision and performance, and standards applicable to the post.

The policy applies to all classroom support staff, the head teacher, and teachers, except those teachers on contracts of less than one term, those teachers undergoing induction (ie NQTs), and staff who are subject to developing performance or capability procedures. Employees are responsible for actively participating in the appraisal process.

Appraisal is an entitlement for all staff and all elements of the process will be conducted during directed time, but not within PPA time. It 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 is a process that supports the work of individuals and teams by setting and reviewing objectives within the context of the department and school improvement plans. It will help to ensure that individuals are able to continue to improve their professional practice and to develop in their role.

2. The appraisal period

The appraisal period will run for twelve months from 1st October to 30th September.

Teachers and support 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.**

3. Appointing appraisers

The head teacher 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.

In this school the task of appraising the head teacher, including the setting of objectives, will be delegated to a sub-group consisting of two members of the Governing Body from each school, all of whom serve on the Joint Development Committee. One of the members of the panel of Bainbridge's School's governing body will be a foundation governor.

The head teacher will decide who will appraise other teachers and support staff. Normally, line managers will be responsible for the appraisal of those in their teams.

Where the appraisee has an objection to the choice of appraiser, their concerns will be considered and where appropriate, an alternative will be offered.



4. Setting objectives

The objectives set will be Specific, Measurable, Achievable, Realistic and Time-bound (SMART), and will be appropriate and proportionate to the employee's role and level of experience. The number of objectives set for each appraisal period will normally be no more than three, having regard to what can reasonably be expected in the context of the appraiser's professional duties and the school's strategy for achieving a work / life balance for all staff.

The appraiser and appraisee will seek to agree the objectives together but, if that is not possible, the appraiser will determine the objectives. Objectives may be revised if circumstances change. The headteacher (or senior member of staff with delegated responsibility) may moderate objectives set for staff (normally within 10 days of the objectives being agreed) to ensure consistency between those of similar levels of responsibility and similar levels of experience, and to ensure compliance with the policy, and requirements of equality legislation.

The head teacher's objectives will be set by the sub-group of the Governing Board, after consultation with the external adviser and head teacher.

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, if achieved, contribute to the school's plans for improving the school's educational provision and performance and improving the education of pupils at that school. This will be ensured by quality assuring all objectives against the school 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. Teachers will be assessed against the set of standards contained in the document called "Teachers' Standards" published in July 2011.

Appraisal for classroom support staff will have regard to those standards that have been identified as relevant to their role; for example Standards for Higher Level Teaching Assistants, or the National Occupational Standards for supporting teaching and learning in schools, for other classroom support roles, as applicable. Staff will be advised of the standards relevant to their role for each appraisal period.

In most cases, objectives will be linked to some or all of the following:

- Individual professional development
- Pupil progress
- School priorities / development plan



5. Reviewing performance

i. Observation

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. All observation will be carried out in a supportive fashion. Observation linked to appraisal will be carried out in accordance with the NYCC 'Lesson Observation to Support Appraisal' protocol (attached as appendix).

In this school the amount and type of classroom observation relating to appraisal will depend on the individual circumstances of the teacher and the overall needs of the school, but normally the total amount of time will not exceed three hours in any appraisal cycle. Classroom observation of teachers will be carried out by those with QTS.

In addition to observation relating to appraisal, the head teacher and/or other leaders in school with responsibility for teaching standards may undertake monitoring observations, learning walks and 'drop ins' 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, proportionate to need, and in line with the school's policy on drop ins and learning walks, in consultation with staff and professional associations

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

Observation may also be appropriate for the appraisal of roles supporting teaching and learning in the classroom, both for monitoring and development, and will be carried out in a supportive fashion, usually by line managers.

This school will use the findings of each observation, including appraisal observations, for other management requirements (for example subject area reviews), thereby seeking to minimise the total number of occasions on which teachers are observed.

ii. 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 teachers take responsibility for improving their teaching through professional development. All staff will be given the opportunity to engage in appropriate development activities to improve performance. Professional development will be linked to school improvement priorities and to the ongoing professional development needs and priorities of staff (see related documents: School Development Plan, School CPD Policy).

iii. Feedback

All staff will receive constructive feedback on their performance throughout the year and as soon as practicable after any 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, in accordance with the Lesson Observation Protocol. Where there are concerns about any aspects of the staff member's performance the appraiser will meet them to:

- give clear feedback about the nature and seriousness of the concerns;
- give the staff member the opportunity to comment and discuss the concerns;



- recommend appropriate CPD and support (e.g. coaching, mentoring, structured observations), that will be provided to help address those specific concerns;
- make clear how, and by when, the appraiser will review progress;
- explain the implications and process if no – or insufficient – improvement is made
- signal any risk to pay progression

At any point, it may be appropriate to revise objectives, and in these circumstances, it is necessary to allow reasonable time for improvement.

When progress is reviewed, if the appraiser is satisfied that the staff member 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.



6. Annual assessment

Each teacher's performance and member of the support staff performance will be formally assessed in respect of each appraisal period. In assessing the performance of the head teacher, the Governing Body 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 which will take place once per term.

The teacher or member of support staff will receive as soon as practicable following the end of each appraisal period a written appraisal report, on which they will have the opportunity to comment in writing.

The appraisal report will include:

- details of the teacher's / support staff's objectives for the appraisal period;
- an assessment of the teacher's / support staff's performance of their role and responsibilities against their objectives and the relevant standards;
- an assessment of the teacher's / support staff's training and development needs and identification of any action that should be taken to address them;
- space for the appraisee to comment
- a recommendation on pay where relevant

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



7. Pay Progression

Where teachers are eligible for pay progression, the appraiser will make a recommendation to the appropriate committee based on the assessment of their performance against the agreed objectives and Teachers' Standards and in accordance with the school's pay policy.

The Governing Body has agreed the pay policy of the school and has considered the implications of the appraisal policy with respect to the arrangements relating to teachers' pay in accordance with the School Teachers' Pay and Conditions Document. The Governing Body will ensure that decisions on pay progression are made by 31st December for head teachers and by 31st October for other teachers.

Where support staff are eligible for incremental progression, the appraiser will make a recommendation based on an assessment of their performance and the criteria detailed in the Guide to Increments for Support Staff (NJC), or removal of a scale point from staff not meeting the criteria who are at the top of their band.

The normal incremental review for classroom support staff occurs on 1st April each year. Employees commencing employment after 1st October of any year (up to 31st March) will be considered for an increment after 6 months continuous service based upon attendance criteria pro rata target from the year in which their employment commenced.



8. Appeals

Appraisees have a right of appeal against any of the entries in the planning and review statements. Where an appraisee wishes to appeal on the basis of more than one entry, or to appeal against the assessment and pay recommendation, this would constitute one appeal hearing. Appeals will be conducted in line with the procedure followed under the school's pay policy.



9. General Principles Underlying This policy

Confidentiality

The appraisal and capability processes will be treated with confidentiality. However, the desire for confidentiality does not override the need for the head teacher and governing body to quality-assure the operation and effectiveness of the appraisal system.

Where appraisal has been conducted by a line-manager (not the headteacher), a meeting between the headteacher and appraiser should be organised to review objectives and written appraisal records. The headteacher should be aware of any pay recommendations which will be reported to the School Improvement Committee of the governing body. It is the responsibility of the executive headteacher to decide if it is appropriate for other members of staff to be appraisers.

Consistency of Treatment and Fairness

The governing body 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 teachers. 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 / management committees, head teachers and local authorities.

Sickness

If long term sickness absence appears to have been triggered by the commencement of monitoring or a formal capability procedure, the case will be dealt with in accordance with the school's absence policy.

Monitoring and Evaluation

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

Retention

The governing body and head teacher will ensure that all written appraisal records are retained in a secure place for six years and then destroyed.



APPENDIX A

Lesson Observation to Support Appraisal
Revised May 2017

This document should be read in conjunction with the School's Appraisal Policy

Introduction

Classroom observations are standard practice in schools. They are used for monitoring the quality of teaching and learning across a school and also as a means of supporting teachers in improving their practice. In the case of the former lesson observations are usually carried out by the headteacher and/or senior leaders in a school. In the case of the latter observations are most likely to be undertaken by line managers, subject specialists and peers.

For appraisal purposes it makes sense for the performance reviewer to be the person who undertakes observations that relate to appraisal targets. Peers are likely to be involved in observations that feature as part of the professional learning agreed with a teacher, aimed at supporting them in achieving specific targets relating to classroom practice.

As effective appraisal focuses on a teacher's overall performance as well as on specific agreed targets, it is sensible for any observations undertaken to form part of the evidence used in appraisal review meetings.

Lesson Observation Guidelines

These guidelines refer to lesson observations undertaken as part of the appraisal arrangements in school. Any observations outside of the appraisal process will be consistent with these principles.

Purposes

Classroom observations are used to monitor the quality of teaching and learning in school as a part of school self-evaluation and performance management. They should support a culture of continuous improvement by helping individuals develop their professional practice.

Principles

Classroom observations relating to appraisal:

- Should provide evidence of a teacher's pedagogical skills
- Should be supportive and developmental
- Should be multi-purpose, wherever possible, to minimise the potential burden of observations
- Should be undertaken in accordance with the school's appraisal policy
- Will be undertaken by performance reviewers but may also be done by other school leaders who have appropriate professional expertise, for example subject leaders
- In the case of teachers, will be undertaken only by those with QTS
- Should be made possible by sufficient timetable release time being provided
- Will not be done in PPA time (unless requested/agreed by both parties)

Frequency and Duration

The focus of classroom observations to be undertaken in relation to appraisal should be agreed in the review meeting statement at the start of the review cycle, if possible. Precise times and dates do not need to be finalised in the review meeting. However, when agreeing the timing of observations for performance management, teachers should have reasonable notice of when they will occur (recommended 5 working days' notice). The number of



observations made will vary, but will not normally exceed 3 hours per appraisal cycle. If concerns arise during the review cycle it may be necessary to revise the number of observation agreed at the start of the cycle.

Observations may be for whole lessons or parts of lessons, depending on the agreed focus.

Teachers may be involved in observing and/or being observed as part of the support being provided to assist with achieving agreed targets. Beyond this, teachers should have the opportunity to engage in further classroom observations by agreement. For example, many schools encourage the use of coaching pairs or triads and peer observations.

Any observations made by Ofsted or the local authority in relation to statutory duties fall outside normal observation arrangements.

Effective classroom observations should:

- Provide a performance reviewer with evidence of the quality of a reviewee's classroom practice (quality of teaching and learning)
- Help the headteacher develop an overview of the quality of teaching and learning in school
- Provide teachers with feedback on practice which aids reflection and self- evaluation and helps continuous development
- Identify and celebrate good practice
- Help to improve classroom performance by identifying areas for development which will extend expertise

Planning

The focus of observations to be undertaken for appraisal purposes should be agreed in the planning and review statement at the beginning of the performance management cycle. Nearer to the time of observation, and at least five working days before it, the following should be agreed:

- The exact focus for the observation and criteria to be used (if different to general lesson observation criteria)
- A time for the observation
- How and when the feedback will take place

Protocols and Methodology

The teacher being observed should assist the process by:

- Having relevant planning to hand, for example lesson plan or scheme of work
- Providing any relevant information on pupils, such as attainment data, pupil targets, grouping arrangements within class and location of pupils with SEN

The criteria used for lesson observation should:

- Be agreed and understood by the teacher being observed and the appraiser. For most lesson observations we will use our school's lesson observation schedule but sometimes more detailed criteria will be appropriate. For example, if a teacher is working on improving questioning techniques, a schedule of what effective questioning involves may be used to support the observation. The important thing is always that the person being observed has a copy of and understands the criteria being used.
- Be used to evaluate the quality of teaching and learning
- Be used to provide constructive feedback and identify areas for possible improvement and development



All observers should demonstrate:

- Courtesy and objectivity in the conduct of observation and related meetings
- A respect for the confidentiality of any information gained in the course of carrying out the observation and giving feedback

During the lesson being observed they should:

- Sit somewhere which provides a good view of the activities of the students and teacher. S/he should be as unobtrusive as possible
- Talk to pupils, where appropriate, about their understanding and experiences so long as it does not disrupt the progress of the lesson
- Look at work being done in the lesson and, where appropriate, look at earlier work done by pupils

Recording the observation

- It is important to record observations as the lesson progresses rather than relying on memory to recall what took place. A timeline could be used to help with this
- Teacher activity and impact on pupil activity should be noted
- Progress observed during the lesson should be noted

Giving feedback

- Before giving feedback the observer needs to take time to reflect on the lesson and to identify the key messages from his/her notes. The teacher also needs time to collect his/her thoughts on the lesson
- Feedback following a lesson observation should include a clear judgement on the quality of teaching and learning, carefully explained. It should enable teachers to build on what they are doing well and feel confident about introducing modifications where necessary
- Verbal feedback should be given as soon as possible after the observation and no later than the end of the next day. It should always be out of the hearing of others and where disruptions can be kept to a minimum. There should be enough time allocated for a professional discussion around the feedback to take place. Written feedback will normally be provided within ten working days of the observation.
- PPA time must not be used for giving feedback unless this has been requested/agreed by both parties.
- The observer should focus on how effective the lesson was in enabling learning to take place and the ways in which the teaching and activities contributed to it. When making an assessment, observers should always refer to the evidence they are drawing on and link it to the agreed observation criteria
- Recommendations, targets or action points set as a result of the observation should be practical and achievable and leave the teacher feeling that they can make progress. Clearly agreed deadlines and review timescales should be provided. If specific support and/or training is needed this should be noted, with a clear statement of who will organise this. It is likely that most CPD needs arising from observation will be met 'in house'.
- A short written record should be produced in line with school policy and presented to the teacher being observed, normally within 5 and no more than 10 working days of the observation. The teacher should be given the opportunity to add any comments they feel are appropriate to the record sheet