



Performance and
Development Appraisal Policy
Teaching staff

Reviewed: Oct 2022

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1. Introduction

Revised appraisal arrangements come 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 cycle which is in progress on 1 September 2012, unless the governing body or local authority decides to end that cycle early and to begin a new appraisal period starting on or after that date.

The Appraisal Regulations set out the principles that apply to teachers in all maintained schools and unattached teachers employed by a local authority, in each case where they are employed for one term or more. They retain the key elements of the 2006 Regulations but allow schools more freedom to design arrangements to suit their own individual circumstances. They provide the minimum national framework within which schools should operate and say nothing, or very little, on many subjects on which the 2006 Regulations made detailed provision. If they wish, schools may include in their own policies details that are no longer covered by the Appraisal Regulations.

Schools and local authorities 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).

Schools and local authorities must have an appraisal policy for teachers and a policy, covering all staff, which deals with lack of capability. This policy applies only to teachers, including the headteacher.

2. Policy for appraising teacher performance

The Governing Body of Penpol School adopted this policy during October 2022.

It will be reviewed in October 2023.

3. Purpose

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

4. Application of the policy

This policy applies to the headteacher and to all teachers employed by the school or local authority, except those on contracts of less than one term, those undergoing induction (*i.e.* ECT's) and those who are subject to the Formal Capability Procedure.

5. Appraisal

Appraisal in this 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.

5.1 The appraisal period

The appraisal period will run for twelve months.

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.**

There is flexibility to have a longer or shorter appraisal period when teachers begin or end employment with a school or local authority or when unattached teachers change post within the same authority.

5.2 Appointing appraisers

The headteacher 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 headteacher including the setting of objectives, will be delegated to a sub-group consisting of two/three members of the Governing Body.

The headteacher will decide who will appraise other teachers.

6. Setting objectives

The headteacher's objectives will be set by the Governing Body after consultation with the external adviser.

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 school's plans for improving the school's educational provision and performance and improving the education of pupils at that school.

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 should be assessed against the set of standards contained in the document called "Teachers' Standards" published in July 2011. The headteacher or governing body (as appropriate) will need to consider whether certain teachers should also be assessed against other sets of standards published by the Secretary of State that are relevant to them.

7. Reviewing performance

This school believes that a 360° assessment of teaching quality over time 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 teacher assessment and support must be carried out in a supportive fashion. **Refer to Monitoring Policy**

In this school, teachers' performance will be regularly assessed, usually involving three specific observations per school year. The amount and type of classroom 360°assessment will depend on the individual circumstances of the teacher and the overall needs of the school. All classroom assessment will be carried out by those with QTS and will seek to celebrate strengths to the same degree as support further development. The headteacher and other leaders have a visible presence around the school and will more regularly 'drop in' to classrooms to support this. Any 'drop in' with a particular focus ie subject specific, notice will be given to the teacher and be part of a whole school focus – **refer to Subject Leader Policy**

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

Any ECT's at the school will have separate timetable of lesson visits pre-arranged with the ECT Mentor and as part of their 2 year cycle of support.

8. 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 appropriate professional development. Professional development will be linked to school improvement priorities and to the ongoing professional development needs and priorities of individual teachers.

9. Feedback

Teachers will receive constructive feedback on their performance throughout the year and as soon as practicable after 360°assessment 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. Where there are concerns about any aspects of the teacher's performance the appraiser will meet the teacher formally 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 360°assessments), 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 is up to the school 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.

10. Transition to capability

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. The capability procedures will be conducted in accordance with the School's Capability Procedure.

11. Annual assessment

Each teacher's 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 (*e.g. once a term*).

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. In this school, teachers will receive their written appraisal reports by 31 October (31 December for the headteacher). 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. This will include any well-being needs, career aspirations and any difficulties they may be having;
- a recommendation on pay where that is relevant (NB – pay recommendations need to be made by 31 December for the headteacher and by 31 October for other teachers);

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

12. Confidentiality

The appraisal process and relevant documents are strictly confidential. Only staff members who need the information in order to do their jobs will have access to the information.

Appraisal information will be anonymised when information is reported to the governing board.

Appraisal records will be kept securely in the teacher's personnel file.

- *See Appendix 1 – example of appraisal form*

Appendix 1



Performance and Development Appraisal System (PDA) 2022/23

Reviewer: Chris Coyle-Chislett

Reviewee and job title:

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Date of appraisal:

2021/22 Previous targets	Successes and Evidence:
Pay and progression decision:	
Comments:	
Aspirations	

Objective 1:	
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Agreed actions (Reviewee):	Agreed date:	Mid-year review - comments
		End-year review: comments
Agreed support (Reviewer):	Agreed date:	Evidence of support:
Impact measures:		Evidence of impact:

Objective 2:	
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Agreed actions (Reviewee):	Agreed date:	Mid-year review - comments
		End-year review: comments
Agreed support (Reviewer):	Agreed date:	Evidence of support:
Impact measures:		Evidence of impact:

Objective 3:	Research question:
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Agreed actions (Reviewee):	Agreed date:	Mid-year review - comments
		End-year review: comments
Agreed support (Reviewer):	Agreed date:	Evidence of support:
Impact measures:		Evidence of impact:

Signed Reviewer:

Date:

Signed Reviewee:

Date