



Appraisal Policy

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Staff resp. for review: CRS

APPRAISAL/PERFORMANCE MANAGEMENT POLICY

Introduction

Appraisal in this college 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 helps to ensure that staff are able to continue to improve their professional practice and to develop and can carry out their roles effectively.

Revised appraisal arrangements came into force with effect from 1 September 2012. They are set out in the Education (College Teachers' Appraisal) (England) Regulations 2012 (the Appraisal Regulations) which replace the Education (College Teacher Performance Management) (England) Regulations 2006 (the 2006 Regulations).

The Appraisal Regulations set out the principles that apply to teachers in all maintained colleges 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 colleges more freedom to design arrangements to suit their own individual circumstances. They provide the minimum national framework within which colleges should operate and say nothing, or very little, on many subjects on which the 2006 Regulations made detailed provision.

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

This policy sets out the framework for a clear and consistent assessment of the overall performance of teachers, including the head teacher, and for supporting their development within the context of the college's plan for improving educational provision and performance, and the standards expected of teachers.

Scope

The policy applies to the head teacher and to all teachers employed by the college or local authority, except those on contracts of less than one term, those undergoing induction (i.e. NQTs) and those subject to the formal capability process.

At Norbury Manor, all support staff undergo the same process as teachers in the setting and reviewing of objectives.

1. The appraisal period

The appraisal period will run for the academic year from September to July for all members of staff.

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 college or local authority or when unattached teachers change post within the same authority.

2. 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 college the task of appraising the head teacher, including the setting of objectives, will be delegated to a sub-group consisting of three members of the governing body.

The head teacher will decide who will appraise other teachers. Normally the appraiser will be the head teacher or line manager. Centrally appointed teachers will be appraised by their line manager. Account will be taken of the number of staff any one person appraises. A teacher may request an alternative appraiser and the head teacher will consider the request and decide whether to agree to it. The decision of the head teacher will be final.

3. Setting objectives

3.1 Objectives are set by every member of staff in conjunction with their appraiser and this college uses BlueSky to record this.

3.2 The head teacher's objectives will be set by the appropriate committee of the governing body after consultation with the external adviser and head teacher.

3.3 Objectives for each member of staff will be set before or as soon as practicable after, the start of each appraisal period. The objectives set, will be Specific, Measurable, Achievable, Realistic and Time-bound and will be appropriate to the staff member's role and level of experience. The appraiser and appraisee will seek to agree the objectives but, if that is not possible, the appraiser will determine the objectives. They will take into account individual career aspirations. The number of objectives must be reasonable and there should be consistency within the college. In most cases there will be 3, and a maximum of 6 objectives. Objectives may be revised if there is a significant change in circumstances e.g. changes of job role, long term sickness, maternity leave or if a teacher requires more support to meet the teachers' standards.

3.4 The objectives set for each member of staff will, if achieved, contribute to the college's plans for improving the college's educational provision and performance and improving the education of students at that college. This will be ensured by quality assuring all objectives against the college improvement plan.

4. Teachers' standards

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 head teacher 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 e.g. the standards for different pay scales or leadership.

5. Reviewing performance

5.1 Development and support

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

5.2 Observation

This college 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 college improvement more generally. All observation will be carried out in a supportive fashion. The classroom observation protocol is set out in appendix 1.

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

5.3 Feedback

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 with written feedback provided within 5 working days of an appraisal observation. 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
- if the concerns are sufficiently serious that, if not addressed, they could lead to formal capability procedures the teacher will be invited to be accompanied by a Trade Union representative or work based colleague at the above meeting and any subsequent review meeting; meetings will not be delayed if a companion is not available
- agree any support along with AHT: Teaching and Learning (e.g. coaching, mentoring, structured observations), that will be provided to help address those specific concerns; as part of the support it may be agreed that additional classroom observations are needed in excess of those referred to in the Classroom Observation Protocol
- 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 college but should reflect the seriousness of the concerns; if the concerns are very serious or linked to weaknesses with senior leadership then this should be no more than 4 weeks)
- written confirmation of the support that is to be offered, and the timescales for improvement will be provided within 5 working days of the meeting
- explain that if no –or insufficient –improvement is made then the matter could move to the formal capability procedure

The intention of this process is that it should be supportive and is designed to bring about

an improvement in performance.

At the end of the support process, progress will be reviewed. If the appraiser is satisfied that the teacher (or head 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 progress has been insufficient, the teacher (or head teacher) will be advised and will be invited to a formal meeting using the process described in paragraph 5.4. The teacher (or head teacher) should be aware that this could have been a possibility if they have not made sufficient progress during the support process.

5.4 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 (see paragraph 2 of the capability procedure for teachers). The capability procedures will be conducted in accordance with the college's capability policy.

6. Annual review

Each teacher's performance will be formally reviewed in respect of each appraisal period. In assessing the performance of the head teacher, the governing body must consult the external adviser.

This review 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 half way through the year.

In this college, staff will review their own performance against their objectives (set at the start of the appraisal period) and (for teachers only) against MPS, UPS or leadership standards. This process is recorded on BlueSky. Following this, staff will meet their appraiser for a discussion and review of the year, leading to a final overview statement written on BlueSky by the appraiser. In this statement, the appraiser will also provide their judgement as to the extent to which objectives have been achieved and standards met.

This information on BlueSky will then be exported by the head teacher for the purpose of performance pay review in September, in line with the college's Pay Policy.

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

7. General principles underlying the policy

7.1 Confidentiality

The appraisal process 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. The head teacher or appropriate colleague will review all objectives and appraisal records on BlueSky, in order to check consistency of approach and expectation between different appraisers.

7.2 Definitions

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

7.3 Monitoring and Evaluation

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

7.4 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.

An **Equality Impact** assessment has been carried out with regard to this policy. There was found to be no significant impact on any group with protected characteristics i.e. this policy does not discriminate against anyone on the basis of disability, gender re-assignment, pregnancy and maternity, race, religion or belief, gender or sexual orientation.

Appendix 1

NORBURY MANOR CLASSROOM OBSERVATION PROTOCOL

Written in conjunction with NUT/NASUWT/ATL guidelines

1. Norbury Manor 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
 - seek to reach agreement in advance on classroom observation to be carried out
 - evaluate objectively
 - report accurately and fairly
 - respect the confidentiality of the information gained

The total period for classroom observation arranged for any teacher will not exceed three hours per cycle, having regard to the individual circumstances of the teacher. At Norbury Manor, we expect all staff to have a minimum of two lesson observations a year with at least one of those relating to performance management.

There is recognition of the difference between lesson observations for appraisal and those that develop and share teaching and learning strategies. Ultimately, the former is concerned with judgments that will influence career and pay progression; the latter with non-judgemental support between colleagues. At Norbury Manor, we believe that **mutually agreed** observation of colleagues', along with associated peer mentoring and coaching, to be a powerful CPD tool. These do not count towards the maximum three hours of lesson observations.

2. In accordance with these principles, the head teacher will:
 - ensure that there will be a reasonable amount of time between classroom observations, irrespective of the purpose of those observations
 - ensure that classroom observation will be undertaken by qualified teachers with the appropriate training and professional skills; student learning consultants will undertake observations only with the teacher's agreement

Governor visits are different from informal and formal observations of lessons, as they are not statutorily required or professionally generated, therefore they do not fall within this classroom observation protocol.

Individual governors may wish to visit classrooms to become familiar with them or to observe specific aspects of the curriculum. Such visits should always be by prior arrangement and follow procedures agreed and specified by the head teacher and the governing body following consultation with the teaching staff. Such procedures should specify that governor visits are not observations but visits. Governors should not evaluate the work of teachers. No report by a governor evaluating the work of a teacher or teachers should be presented to the governing body.

3. Information gathered during the observation will be used, as appropriate, for a variety of purposes, including informing college self-evaluation and college-improvement strategies. This information will assist the head teacher in the exercise of her/his duty to evaluate the standards of teaching and learning and to ensure that proper standards of professional performance are established and maintained.

4. Where teachers are identified as causing concern, additional classroom observations may be required. When agreeing the action plan with teachers to address issues with their performance the pattern and focus of observation should also be agreed.
5. The arrangements for classroom observation for appraisal will be included in appraisal meetings.
6. Visits to classrooms by head teachers or senior staff in order to support teachers or talk to students are separate from this classroom observation protocol.
7. The purpose of visits by head teachers and senior staff to classrooms will be made clear before they occur.
8. In keeping with the our commitment to supportive and developmental classroom observation, the date and time of observations conducted for the purposes of appraisal or for the evaluation of standards of teaching and learning (or for both purposes) will normally be agreed at least five working days in advance. Every effort will be made for observation to be conducted at an agreed time.
9. Before any appraisal observation is conducted, there will be an opportunity for reviewer and reviewee to meet in order that the context of the lesson to be observed can be discussed. Where there will be another teacher or a member of support staff present during a class which is to be observed, there will be consideration at this meeting of any necessary arrangements to be made.

Feedback

- 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
- Written feedback will be provided within five working days of the observation taking place; the written report should be evaluative, describing both strengths and areas for development, as appropriate; 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 discussed with the teacher
- The written record of feedback will include the date on which the observation took place, the lesson observed and the length of the observation; the reviewee will be able to comment on the feedback document
- Teachers will have access to all written accounts of the observation after their lessons

Learning Walks

- 'Learning walks' may take place in order to collect evidence about teaching and learning, evidence of progress and areas for college development; they are intended to be developmental and constructive rather than judgemental and are a whole-college improvement activity; **there should, therefore, be no attempt to use this approach as part of capability procedures or for appraisal**

- A programme of 'learning walks' should be agreed with teachers so that they know the date, time and focus of the learning walk and who will be conducting it, so that they can organise their classes accordingly
- The purpose or focus of a 'learning walk' should be explained to all relevant staff prior to its commencement; that purpose or focus will not relate to the performance of an individual
- 'Learning walks' will be conducted with minimum disruption to teachers and students in a supportive and professional manner
- Those teachers whose classes are visited will be given the opportunity to see any informal notes which have been made about the 'learning walk'; these may be written up as generic notes and will be open for all to see in order to share good practice

Any concerns about the implementation of this protocol should be raised initially with management either by the individual teacher concerned or with the support of a union college representative.

An Equality Impact assessment has been carried out with regard to this policy. There was found to be no significant impact on any group with protected characteristics i.e. this policy does not discriminate against anyone on the basis of disability, gender re-assignment, pregnancy and maternity, race, religion or belief, gender or sexual orientation.

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