



Bembridge C of E Primary School
'Learning to love God, one another and ourselves'

Performance Management Policy
Policy for Appraising Teacher's Performance

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Policy for Appraising Teacher's Performance

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Policy for Appraising Teacher Performance

In formulating its policy, the governing body has taken account of the principles set out in the Introduction to the national model policy and retained all text in bold from the main body of the model policy itself.

This policy will be reviewed annually.

1 Purpose

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 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.

2 Application of the policy

- 2.1 The policy covers appraisal, applies to the head teacher and to all teachers employed by the school, except those on contracts of less than one term, those undergoing induction (i.e. NQTs) and those who are subject to the school's capability policy.
- 2.2 Throughout this policy, unless indicated otherwise, all references to 'teacher' include the head teacher.

3 Teacher Appraisal

- 3.1 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.
- 3.2 **The Appraisal Period**

The appraisal period will run for twelve months from 1 November to 31 October.

- 3.2.1 The annual audit against national standards will be completed by the reviewee no later than 30th September, in order to review the current and prepare for the next appraisal period.
- 3.2.2 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.
- 3.2.3 Where a teacher starts their employment at the school part way through a cycle, the head teacher or in the case where the employee is the head teacher, the Governing Body, shall determine the length of the first cycle for that teacher, with a view to bringing his/her cycle into line with the cycle of other teachers as soon as possible.
- 3.2.4 Where a teacher transfers to a new post within the school part way through a cycle, the head teacher, or if the employee is the head teacher, the Governing Body, will review the objectives to ensure accurate reflection of the new post.

3.3 Appointing Appraisers

- 3.3.1 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.
- 3.3.2 In this school, 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, excluding the Chair. Where the head teacher is of an opinion that any of the governors appointed by the Governing Body are unsuitable to act as an appraiser, he/she may submit a written request to the Chair of Governors, for that governor to be replaced, clearly stating the reasons for the request.
- 3.3.3 The head teacher will decide who will appraise other teachers. In this school, this will normally be:
 - The Head teacher

3.4 Setting objectives

- 3.4.1 The head teacher's objectives will be set by the Governing Body after consultation with the external adviser. It is the Governing Body's responsibility to select a suitably qualified external adviser. Objectives will be focused on key school priorities and take account of the national standards for head teachers (2015).
- 3.4.2 Objectives for each teacher, including the head 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 linked to the relevant standards, 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, and the teacher may record their comments in writing as an appendix to the appraisal statement. Objectives may be revised if circumstances change.
- 3.4.3 The objectives set for each teacher, including the head 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 link will be made:
- By ensuring that the pupil progress objective (all teachers) addresses the key attainment priority identified by the school improvement plan
 - By ensuring that the professional development objective (all teachers) addresses the key development priority identified by the annual audit against teacher standards (see Appendices A and B)
 - By ensuring that the leadership and management objective (all teachers with paid leadership responsibilities) addresses the key development priority identified by consideration of the leader's effectiveness - with reference to any relevant leadership standards - in addressing key school improvement plan priorities. Where no national standards currently exist (e.g. for assistant and deputy heads), the head teacher will develop appropriate standards for these roles by reference to the draft national standards produced by the National College of School Leadership (NCSL)
- 3.4.4 Under normal circumstances teachers will have a maximum of 3 objectives. However, in exceptional circumstances where teachers who are found not to be meeting standards at the appropriate level for their career stage (Appendix B) by the annual standards audit (Appendices A and B), prior to transition to the capability procedure (Appendix E) they may be given as many additional objectives as are required to ensure that the most appropriate support can be provided. The appraiser will take into account the effect of an individual's circumstances, including any disability, when agreeing objectives. For example, this might include a reasonable adjustment to allow an individual slightly

longer to complete a task than might otherwise be the case. When staff return from a period of extended absence, objectives may be adjusted to allow them to re-adjust to their working environment. An extended absence is deemed to be four consecutive weeks or more (usually working weeks).

3.4.5 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 September 2015 and detailed in the document called 'School Teachers Pay and Conditions Document 2017'. Assessments will also be conducted (if appropriate) against:

- National Head Teacher Standards (2015)
- National Standards for Subject Leaders (1998)
- Excellent Teacher Standards
- Advanced Skills Teacher Standards
- SENCO standards
- Draft National Standards for School Leaders (NCSL)

3.4.6 The head teacher will be responsible for ensuring that the appraisal process operates consistently, that objectives are focused on school priorities and that they take account of the standards audit. All objectives will be referred to the head teacher prior to the commencement of the cycle of monitoring. Where the head teacher has concerns about the relevance of the objectives set, these concerns will be discussed with the appraiser. The objectives may require amendment following discussion with the teacher.

3.4.7 Pay Progression

Where teachers are eligible for pay progression, the recommendation made by the appraiser will be based on the assessment of their performance against the agreed objectives. The decision made by the relevant decision making body will be based on the statutory criteria and guidance set out in the School Teachers' Pay and Conditions Document (STPCD) and the relevant Teachers Standards. 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 teacher's pay in accordance with the STPCD.

The Governing Body will ensure the decisions on pay progression are made by 31st December for head teachers and 31st October for other teachers.

3.5 Reviewing performance

3.5.1 Observation

3.5.2 This school believes that observation of classroom and leadership practice 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 by those with QTS.

3.5.3 Detailed arrangements for the observation of classroom and leadership practice are set out in Appendix D

3.5.4 Development and support

3.5.5 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 as detailed in the section on "Setting Objectives" above.

3.5.6 Feedback

3.5.7 Teachers 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. Feedback will include discussion with the teacher, will highlight particular areas of strength as well as any areas that need attention and could determine any appropriate action required.

3.5.8 Where, following the audit against teacher standards or during the review cycle, there are concerns about any aspects of the teacher's performance these will be addressed via the procedure set out in Appendix E

3.5.9 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.

3.6 **Transition to capability**

3.6.1 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 school's capability procedure. This notification will trigger the commencement of the formal capability procedure.

3.7 **Annual assessment**

3.7.1 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 will consult the external adviser.

3.7.2 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 by means of:

- Lesson observations
- Planning and work scrutiny, including work moderation
- Termly meeting with appraiser
- Mid-cycle review meeting with appraiser
- Observation / scrutiny of leadership and management activities where appropriate
- Other feedback obtained during the cycle relevant to the teacher's overall performance.

3.7.3 Within two months of the end of each appraisal period, the teacher will receive – and have the opportunity to comment in writing on – a written appraisal report. In this school, teachers, including the head teacher, will receive their written appraisal reports no later than 31 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.

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

3.7.5 Any recommendations on pay will be referred on to the Governing Body.

3.8 **Confidentiality**

3.8.1 Access to the written appraisal report will normally be limited to the appraisee, the appraiser, the head teacher and / or nominated member of the senior management team and where relevant the school's HR advisory service. Please note that Ofsted may request anonymised performance management documentation.

3.9 **Equality and consistency**

3.9.1 As outlined in paragraph 3.4.6 above, the head teacher will have overall responsibility for the quality assurance of the appraisal process across the school. This will include ensuring the consistency and equality of application of the process throughout the school. The head teacher may delegate responsibility for monitoring consistency and equality of application to a teacher, by a member of the senior management team.

3.9.2 The head teacher will be responsible for reporting annually to the governing body on any relevant issues, including those of underperformance, arising from the annual review cycle and on any action required to address those issues. The report will enable governors to receive an overall general report of the process, but will not include specific details relating to individual members of staff.

3.9.3 The Governing Body is committed to ensuring consistency of treatment and fairness and will abide by the school's single equalities scheme.

3.10 Retention of statements

3.10.1 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

Standard
<p>1.1. Set high expectations which inspire, motivate and challenge pupils</p> <ol style="list-style-type: none"> 1. Establish a safe and stimulating environment for pupils, rooted in mutual respect 2. Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions <p>Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils</p>
<p>1.2. Promote good progress and outcomes by pupils</p> <ol style="list-style-type: none"> 1. Be accountable for pupils' attainment, progress and outcomes 2. Plan teaching to build on pupils' capabilities and prior knowledge 3. Guide pupils to reflect on the progress they have made and their emerging needs 4. Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching <p>Encourage pupils to take a responsible and conscientious attitude to their own work and study</p>
<p>1.3. Demonstrate good subject and curriculum knowledge</p> <ol style="list-style-type: none"> 1. Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject and address misunderstandings <p>Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship</p>

Standard
<p>1.3 (cont'd)</p> <ol style="list-style-type: none"> 2. Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject 3. If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics <p>If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies</p>
<p>1.4. Plan and teach well structured lessons</p> <ol style="list-style-type: none"> 1. Impart knowledge and develop understanding through effective use of lesson time 2. Promote a love of learning and children's intellectual curiosity 3. Set homework and plan out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired 4. Reflect systematically on the effectiveness of lessons and approaches to teaching <p>Contribute to the design and provision of an engaging curriculum within the relevant subject area(s)</p>
<p>1.5 Adapt teaching to respond to the strengths and needs of all pupils</p> <ol style="list-style-type: none"> 1. Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively 2. Have a secure understanding of how a range of factors can inhibit pupils' ability to learn and how best to overcome these 3. Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development 4. Have a clear understanding of the needs of all pupils, including those with special educational needs; those with high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them

1.6 Make accurate and productive use of assessment

1. Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
2. Make use of formative and summative assessment to secure pupils' progress
3. Use relevant data to monitor progress, set targets, and plan subsequent lessons
4. Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback

1.7 Manage behaviour effectively to ensure a good and safe learning environment

1. Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
2. Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
3. Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
4. Maintain good relationships with pupils, exercise appropriate authority and act decisively where necessary

1.8 Fulfil wider professional responsibilities

1. Make a positive contribution to the wider life and ethos of the school
2. Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
3. Deploy support staff effectively
4. Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
5. Communicate effectively with parents with regard to pupils' achievements and well-being

Part 2 Personal and Professional Conduct

The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career

2.1. Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

1. Treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
2. Having regard to the need to safeguard pupils' well-being, in accordance with statutory provisions
3. Showing tolerance of and respect for the rights of others
4. Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
5. Ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law

2.2 Teachers must have a proper and professional regard for the ethos, policies and practice of the

2.3	school in which they teach, and maintain high standards in their own attendance and punctuality Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities
Preamble	
Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge; keep their knowledge and skills as teachers up to date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.	

Professional Area	Relevant Standards	M2	M4	M6	UPS 1	UPS 3	+	-	Standards For Professional Dialogue
PROFESSIONAL PRACTICE	1.1(1);1.2(2,3,5) 1.3 (1,3) 1.4(1,2,3) 1.5 all 1.6 (1) 1.7 (1,2,3) 1.8 (3) 2.1 (2,4) Preamble	All lessons satisfactory; many good or better	All lessons good or better	All lessons good; some outstanding	All lessons good; some outstanding	All lessons good; many outstanding			
PROFESSIONAL OUTCOMES	1.1(2) 1.2(1,2,3) 1.5(1) 1.6 (3,4) Preamble	Most pupils achieve in line with school expectations/ targets Many pupils below school expectations demonstrate good progress	Almost all pupils achieve in line with school expectations/ targets Most pupils below school expectations demonstrate good progress	Almost all pupils achieve in line with school expectations/ targets some exceed them Most pupils below school expectations demonstrate good progress.	Almost all pupils achieve in line with school expectations/ targets some exceed them Almost all pupils below school expectations demonstrate good progress.	Almost all pupils achieve in line with school expectations/ targets many exceed them Almost all pupils below school expectations demonstrate good progress.			
PROFESSIONAL RELATIONSHIPS	1.1(1) 1.6(4) 1.7(4) 1.8(2,3,5) 2.1 (1,3,4) Preamble	Positive working relationships with pupils, colleagues and parents	These relationships are securely focussed on improving provision for pupils	Professional relationships with pupils, colleagues and staff lead to excellent class provision	Plays a proactive role in building key stage or other teams to improve provision and outcomes	Plays a proactive role in building school-wide teams to improve provision and outcomes			

Professional Area	Relevant Standards	M2	M4	M6	UPS 1	UPS 3	+	-	Standards For Professional Dialogue
PROFESSIONAL DEVELOPMENT	1.2(4,5) 1.3(1,2,4,5) 1.4(5) 1.5(2,3,4) 1.6(1) 1.8(4) 2.1(2) 2.3 Preamble	Able, with support, to identify key professional development needs and respond to advice and feedback	Takes a proactive role in accessing relevant support and professional development from colleagues	Fully competent practitioner able to keep up-to-date with changes and adapt practice accordingly.	Plays a proactive role in leading the professional development of colleagues	Plays a proactive role in leading the professional development of colleagues			
PROFESSIONAL CONDUCT	1.1(3) 1.7(1) 1.8(1) 2.1(all) 2.2 2.3 Preamble	Meets all standards	Meets all standards	Meets all standards	Meets all standards	Meets all standards			

+ Performance may exceed career stage expectations - Performance may be below career stage expectations

Procedure for Conducting National Standards Audits

Ideally the audits should take place in the summer term as this would be the ideal time to identify appropriate performance management objectives for the coming year. The annual audit and professional dialogue will be useful in this regard.

The school is required to adopt a procedure which is fair, consistent and based on evidence to enable a judgment to be made whether or not the standards are met as required by the 2012 Appraisal Regulations. It is important therefore that teachers are informed of the standards against which the teacher will be assessed.

Key stages:

Teachers are strongly encouraged to continually self-assess themselves against the Teachers' Standards. Teachers, who choose to complete the self audit should be given reasonable time to self audit against those career stage expectations as detailed in Appendix B

The teacher's appraiser along with the HT or other appropriate member of the senior leadership team should also complete the audit. If it is decided that performance does not meet the standard required there should be adequate objective evidence to support that judgment and which the teacher has been previously made aware.

At least a week before the professional dialogue meeting the audits should be exchanged which will allow the teacher the necessary time to collate any information required in preparation for the meeting.

Initially, the standards against which the teachers performance will be agreed for assessment in the next appraisal cycle.

Where there is agreement that the relevant standards have been met the teacher is able to identify professional development objectives within the national standards by which s/he would like to be assessed.

Where there is agreement at the initial audit that the standards are not met, these standards will be used to assess the teacher's performance will be assessed in the next appraisal cycle.

In the event that the teacher and appraiser (where the appraiser is not the HT) cannot agree whether or the standard is met, the matter should be referred to the HT who will discuss the issue with the teacher and will consider all the evidence available and make a decision.

If the teacher is dissatisfied with the HT's decision there will be a right of appeal to governors.

APPENDIX D

Observation of Teaching and Learning Protocol

For Appraisal Purposes

1. It is recommended that teachers have one formal lesson observation every term with a total of three formal lesson observations during the school year (*other than for those teachers who are taking part in the support programme in Appendix E*)
2. A minimum of five working days' notice should be given.
3. A teacher may request that all observations are unannounced.
4. A teacher with responsibilities outside the classroom will have those responsibilities observed and assessed as part of the appraisal process and for the reasons stated below.
5. Oral feedback will be given as soon as possible in a suitable environment after the observation and no later than the end of the following working day (unless this is not practicable). Written feedback will normally be provided within five working days.

For Monitoring and Evaluation Purposes

1. HTs (or leaders with the responsibility for monitoring learning and teaching standards) may 'drop in' or undertake additional observations for the purpose of:
 - evaluating and monitoring teaching and learning standards (which might include work scrutiny, analysis of assessment results and examination of lesson planning records);
 - ensuring that high standards of professional performance are established and maintained.
2. Wherever possible notice will be given of these additional 'drop-ins' but it will depend on the circumstances whether or not notice is given as will the length and duration of the 'drop-in' and the feedback given as some may be 'light touch' and relatively informal.

3.The information gathered during the drop-ins may be used, as appropriate for a variety of purposes (for example, subject area reviews and school improvement strategies with the aim of minimising the total number of occasions that teachers are observed.

Other leadership visits to lessons

1.The school will put in place external validation of the school's leadership practice and this will be used as part of the HT's performance review. It is the responsibility of governors to ensure that external validation is carried out by a suitable person and recorded in the HT's report to governors.

Appendix E: Provision of Additional Support Where National Standards Are Not Met (National Standards Support Programme)

Additional support will be given as specified in the policy. If improvement is not made the governing body will abide by the Capability Policy adopted from the Local Authority:

If it is identified that a national standard has not been met at the appropriate career stage expectation arrangements will be made for appropriate support to be provided which may include:

- the appointment of a reviewer from the senior leadership team;
- the setting of an appropriate number of additional appraisal objectives above the school norm;
- additional formal lesson observations, some of which may be unannounced.

When a decision has been made by the HT that a situation has arisen that, during an appraisal cycle, a standard at the appropriate career stage expectation has not been met, these new arrangements, including changing the reviewer if appropriate, will begin as soon as possible after the decision has been made.

As a consequence of the identification that a national standard has not been met at the appropriate career stage expectation (by whatever means) appraisal objectives will be set through an action plan to a significantly shorter timescale – for example one term but this may be a shorter timescale if the HT feels that the circumstances warrant such a decision.

At the end of the period decided upon progress will be reviewed and one of the following decisions should be taken:

- the support programme should end and the normal appraisal arrangements should resume;
- the support programme should continue. Further reasonable and short-term objectives should be set;
- suspend the support programme and move immediately into the capability procedure.