



Loreto High School Chorlton

## **Appraisal Policy**

**Approved: December 2016**

**Review Date: October 2017**

## Introduction

This appraisal policy is firmly rooted in the school's Catholic values as expressed in the Loreto core values. As a staff, we strive for excellence in all that we do regardless of what our particular role is in the school. We believe that all roles in the school are of equal value and contribute to the development of our students. We recognise that we will only achieve the excellence to which we aspire if we examine our work and performance with honesty, fairness and transparency. We will be mindful of the core values of freedom, truth, sincerity and justice when we undertake this examination.

## Purpose

Appraisal in this school is both a developmental and supportive process designed to ensure that staff are able to continually improve their professional practice. Appraisal will set objectives and provide support to ensure that staff have the skills they need to carry out their role effectively and with reference to the appropriate standards (e.g. Teaching Standards). Appraisal is only one element of the performance management of an individual member of staff and the appraisal process should be seen in this context.

Appraisal will be conducted in accordance with the Catholic ethos of the school and with regard to the Loreto core values. The policy is intended to enable all staff to pursue excellence in their work as well as to receive the support and challenge which will develop them as professionals and ultimately benefit the students. The process embodies the values of truth and sincerity in its honest exploration of strengths and areas for development. All members of staff should be treated with respect and sensitivity when undertaking appraisal as appraisers or appraisees.

**\* The appraisal period will run for twelve months** from October to September in the majority of cases. 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. Decisions around teacher performance and pay progression will be made in accordance with the criteria in the Teachers' Pay Policy.

**\* The length of the period will be determined by the Headteacher taking into account the duration of their contract.** The Headteacher may decide on a longer or shorter appraisal period when staff take up posts other than at the start of the academic year.

For support staff who are new to the school the relevant probationary period assessments (in accordance with the Green book: National agreement on pay and conditions of service for local government services) provide an appropriate lead into the setting of short term objectives until the colleague can be synchronised with the school appraisal cycle.

## 1. Appraisal meetings

- *The window for meetings is published on the school calendar so that colleagues will have sufficient time to prepare the relevant documentation.*
- *For teaching staff appraisal meetings will take place within the established directed time schedule.*
- *For support staff appraisal meetings will take place at an appropriate time during the individual's normal working arrangements.*
- *If this proves to be impracticable the appraiser must agree alternative arrangements that are acceptable to the appraisee.*

## 2. 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 members of the Governing Body.

The school may be assisted by an suitably experienced and qualified adviser from a Specialist Management Service or another nominated provider.

**\* The Headteacher will decide who will appraise other staff.**

Unless otherwise appropriate (as determined by the Headteacher), the appraiser for teachers will normally have Qualified Teacher Status (QTS).

## 3. Setting objectives

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

**\* Objectives for each teacher and member of support staff will be set before or as soon as practicable after, the start of each appraisal period.** The objectives set for each appraisee will be Specific, Measurable, Achievable, Realistic and Time-bound and will be appropriate to the role and level of experience and will reflect the priorities and development needs of an individual. The number of objectives set will be reasonable in relation to the role of the individual. For whole school or team objectives especially, they will reflect the school's priorities.

**\* The objectives set for each teacher and member of support staff 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 the school.** For Support Staff objectives may also relate to the effective deployment and use of resources, administration and organisation.

**\* Before, or as soon as practicable after, the start of each appraisal period, each teacher and member of support staff will be informed of the standards against which that teacher's or member of support staff's performance in that appraisal period will be assessed.** Appraisal is an assessment of overall performance but objectives cannot cover the full range of roles and responsibilities. Objectives will, therefore, focus on the priorities for an individual for the cycle. The appraiser and appraisee will seek to agree the objectives but, if that is not possible, the Headteacher will determine the objectives and any objections will be noted. Objectives may be revised if circumstances change. On occasions during a review cycle, usually as a result of unplanned circumstances, it may be considered that an objective set at the start of the process is no longer appropriate or requires some adjustment. The number of objectives set would not normally exceed three but may do so in circumstances determined by the Headteacher.

All teachers will be assessed against the set of standards contained in the document entitled "Teachers' Standards" the current version of which was published in July 2011 updated in June 2013. The Headteacher or governing body (as appropriate) will consider whether any teachers should also be assessed against other sets of standards that may be published by the Secretary of State that are relevant to them.

## 4. Reviews of performance

The Governing Body believes that observation of key responsibilities is important both to assess performance and identify any particular strengths and areas for development a colleague may have and for gaining useful information which can inform school improvement more generally. All observations will be carried out to support a culture of continuous improvement and will be a developmental activity. An observation calendar will be published and formal observations will not normally exceed 3 hours in any one cycle.

For classroom based staff the number of observations will vary depending on the developmental objectives of individuals. The principle of 'proportionate to need' and reasonableness will apply and will normally be decided through discussion with the individual.

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

Members of support staff who are not based in the classroom will also be involved in a work review/observation process in a format appropriate to role. The number of observations will vary depending on the developmental objectives of individual colleagues and the principle of 'proportionate to need' and reasonableness will apply. An observation protocol is attached.

## 5. Development and support

Appraisal is a developmental process which will be used to inform continuing professional improvement and development. The governing body wish to encourage a culture in which all staff take responsibility for improving their performance through appropriate professional development. Professional development will be linked to school improvement priorities and to the on-going professional development needs and priorities of individuals and teams. The

school's CPD programme will be informed by development needs identified during the appraisal process.

The Governing Body will make appropriate but affordable resources available to support staff development arising from the appraisal process. The Headteacher or other senior leader delegated will report – as required – to the Full Governing Body each year on CPD activities.

Where CPD is identified by mutual agreement as key to the improvement of an individual, they will not be held responsible for lack of progress against agreed priorities if necessary agreed resources are not provided.

## 6. 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. Feedback will highlight particular areas of strength as well as any areas that need attention.

Where there are concerns about any aspects of an individual's performance they will receive appropriate support as part of the appraisal process. The support to be offered will be agreed in advance and could, for example, include classroom observation alongside or in addition to additional training or visits to other classes/establishments

In these circumstances the headteacher or other senior leader delegated will meet the employee formally to:

- give clear feedback about the nature and seriousness of the concerns;
- give the colleague the opportunity to comment and discuss the concerns;
- identify any support (e.g. coaching, mentoring, structured or peer observations), that will be provided to help address those specific concerns;
- make clear how, and by when, the line manager (or other colleague) will review progress but allowing sufficient time for improvement and this may include further supportive observations. The amount of time will be dependent upon the circumstances but will reflect the seriousness and the nature of the concerns.
- explain the implications and process if no or insufficient improvement is made, (i.e. progression to the capability procedure) (see Transition to Capability Section).
- confirm the timescale for review of progress
- the outcome of any such meeting will be confirmed in writing to the employee.

When progress is reviewed, if the appraiser is satisfied that the employee is making sufficient improvement, this will be acknowledged and the appraisal process will continue as normal, with any remaining issues continuing to be addressed through that process.

The employee may be accompanied by a friend or their trade union representative at meetings if concerns arise about performance and there is a possibility that there could be a transition to the capability procedure.

## 7. Transition to capability

If the appraiser is not satisfied with progress, the member of staff will be notified in writing that the appraisal process will no longer apply and that their performance will be managed under the capability procedure and they will be invited to a formal capability meeting. The capability procedures will be conducted in accordance with the Capability Procedure. In the case of a Headteacher the Chair of Governors will normally conduct the Formal Capability and Review meetings. In the case of other staff, the Headteacher will normally conduct the Formal Capability and Review meetings. The person conducting the meetings detailed above may be assisted and accompanied by an adviser from a nominated HR provider.

## 8. Annual assessment

**Each teacher's *and member of support staff's* performance will be formally assessed in respect of each appraisal period. In assessing the performance of the Headteacher, the Governing Body must consult the external adviser.**

This assessment of performance and development priorities will be reviewed throughout the year. Appraisers may arrange less formal 'catch-ups' alongside routine management arrangements. 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. Consideration will be given to circumstances where a teacher has not fully met the criteria based on clear evidence. Each case will be judged on its own merits.

**All staff will receive their written appraisal summary document as soon as is practicable following the end of each appraisal period** and have the opportunity to comment in writing on this.

**The appraisal summary document will include:**

- details of individual objectives for the period in question;
- **an assessment of the teacher's *or member of support staff's* performance of their role and responsibilities against the objectives and the relevant standards and their level of responsibility and experience.**
- **an assessment of the teacher's *or member of support staff'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**

The assessment of performance and of training and development needs will inform the planning process for the following appraisal period. The objectives for the next appraisal period may be discussed and set at this meeting or at a separate meeting arranged for that purpose.

## Retention of documents

Records of appraisal meetings are to be completed on the appropriate documentation. Copies will be printed and retained in school for a period of 6 years after the end of the appraisal cycle in a secure place and will then be destroyed. The school's appraisal practices could be subject to an internal audit by the Local Authority or other body. Assessment paperwork might be reviewed for this purpose.

## Monitoring and evaluation

The governing body and Headteacher will monitor the operation and effectiveness of the school's Appraisal arrangements. will review the impact of appraisal annually.

The Headteacher will provide the governing body with a written report on the operation of the school's appraisal policy and inform the governing body of the decisions of the Pay Review Committee. The report will not contain any information which will enable any individual to be identified. The report will include:

- procedure note on the appraisal and pay progression process
- the operation of the appraisal policy;
- the effectiveness of the school's appraisal procedures;
- identified training and development needs.
- instances where the training and development set out in the training and development annex of an appraisal has not been provided with a brief explanation
- Number who have fully achieved objectives
- Number who have partially achieved objectives but with acceptable reasons
- Number who have partially achieved objectives with unacceptable reasons
- Number who have not achieved their objectives

### Appendices to policy:

- Example Target setting proforma
- How To Guide
- Target Setting Proforma and Action Plan
- Teachers' Standards
- Any other relevant professional Standards
- Teaching Support Plan Proforma
- Lesson Observation and Teaching and Learning Monitoring Proformas
- Final Review and Recommendation Proforma
- Impact Project Template

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