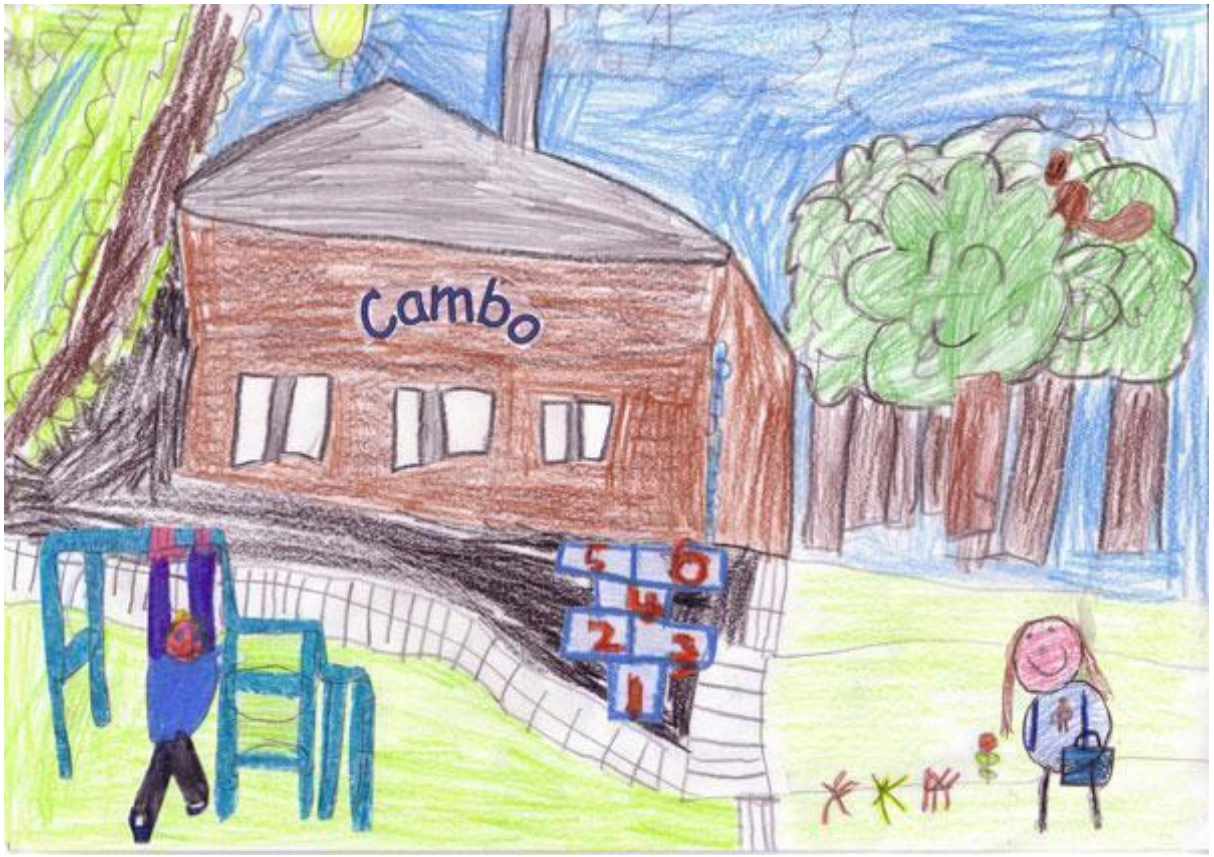
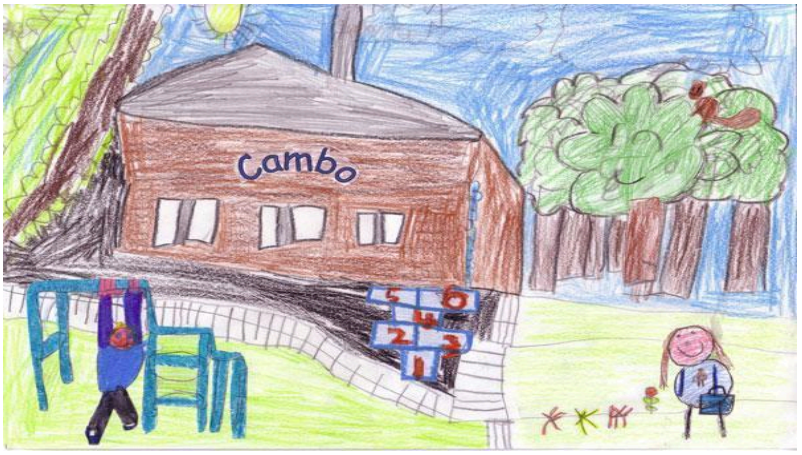

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Cambo First School

Teacher Appraisal Policy

Date policy last reviewed: Sept 24

Signed by:

P Cummings Sept 24

Headteacher Date:

P Walker		Nov 24
	Chair of governors	Date:

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Statement of intent

This policy sets out the framework for clear and consistent assessment of the overall performance of teachers, including the headteacher. It is designed to support teachers' development, within the context of the school's plan for improving educational provision and performance, and the standards expected of teachers.

Unless indicated otherwise, all references to "teacher" include the headteacher.

1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Equality Act 2010
- The School Staffing (England) Regulations 2009 (as amended)
- The Education (School Teachers' Appraisal) (England) Regulations 2012
- DfE (2020) 'Governance handbook'
- DfE (2019) 'Teacher appraisal and capability: A model policy for schools'
- DfE (2021) 'Teachers' Standards'
- DfE (2021) 'Staffing and employment advice for schools'
- DfE (2023) 'Implementing your school's approach to pay'
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2023) School teachers' pay and conditions document 2023 and guidance on school teachers' pay and conditions'
- DfE (2024) 'Teacher appraisal: Guidance for schools'
- DfE (2024) 'Managing Teacher's and Leader's Pay: Advice for maintained schools, MATs, academies and local authorities

This policy operates in conjunction with the following school policies:

- Teacher Capability Policy
- Staff and Volunteer Confidentiality Policy
- Disciplinary Policy and Procedure
- Records Management Policy
- Whistleblowing Policy
- Teachers' Pay Policy
- School Improvement Plan (SIP)

2. Roles and responsibilities

The governing board will be responsible for:

- Reviewing and streamlining appraisal policies.
- Agreeing the extent to which specific functions relating to the appraisal process will be assigned to others.
- Ensuring that they are suitably trained on the appraisal process.
- Ensuring the effectiveness of this policy by monitoring and reviewing it annually.
- Ensuring that the appraisal process is managed in a way that avoids increased workload for all parties concerned.
- Ensuring that all members of staff have read and understood the provisions in this policy.
- Appraising the headteacher and setting their objectives, with advice from an appropriate external adviser.
- Ensuring all objectives contribute towards the SIP and improve the education of pupils at the school.
- Taking advice from an external adviser on the assessment of the headteacher's performance.

- Monitoring the outcome of the appraisal decision.
- Providing the headteacher with their agreed appraisal report.
- Ensuring all members of the board are informed that the appraisal process has taken place.
- Ensuring all members of the board are informed that that the review process has taken place.
- Making a recommendation on headteacher's pay, where relevant.
- Ensuring consistency of treatment and fairness, and abiding by all relevant equality legislation.
- Ensuring all delegated responsibilities are carried out.
- Determining the appraisal period that applies to teachers (including the headteacher).
- Ensuring that appraisal evidence informs other decisions, including decisions related to professional development and pay.

The headteacher will be responsible for:

- Reviewing, developing, and streamlining the school's appraisal policy.
- Submitting the policy to the governing board for approval.
- Ensuring that teachers are fully aware of the policy.
- Moderating appraisal outcomes.
- Ensuring that teachers are notified in writing of any appraisal outcomes.
- Keeping and maintaining records of all decisions made relating to appraisal decisions.
- Ensuring appraisers receive relevant training.
- The day-to-day implementation of this policy.
- Ensuring that the appraisal process is managed in a way that avoids increased workload for all parties concerned.
- Deciding who will appraise teachers.
- Informing teachers of the standards against which their performance in the set appraisal period will be assessed.
- Conducting drop-in observations, where necessary, to evaluate standards of teaching and ensure high standards of professional performance are maintained.
- Providing teachers with their appraisal reports or delegating this task, as appropriate.
- Developing clear arrangements for linking appraisal to pay progression and advising the relevant body on pay recommendations for teachers, including whether a teacher at the school who applied to be paid on the upper pay range should be paid on that range.

Appraisers will be responsible for:

- Reviewing teachers' performance and professional development on an **annual** basis against the Teachers' Standards.
- Using their professional judgement to review teachers' performance.
- Addressing any concerns or difficulties that the teacher they are appraising has raised.
- Taking into account the expectations of the teacher in accordance with their role and the relevant stage of their career.
- Helping teachers reflect on their achievements and future development.
- Completing appraisal reports for the headteacher.

Teaching staff will be responsible for:

- Improving their teaching through proactive engagement in appropriate CPD opportunities.
- Voicing concerns where they believe the appraisal process is causing unnecessary challenges, e.g. in terms of wellbeing or workload.
- Reflecting on their own performance and how this could be improved.
- Keeping records of their objectives and identifying evidence for those objectives being met or not met.

3. General principles underlying this policy

Confidentiality

The appraisal process will be treated with confidentiality; however, the desire for confidentiality does not override the need for the headteacher and the governing board to quality-assure the operation and effectiveness of the appraisal system.

This will be achieved by the headteacher and governing board:

- Personally reviewing a sample of teachers' appraisal records for consistency.
- Being informed of any pay recommendations that have been made and the rationale behind these.

Consistency of treatment and fairness

The governing board is committed to ensuring consistency of treatment and fairness throughout the appraisal process.

It will also ensure that all teachers, regardless of their protected characteristics, are treated fairly, and recognises that identical treatment and evaluation processes may not be fair for all teachers. The governing board will ensure that reasonable adjustments are made to the appraisal process where appropriate and necessary, e.g. for teachers with disabilities.

The governing board will also ensure that the appraisal process is free from bureaucracy and recognises, encourages, and validates teachers' commitment to their own performance and development.

The appraisal process will be done so in a safe and supportive environment in which teachers and leaders can have open, honest, and fair discussions about successes and areas for improvement.

Delegation

Normal rules (as set out in The School Staffing (England) Regulations 2009) will apply in respect of the delegation of functions by the governing board and headteacher.

4. Performance appraisal

This section of the policy applies to the headteacher and to all teachers employed by the school, except those on contracts of less than one term, those undergoing induction and those who are subject to capability procedures.

Appraisal at this school will be supportive, and the developmental process is designed to ensure that all teachers have, or will fully develop, the skills and access to 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. Appraisal outcomes will be used to inform pay progression decisions.

Teachers will receive informal support in response to any concerns raised about their work performance at any point during the appraisal process. This support may consist of mentoring, training, or having resources in place to address specific needs.

The school will ensure that appraisals are managed in ways that avoids increasing workloads for all parties concerned.

The appraisal period

The appraisal period will run for 12 months from alongside the School Pay Policy.

Teachers who are employed on a fixed-term contract of less than one year will have their performance managed in accordance with this policy. The length of this period will be determined by the duration of their contract.

The school will amend the appraisal period's length in certain circumstances. Where a teacher starts their employment at the school during the course of an appraisal period, the headteacher, or governing board in the case of a new headteacher, will determine how long their appraisal process will be. The aim will be to ensure that all teachers are brought onto the same appraisal cycle as soon as is practicable.

The school will ensure that teachers and their line managers engage in regular and ongoing dialogue throughout the appraisal period to support their development, performance, and wellbeing.

As suggested in the DfE's 'Teacher's appraisal' guidance, the school will adhere to the following timescale when implementing their appraisal cycle:

- Autumn term: Objectives, success criteria, and supporting evidence will be determined between appraiser and appraisee.
- Spring and summer term: Performance reviewed against objectives and standards.
- Summer and autumn term: Teacher receives their appraisal report that includes an assessment against their objectives and success criteria as established earlier in the academic year.

Appointing appraisers

The headteacher will be appraised by a panel of the governing board, ideally an odd number but a minimum of three, supported by a suitably skilled and/or experienced external adviser who has been appointed by the governing board for that purpose.

The headteacher will decide who will appraise other teachers on a case-by-case basis and will ensure that all appraisers of teachers will be suitably trained and have QTS.

Setting objectives

The headteacher's objectives will be set by the governing board after consultation with the external adviser, taking into account the headteacher's work-life balance. These objectives will be agreed by the headteacher.

Teacher objectives will be aspirational yet achievable and based on success criteria which are in their control.

Teachers will be informed by the headteacher or their line manager of the standards against which their performance in the set appraisal period will be assessed. The standards used in relation to appraisal are the 'Teachers' Standards'.

Objectives and performance management discussions will not be based on teacher-generated data and predictions, or entirely on assessment data for a single group of pupils. Objectives may be set in relation to robust assessment data, but these will not be used in isolation and additional factors will always be considered when making pay progression decisions.

The appraiser and teacher will seek to agree on the objectives. Objectives may be revised if circumstances change.

The school will take a considered approach to circumstances where a teacher's objectives are challenging, measuring progress towards objectives as well as completion.

The school will generally set no more than three appraisal targets, and will not set sub-targets, save for in exceptional circumstances.

Observation

The school believes that observation of classroom practice and other responsibilities is important, both in assessing teachers' performance to identify any particular strengths and areas for development they may have, and for gaining useful information which could inform improvement. Observation can also enable teachers to learn from each other and collaborate.

The following guidelines will be adhered to:

- The number of official observations will not exceed three sessions per year
- Observations will not exceed one hour per session
- The focus and timing of annual observation sessions will be agreed in consultation with the teacher
- Observations will be conducted with professionalism, integrity, courtesy and objectivity
- Observation reports will be accurate and fair
- The confidentiality of the information in the report will be respected
- Observations will not add to teachers' overall workload
- At least five working days' notice will be given of the date and time of the observation
- Verbal feedback will be provided by the end of the next school day
- Written feedback will be provided within five working days

The governing board will determine whether teaching staff can refuse to share their lesson plans during observations – this decision will be communicated to all teaching staff and their appraisers. Classroom observation will be carried out by those with QTS.

Evidence

The range and level of evidence collected for the purposes of appraisal and pay determination will always be proportionate and the impact on workload will be minimal.

Evidence used will relate directly to the pre-agreed objectives. The form of the evidence will be agreed with the teacher in advance, and will be material, or contain material, which is readily available from day-to-day practice.

Development and support

The school will continually assess how it establishes strong, supportive cultures of professional development and performance for its teachers and leaders. Professional development will be an integral part of the teacher's objectives and success criteria when appraisal processes are being devised.

As established in the DfE's 'Managing Teacher's and Leader's Pay' guidance, performance related pay is now no longer a requirement for schools to adhere to, meaning that the school has greater opportunity to focus on professional development in objectives and appraisals.

The school will identify appropriate and relevant resources and support to help teachers' professional development and performance. In doing so, the teachers have a responsibility to proactively identify what needs they require support with for their teaching practice.

Appraisal is a supportive process which will be used to inform CPD. The school encourages a culture in which all teachers take responsibility for improving their teaching through appropriate professional development.

Professional development will be linked to improvement priorities in the SIP where possible, and to the ongoing professional development needs and priorities of individual teachers.

Informal support

The school will not place persistently failing teachers in capability procedures without first initiating and undergoing a period of informal support because of performance concerns. The school will ensure that this is a supportive process where teachers and their line managers can talk openly and honestly about what improvements can be made and any issues resolved. Informal support may only be required in one area that is aligned with their professional development.

Teachers and line managers will establish clear and achievable objectives and timelines for the informal support. The informal support will be provided for a set period that allows for performance improvement.

Regular communication will take place between the appraiser and appraisee to determine the progress of the informal support, as well as take any specific circumstances into consideration.

Teachers and line managers will review the progress after the defined period of support has concluded. If the appraiser is satisfied that the goals have been met by the teacher, or that the teacher is making significant progress towards those goals, the appraisal process resumes as normal.

If the appraiser isn't satisfied that the teacher has made significant improvements, the teacher will be moved into capability procedures.

Feedback

Teachers will receive constructive, supportive feedback on their performance throughout the year and as soon as practicable after observation has taken place, or when other evidence has come to light. Feedback will highlight particular areas of strength as well as any areas that require attention. Teachers will also receive an assessment of their professional development requirements and any action that should be taken to address them.

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 an opportunity to comment and discuss the concerns.
- Agree any support 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, for example, the impact on pay progression and the potential for movement into formal capability proceedings.
- Set clear objectives to be met to achieve the required improvement.

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.

Transition to capability

If the appraiser is not satisfied with the teacher's progress, the teacher will receive formal written notification that their performance will be managed under the capability procedure instead of the appraisal system and will be invited to a formal capability meeting. The capability procedures will be conducted in accordance with the school's Teacher Capability Policy.

Annual assessment

Each teacher's performance will be formally assessed in respect of each appraisal period. In assessing the performance of the headteacher, the governing board will consult the external adviser. This assessment is the final stage of the annual appraisal process, but performance and development priorities will be reviewed and addressed on a regular basis throughout the year in interim meetings and a mid-term review.

The teacher will, as soon as practicable, receive and have the opportunity to comment on an appraisal report – this may be written in hard copy format or made available online. Teachers

will receive their appraisal reports by 31/10/24 and the headteacher by 31/12/24. 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 their responsibilities against their objectives and the relevant standards.
- An assessment of the teacher's professional development needs and identification of any action that should be taken to address them.
- A recommendation on pay progression where that is relevant.

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

Reviewing pay progression

The decision whether to award pay progression will be related to each teacher's individual performance, and will be assed via the school's appraisal arrangements in accordance with The Education (School Teachers' Appraisal) (England) Regulations 2012 (the 2012 Regulations).

A recommendation on pay will be made in writing as part of the teacher's appraisal report, and in making its decision the relevant body will have regard to this recommendation.

Pay decisions will be clearly attributable to the performance of a teacher. Sustained high quality of performance will give teachers an expectation of progression up the pay range.

5. Reducing workload during the appraisal process

The school will minimise the impact of workload on teachers, school leaders, governing boards and other relevant parties when developing and implementing its appraisal processes.

The school will implement policies and procedures which are proportionate, and which use evidence in appraisal decisions that is readily available from day-to-day school practice.

The school will encourage staff to avoid collating large documents of evidence for appraisal purposes. Instead, the school will consider using alternative means of evidence collation and documentation, such as digital platforms.

When determining objectives, teachers will ensure that these are ambitious yet achievable within their own workloads and based on success criteria that are realistically within their control.

The school will treat all teachers fairly throughout the appraisal process, including teachers with different working patterns and those who have protected characteristics as defined in the Equality Act 2010.

6. Appraisal and pay determination cycle

The school will adhere to the following appraisal and pay determination cycle in accordance with the DfE's 'Implementing Your School's Approach to Pay' guidance:

- Performance will be continually monitored in accordance with this policy.
- In the autumn term all objectives and success criteria will be finalised. If an agreement cannot be reached, they will be set by the appraiser.
- Appraisal cycles will be completed before the end of the summer term.
- At the end of the appraisal year, teachers will receive an appraisal report which includes an assessment against their objectives and success criteria, the relevant standards and a recommendation on pay progression.
- Every teacher will be provided with an annual pay statement and a copy of the school's pay policy by 31 October each year, including appeals procedure, ensuring that any revisions to the pay policy are included.
- The headteacher will ensure moderation of initial recommendations with a view to putting individual pay progression recommendations to the governing board for agreement and to account them overall for the effective operation of links between pay and performance.
- The pay and appraisal policies will be reviewed as necessary in light of experience and any changes to the STPCD.
- The governing board will determine what provision should be made in the school's budget for pay awards and progression.
- Appraisal objectives and success criteria, linked to pay progression, will be set up for the next appraisal period.

The governing board and headteacher will ensure that all written appraisal records are retained in a secure place for six years in line with the school's Records Management Policy and in accordance with DfE guidance.

The school recognises that, as outlined in the DfE's 'Managing Teacher's and Leader's Pay' guidance, for the 2024/2025 academic year, it will no longer be required to factor in objectives and appraisal processes to lead to performance-related pay outcomes for teachers and leaders. The school will still make a pay decision following the completion of the appraisal process.

Pay decisions for the 2024/2025 academic year will continue to be based on performance and development-related progression of teachers and leaders, as set out in the September 2024 STPCD.

The school may choose to retain or disregard some or all elements of performance-related pay, whilst ensuring that the impact of excessive workload on teachers, line managers, school leaders and governing boards is minimised.

7. Monitoring and review

The governing board and headteacher will monitor the operation and effectiveness of the school's appraisal arrangements, including monitoring the impact on workload.

This policy will be reviewed on an annual basis. The next scheduled review date for this policy is September 25.