



# Appraisal Policy

- Effective: September 2023
  - Review: September 2024
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The Governing Body of Bosley St Mary's CE Primary School have adopted this appraisal policy in accordance with the Education (School Teachers' Appraisal) (England) Regulations 2012.

## Application of the Policy

The policy applies to the Headteacher and to all teachers employed by the school except teachers on contracts of less than one term, those on supply contracts, those undergoing induction (ie ECTs) and those who are the subject of capability procedures.

## Purpose

This policy sets out the framework for a clear and consistent assessment of the overall performance of teachers and the Headteacher and for supporting their development needs within the context of the school's Improvement Plan and their own professional needs. Where teachers are eligible for pay progression, the assessment of performance throughout the cycle will be the basis on which the recommendation is made by the appraiser.

This policy should be read in conjunction with the school's pay policy which provides details of the arrangements relating to teacher's pay in accordance with the School Teachers' Pay and Conditions Document.

## Links to School Improvement

The Governing Body expects that objectives set for all teachers including the Headteacher, if achieved, will improve the education of pupils at our school and contribute to the implementation and achievement of the School Improvement

Plan and any other plans adopted from time to time to improve the school's education provision and performance.

## Consistency of Treatment and Fairness

The Governing Body is committed to ensuring consistency of treatment and fairness in the operation of teacher appraisal. To ensure this the following provisions are made in relation to moderation and quality assurance.

### Quality Assurance

The Headteacher will moderate all the appraisal reports to check that the objectives and standards recorded in the reports of teachers at the school:

- are consistent between those who have similar experience and similar levels of responsibility
- comply with the school's appraisal policy, the regulations and the requirements of equality legislation

The Governing Body will review the quality assurance processes when the appraisal policy is reviewed.

### Standards

Teachers will be assessed against the 'Teachers' Standards' (See appendix 1) and against UPS standards (as specified in Appendix 2) relating to teachers' performance which the Governing Body and Headteacher determines is applicable to the performance of any individual teacher and that they have been informed of at the start of the appraisal period.

The Headteacher will be assessed against the National Standards for Head Teachers and any other standards relating to teachers' performance as the Governing Body determines is applicable to their performance and that they have been informed of at the start of the appraisal period.

## Objective Setting

The objectives set will be rigorous, challenging, achievable, time-bound, fair and equitable in relation to teachers with similar roles/responsibilities and experience, and will have regard to what can reasonably be expected of any teacher at a given point of their career progression. Governors also recognize the desirability of staff being able to achieve a satisfactory work-life balance. Objectives will take account of any relevant pay progression criteria and, where possible, the teachers' professional aspirations. They will be such that, if they are achieved, they will contribute to improving the education of pupils at the school and the implementation of any plans of the Governing Body or Headteacher designed to improve the school's education provision and performance.

Objectives will be set as soon as practicable after the beginning of the appraisal period. The appraiser and appraisee will seek to agree on the objectives but where a joint determination cannot be made the appraiser will make the determination.

In this school:

- all teachers, including the Headteacher, will have no more than 4 objectives
- teachers, including the Headteacher, will not necessarily all have the same number of objectives
- all teachers, including the Headteacher, will have a whole school objective

Though appraisal is an assessment of overall performance of teachers and the Headteacher, objectives cannot cover the full range of a teacher's roles/responsibilities. Objectives will, therefore, focus on the priorities for an individual for the cycle. At the review stage teachers will also be assessed against the Teachers' Standards and any other standards relating to teachers' performance as the Governing Body or Headteacher determines is applicable to the performance of any individual teacher and that they have been informed of at the start of the

appraisal period.

## Reviewing Process

At the end of the appraisal cycle, the appraiser(s) will assess the performance of the teacher or Headteacher against:

- The 'Teachers' Standards' or the National Standards for Headteachers as applicable, and
- Any other set of standards relating to teachers' or Headteachers' performance about which the teacher has been notified at the beginning of the appraisal period,
- The teacher or Headteacher's objectives, and
- The teacher or Headteacher's professional development needs

The appraiser(s) will also, where relevant under the School Teachers' Pay and Conditions Document, make a recommendation relating to the teacher or Headteacher's pay.

Assessment of performance against an objective will be on the basis of the performance criteria set at the beginning of the cycle. Good progress towards the achievement of a challenging objective even if the performance criteria have not been met in full, will be assessed favourably.

The appraisal cycle is annual, but on occasions it may be appropriate to set objectives that will cover a period over more than one cycle. In such cases, the basis on which the progress being made towards meeting the performance criteria for the objective will be assessed at the end of the first cycle and will be recorded in the report at the beginning of the next cycle.

## Appraisal Report

As soon as practicable following the end of each appraisal period, teachers will be provided with a written report which will record the assessment of their performance against:

- The 'Teachers' Standards', and

- any other set of standards relating to teachers' performance agreed by the Governing Body and about which the teacher has been notified at the beginning of the appraisal period,
- the teacher's objectives, and will record
- the teacher or Headteacher's professional development needs and any action that is to be taken to address these

The report will also, where relevant under the School Teachers' Pay and Conditions Document, record a recommendation relating to the teacher or Headteacher's pay.

## Appeals

Where a member of staff is dissatisfied with the application of the appraisal process (except for decisions on pay) they have recourse to the school's Grievance Procedure to pursue the matter.

Where a member of staff is dissatisfied with the recommendation or decision on pay, they have the right of appeal through the appeals mechanism of the School Pay Policy.

## Confidentiality

The appraisal process and the reports generated under it will be treated with confidentiality at all times. The appraisee's line manager or, where s/he has more than one, each of her/his line managers and the Headteacher will be provided with access to the appraisee's plan and review recorded in her/his report.

Governors will be given access to the appraisal report of any teacher, on request and where they are being asked to make a decision on pay. Appraisees will be told who has requested and has been granted access to their report.

Governors directly involved in the Headteacher's appraisal and the external adviser will be provided with access to the Headteacher's planning and review record in his/her report. Details of the Headteacher's objectives will be reported to the full governing body as soon as practicable after the beginning of the appraisal cycle.

Governors not directly involved in the Headteacher's appraisal will be given access to the review of his/her performance, on request, and where they are being asked to make a decision on pay.

## **Training and Support**

The school's CPD program will be informed by the training and development needs identified during the appraisal process.

The governing body will ensure in the budget planning that, as far as possible, appropriate resources are made available in the school budget for any training and support agreed for appraisees.

An account of the training and development needs of teachers in general, including the instances where it did not prove possible to provide any agreed CPD, will form a part of the Headteacher's annual report to the governing body about the operation of appraisal in the school.

With regard to the provision of CPD in the case of competing demands on the school budget, a decision on relative priority will be taken with regard to the extent to which: (a) the identified CPD training and support is deemed as essential to the school meeting its priorities and (b) the CPD identified as essential for the appraisee to meet their objectives. The school's priorities will have precedence. Teachers should not be held accountable for failing to make good progress towards meeting their performance criteria where the support recorded in the appraisal report has not been provided.

## **Appointment of Appraisers for the Headteacher**

The Headteacher's appraisal and appointment of appraisers is organised by CDAT, the multi-academy trust to which we belong.

## Appointment of Appraisers for Teachers

The Headteacher must ensure the appraisal of every other teacher employed in the school takes place. The Headteacher may delegate this duty to the teacher's line manager or another member of the leadership team. In this school the Headteacher has decided that they will be the appraiser for all teachers.

The maximum number of reviews that any line manager will be expected to undertake per cycle is 4.

Where a teacher has more than one line manager the Headteacher will determine which line manager will be best placed to manage and review the teacher's performance.

Where it becomes apparent the appraiser will be absent for the majority of the cycle the Headteacher may perform the duties or delegate them to another teacher. Where this teacher is not the appraisee's line manager the teacher will have an equivalent or higher status in the staffing structure as the teacher's line manager. The appraisal cycle will not begin again in the event of the appraiser being changed.

All line managers to whom the Headteacher has delegated the role of appraiser will receive appropriate preparation for that role.

## The Appraisal Period

The appraisal period will be 12 months.

The appraisal cycle in this school will run from September 1<sup>st</sup> to 31<sup>st</sup> August for teachers and also for the Headteacher.

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 the provisions of this policy. The length of the cycle will be determined by the

duration of their contract.

Where a teacher starts their employment at the school part-way through a cycle, the Headteacher, or in the case where the teacher is the Headteacher, the governing body shall determine the length of the first cycle for that teacher, with a view to bringing this cycle into line with the cycle for other teachers at the school as soon as possible. This also applies to teacher returning from maternity or long term illness.

Where a teacher transfers to a new post within the school part-way through a cycle, the Headteacher, or in the case where the teacher is the Headteacher, the Governing Body shall determine whether the cycle shall begin again and whether to change the appraiser.

## Monitoring

The Governing Body will ensure that all teachers, including the Headteacher, have their performance appraised on an annual basis.

The Headteacher will provide the Governing Body with a written report on the operation of the school's appraisal policy annually. The report will not contain any information which would enable any individual to be identified. The report will include:

- the operation of the appraisal policy;
- the effectiveness of the school's appraisal procedures;
- teachers' training and development needs.

## Equality Impact Assessment

The Governing Body is satisfied that the terms of this policy will not impact adversely on members of staff who have a protected characteristic within the meaning of the Equality Act 2010.



In addition, the Governing Body is committed to promoting equality and will ensure that the appraisal process is fair and non-discriminatory and that monitoring data should be included in the Headteacher's report covering each of the protected characteristics within the Equality Act 2010.

The Headteacher will also report on whether there have been any appeals or representations on an individual or collective basis on the grounds of alleged discrimination under any protected characteristics.

## Review of the Policy

The Governing Body will review the Appraisal Policy every school year at its autumn term meeting.

The Governing Body will take account of the Headteacher's report in its review of the Appraisal Policy. The policy will be revised as required to introduce any changes in regulation and statutory guidance to ensure that it is always up to date. The Governing Body will seek to agree any revisions to the policy with the recognised trade unions having regard to the results of the consultation with all teachers.

To ensure teachers are fully conversant with the appraisal arrangements, all new teachers who join the school will be briefed on them as part of their introduction to the school.

## Access to Documentation

Copies of the school improvement and development plan and school self-evaluation form are published on the school's intranet and/or can be obtained from the school office.

## Appendix 1: The Teachers' Standards

### 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.

### Part One: Teaching

#### A teacher must:

- 1. Set high expectations which inspire, motivate and challenge pupils**
  - establish a safe and stimulating environment for pupils, rooted in mutual respect
  - set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
  - demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.
  
- 2. Promote good progress and outcomes by pupils**
  - be accountable for pupils' attainment, progress and outcomes
  - be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
  - guide pupils to reflect on the progress they have made and their emerging needs
  - demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
  - encourage pupils to take a responsible and conscientious attitude to their own work and study.
  
- 3. Demonstrate good subject and curriculum knowledge**
  - have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
  - demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
  - 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
  - if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
  - if teaching early mathematics, demonstrate a clear understanding of

appropriate teaching strategies.

**4. Plan and teach well-structured lessons**

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

**5. Adapt teaching to respond to the strengths and needs of all pupils**

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- 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
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of 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.

**6. Make accurate and productive use of assessment**

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

**7. Manage behaviour effectively to ensure a good and safe learning environment**

- 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
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly

- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

#### **8. Fulfil wider professional responsibilities**

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being

### **Part 2: Personal and Professional Conduct**

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

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

- treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
- showing tolerance of and respect for the rights of others
- 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
- ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.

Teachers must have proper and professional regard for the ethos, policies and practices of the 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.

## Appendix 2: Post Threshold

**TEACHERS SHOULD MEET THE FOLLOWING POST -THRESHOLD STANDARDS:**

### Professional Attributes

#### Frameworks

1. Contribute significantly, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their implementation

### Professional Knowledge and Understanding

#### Teaching and Learning

2. Have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential.

#### Assessment and Monitoring

3. Have an extensive knowledge and well-informed understanding of the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those related to public examination and qualifications
4. Have an up-to-date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs.

#### Subjects and Curriculum

5. Have a more developed knowledge and understanding of their subjects/curriculum areas and related pedagogy including how learning progresses within them.

#### Health and Well-Being

6. Have sufficient depth of knowledge and experience to be able to give advice on the development and well-being of children and young people.

### Professional Skills

#### Planning

7. Be flexible, creative and adept at designing learning sequences within lessons and across lessons that are effective and consistently well-matched

to learning objectives and the needs of learners and which integrate recent developments, including those relating to subject/curriculum knowledge.

### Teaching

8. Have teaching skills which lead to learners achieving well relative to their prior attainment, making progress as good as, or better than, similar learners nationally.

### Team Working and collaboration

9. Promote collaboration and work effectively as a team member.
10. Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback.

## UPS Threshold Leadership Information

At Bosley St Mary's CE Primary School we feel that teachers coming up to threshold should demonstrate all core skills and these threshold standards which are key. This will then ensure a clear, transparent and consistent approach for staff.

- Classroom practice that is judged as consistently good, in internal and external observation thorough use of effective teaching, learning and behaviour management strategies including personalised learning to help all learners achieve. (P2)
- Contribute considerably and positively to implement all workplace policies and to promote collective responsibility for implementation (P1)
- Have a more developed knowledge of their subject areas responsibility (P5) and be an effective subject leader which impacts upon pupil learning
- Be flexible and creative in designing learning sequences and match learning objectives
- All children in the class to make progress (P8)
- Work with other staff to improve practice (P9)
- Coach and mentor other colleagues, giving advice.(P10)

### Evidence to Support UPS 2/3 Progression

We feel teachers should be able to evidence these:

- Consistently good classroom practice with elements of outstanding practices (P8)
- Play a critical role in the life of the school (P1)
- Make a distinctive contribution to raising pupil standards (P8)
- Contribute effectively to the wider work of the team.(P9, P10)

- Take advantage of appropriate opportunities for CPD and use the outcomes to improve pupils learning (P10)
- Grow professionally by developing teaching expertise post threshold (P1)
- Up to date knowledge of the teaching for their key stage or year group (P2)
- Take account of wider curriculum development which are relevant to their work (P5)
- Consistently and effectively plan lessons to meet pupils individual learning needs (P7)
- Use a range of appropriate strategies for teaching and classroom management (P2)
- Use of pupil prior attainment information to set clear pupil expectations, monitor the progress and give clear and constructive feedback (P8)
- Pupil progress to make an active contribution to the policies and aspirations of the school (P1)
- Effective professional who challenges and supports all pupils to do their best (P3)
- Undertaken extra professional training (P5)
- See also post threshold national standards

### UPS Threshold to Leadership Team

Members of the leadership team should regularly demonstrate core standards and post threshold standards and:

- Have an understanding of the characteristics of high quality teaching and the main strategies for improving and sustaining high standard of teaching, learning and achievement for all pupils
- Perform effectively in the classroom and show a commitment to becoming more effective still
- Enjoy the respect of pupils based on a clear expectation of performance and behaviour
- Enjoy the respect of colleagues, Governors and parents/carers as someone who will provide decisive leadership and see a job through to a successful outcome and be a key professional role model
- Can explain proposals and justify decisions by reference to an agreed vision statement
- Take decision on the basis of the widest possible range of evidence, effectively analysed
- Accept their own accountability and hold others clearly accountable to them for an agreed course of action
- Listen to the opinions of stakeholders and have a clear understanding of when the Headteacher needs to be informed of potential difficulties