

The Robert Napier School – Teacher Appraisal Policy
June 2013

The core purpose of appraisal is to support professional development within the context of the school's improvement plan. Appraisal is linked closely to improvement of performance, provision and standards.

Appraisal at The Robert Napier 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 classroom practitioners.

This policy has been developed to adhere to DfE guidelines (September 2012).

The standards expected of all teachers may be found in the DfE document 'Teachers' Standards' (May 2012).

'Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct' (DfE, May 2012). When setting and reviewing appraisal targets these standards should form the basis of the targets set and the review process.

The Headteacher will appoint Performance Managers. All appraisers appointed by the Headteacher will have qualified teacher status and relevant experience. The teacher's line manager or another senior person in the teacher's subject area will normally be their Appraiser. If they are unable to conduct the appraisal, an appropriately experienced appraiser will be appointed.

If legitimate concerns are raised about the choice of appraiser, these will be carefully considered and, if the Headteacher considers these concerns to be valid, an alternative appraiser will be offered. Those individuals selected to review the performance of others will be given appropriate professional development and support.

The appraisal cycle will run for 12 months. All staff and their reviewers will have access to a software package which will facilitate the recording, monitoring and the assessment of the appraisal process.

Target Setting

- Target setting will take place before the end of term 1.
- At least three targets will be set for *every* teacher. Targets will be set in accordance with the following criteria.
 1. Student performance driven by prior attainment data
 2. Wider contribution to a team / whole school development
 3. Individual professional development
- The objectives set for each teacher will be Specific, Measurable, Achievable, Realistic and Time-bound (SMART) and will be appropriate to the teacher's role and level of experience and linked to the School Improvement Plan.

- The appraiser and teacher will seek to agree the objectives but, if that is not possible, the appraiser will determine the objectives.
- Objectives may be revised during the year if circumstances change.
- A mid-term review will be held in term 3 or 4. Progress towards the targets set will be recorded at that review meeting.
- The final review should take place before the end of term 1 in the following academic year. This will allow any pay recommendations to be considered and pay back dated to September.
- The school operates a system of moderation to ensure that all appraisers are working to the same standards. Targets will be moderated across the school to ensure that they are consistent between teachers with similar experience and levels of responsibility.

Reviewing Performance

Observation of classroom practice and other responsibilities is important both as a way of assessing teachers' performance in order to identify any particular strengths and areas for development they may have and of gaining useful information which can inform school improvement more generally. Observations are legitimate activities for school leaders (and others with responsibility for teaching and learning standards) undertaking their role to evaluate the standards of teaching and check high standards of professional performance are established and maintained. All observations will be carried out in a supportive fashion by appropriately qualified individuals.

Observations form an important part of the Appraisal process.

- There will be up to 3 hours of observations per year. Observations may be the full lesson however ½ hour observations are also an effective means of assessing teacher performance and are an acceptable measure if agreed with the teacher concerned in advance. Each observation will be followed by full, constructive and supportive feedback.
- Should any observation be considered less than good, the reviewee can request another observation.
- Teachers who have responsibilities outside the classroom which contribute to the wider school community should also expect to have their performance of those responsibilities observed and assessed.
- Progress towards targets set might also be assessed by: work scrutiny, discussions with students, analysis of a teacher's records, scrutiny of departmental planning documentation.

Development and Support

Appraisal is a supportive process which will be used to inform continuing professional development. The Robert Napier School wishes to encourage a culture in which all teachers take responsibility for improving their teaching through appropriate professional development. The planned professional development programme will be linked to school improvement priorities and to the on-going professional development needs and priorities of individual teachers.

Feedback

Teachers will receive constructive feedback on their performance throughout the year and as soon as practicable after observation has taken place (this must be within 5 working days) or other evidence has come to light. Feedback will highlight particular areas of strength as well as any areas for further development.

Annual assessment

Each teacher's performance will be formally assessed in respect of each appraisal period. This assessment is the end point to the annual appraisal process, but performance and development priorities will be reviewed, addressed and recorded on a regular basis throughout the year in interim meetings.

The teacher will have access to as soon as practicable following the end of each appraisal period (31st October) a summative appraisal report, to which the teacher may respond.

The 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 professional development needs and identification of any action that should be taken to address them;
- a recommendation on pay where that is relevant (*NB – pay recommendations need to be made by 31 October*).

Teachers experiencing difficulty

Where there are concerns about any aspects of the teacher's performance the appraiser will meet the teacher formally to:

- give clear feedback to the teacher about the nature and seriousness of the concerns;
- give the teacher the opportunity to comment and discuss the concerns;
- agree any support (e.g. coaching, mentoring, structured observations), that will be provided to help address those specific concerns;
- make clear how, and by when, the appraiser will review progress (it may be appropriate to revise objectives, and it will be necessary to allow sufficient time for improvement. The amount of time is up to the school but should reflect the seriousness of the concerns);
- explain the implications and process if no – or insufficient – improvement is made.

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 progress, the teacher will be notified in writing that the appraisal system will no longer apply and that their performance will be managed under the capability procedure, and will be invited to a formal capability meeting. The capability procedures will be conducted as outlined in the Capability Policy.