



LONGHILL
HIGH SCHOOL

Appraisal Policy

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Longhill High School's policy is based on Brighton and Hove's 'Model Appraisal Policy for Schools' which was created with unions. Statutory Policy.

Date to be reviewed: July 2024

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1. Introduction

Revised appraisal arrangements came into force with effect from 1 September 2012. They are set out in the Education (School Teachers' Appraisal) (England) Regulations 2012 (the Appraisal Regulations) which replace the Education (School Teacher Performance Management) (England) Regulations 2006 (the 2006 Regulations).

The Appraisal Regulations set out the principles that apply to teachers in all maintained schools and unattached teachers employed by a local authority, in each case where they are employed for one term or more. Schools and local authorities must stay within the legal framework set out in the Appraisal Regulations and in other relevant legislation that affects all employers (for example, legislation on equality, employment protection and data protection).

This policy applies to all staff employed by the school. This policy was designed by Brighton & Hove headteachers and school unions which have been consulted via a joint Appraisal/Capability Review working group.

2. Appraising Performance

2.1 Purpose

This policy sets out the framework for a clear and consistent assessment of the overall performance of staff 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 should be read in conjunction with the separate Pay Policy and Capability Procedure Policies. The Pay Policy sets out the links between performance and pay and details the process to be used for effecting pay changes. The Capability Procedure policy should be used where concerns about performance are not able to be resolved successfully under this Appraisal Policy or the school's teaching and learning policy (*Curriculum Intent & Implementation Policy*).

2.2 Application of the Policy

The policy is in two sections: Section 3.1 of the policy applies to the headteacher and to all teachers employed by the school or local authority, except those on contracts of less than one term, those undergoing induction or initial teacher training (*i.e. apprenticeships and ECTs*) and those who are subject to the Capability Procedure.

Section 3.2 of the policy refers to support staff arrangements for Appraisal.

3. Appraisal

Appraisal in this school will be a supportive and developmental process designed to ensure that all staff have the skills and support they need to carry out their role effectively. It will help to ensure that all staff are able to continue to improve their professional practice and to develop confidence and skills to undertake their roles successfully.

3.1 Teachers

a) The Appraisal Period

The appraisal period will run for all staff from September 2023 to September 2024.

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.

There is flexibility to have a longer or shorter appraisal period when teachers begin or end employment with a school or local authority or when unattached teachers change post within the same authority.

b) Appointment of 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.

Headteachers can raise an objection to the chair of governors, in writing and with good reason, outlining why an appointed governor should be excluded from the appraisal process.

The headteacher will decide who will appraise other teachers and ensure sufficient training is in place. Appraisers of teachers must have QTS.

Teaching staff are able to object to the appointment of an appraiser, on professional grounds, in writing to the head teacher, who will consider the objection and make a decision. Where the objections are rejected by the head teacher, the teacher should be advised in writing.

c) Setting Objectives

The headteacher's objectives will be set by the governing body after consultation with the external adviser.

Objectives for each 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 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. Objectives may be revised if circumstances change.

The objectives set for each 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 will be ensured by *for example, quality assuring all objectives against the school improvement plan* and ensuring two of the three teachers' targets link to this improvement plan.

- The agreed objectives will contain a description of what success will look like. Where use of numerical targets is appropriate, these will be reasonable, in the circumstances in which the teacher works and it will be recognised that factors outside teachers' control may significantly affect success.

These objectives should take account of the school's improvement plan as well as a discussion with the member of staff on what skills and knowledge they would like to develop in order to undertake their role effectively. This will allow the appraiser and appraisee to reach relevant targets with accompanying training and development opportunities to reach these targets.

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 with QTS and non- ECTs, should be assessed against the set of standards contained in the document called "Teachers' Standards".

All teachers who successfully move onto the Upper Pay Scale (UPS) and continue to move up the UPS, must continue to meet all the main scale Teachers' Standards and meet their appraisal targets.

Once a teacher has met the performance threshold to move onto the Upper Pay Scale, they should continue to grow professionally in their teaching expertise in order to demonstrate substantial and sustained achievements and contributions to the school(s) in which they work. This is requirement for further UPS pay progression in the School Teachers' Pay and Conditions Document. In order to support this requirement, the appraisal targets will set out what the 'substantial and sustained achievement and contribution' looks like: guidance is given on the appraisal form as to what this looks like which is quality assured.

It is the responsibility of the member of staff who wishes to advance either on to, or on to the next stage, of the Upper Pay Scale, to inform (via email) their appraiser and the Deputy Head who line manages appraisals. The Deputy Head will email staff to remind them of this. Failure (on the appraisee's part) to meet the UPS criteria set out below will mean that the appraisee has not fulfilled the expectations for their UPS role and could lead to the school taking further action. It is therefore crucial, that the appraisee discusses this UPS criteria with their appraiser and fully understands how to meet this criteria.

As with other appraisal targets, in appraisal review meetings across the year, the member of staff being appraised needs to review with their appraiser their UPS target against the UPS criteria outlined on the appraisal form.

d) Reviewing Performance

i) Observation

This school believes that 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. All observation will be carried out in a supportive fashion. In accordance with the principles agreed by the NUT, NAHT, ASCL and ATL (in the document shown at Appendix 1) observation for appraisal purposes will be, where possible, "be kept to the minimum needed to determine that objectives are met and in accordance with local agreements."

The amount and type of classroom observation will depend on the individual circumstances of the teacher and the overall needs of the school. Classroom observation will be carried out by those with QTS. In addition to formal observation, head teachers or other leaders with responsibility for teaching standards may "drop in" in order to evaluate the standards of teaching and to check that high standards of professional performance are established and maintained. The length and frequency of "drop in" observations will vary depending on specific circumstances. Teachers (including the headteacher) who have responsibilities outside the classroom should also expect to have their performance of those responsibilities observed and assessed.

ii) Development and Support

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.

iii) Feedback

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 highlight particular areas of strength as well as any areas for further attention. Where there are concerns about aspects of the teacher's performance the appraiser should consult with their senior manager before meeting with the teacher to:

- give clear feedback to the teacher about the nature and seriousness of the concerns;
- give the teacher the opportunity to comment and discuss and record 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
- 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.

Where an appraisee is unhappy about the entries in the appraisal report and feels that they are unreasonable e.g. unfair discrimination has taken place, they retain the right of appeal under the School's Grievance procedure. Where a pay decision is affected, any appeal should be made under the School's Pay Policy (appeals procedure). Schools should inform appraisees of this right of appeal.

Annual Assessment/ Reviewing

Each teacher'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 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 (three official review points) however in line management meetings, these targets will also be reviewed.

The teacher and appraisee will undertake at least three yearly review meetings after the initial target setting meeting. The appraisal form will capture what is discussed in this meeting and 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;

At the end of the academic year, the appraiser then reviews and evaluates with the appraisee to identify if the appraisee has MET their appraisal targets then this will also be a recommendation in line with the school's pay policy.

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

3.2. Support Staff

Support staff who are: Faculty Assistants, Teaching assistants, or pastoral support mentors or inclusion mentors, will have one appraisal target linked to the whole-school priorities and the school's improvement plan while the second target links to an area/ skill that member of staff would like to develop. Evidence towards meeting the appraisal targets is defined in the 'success criteria' column on the appraisal proforma.

4. Link to Capability Procedure

At any point during the appraisal cycle, if there are concerns about the performance of a teacher or a member of support staff, a professional dialogue must take place to determine the next steps. This may include putting in place focussed support as part of the appraisal process. The appraiser should consult with a senior manager if it is considered appropriate to provide focussed support.

If the appraiser is not satisfied with progress after an agreed period of time (e.g. between 4 and 6 weeks but dependant on the individual circumstances) a decision to proceed to the Capability Procedure will be taken (see Teacher Capability policy). The teacher will be notified in writing that the appraisal system will no longer apply and that their performance will be managed under the Schools' Capability Procedure. The teacher will be invited to a formal capability meeting. Appraisal for Brighton & Hove support staff will follow the guidelines set out in 'The Managers' Guide to (School Support) Staff Performance & Development.

4. 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 governing body to quality-assure the operation and effectiveness of the appraisal system. A review of all teachers' objectives and written appraisal records will be undertaken by the senior leadership team in order to check consistency of approach and expectation between different appraisers. The headteacher will also be aware of all pay recommendations that have been made.

Consistency of Treatment and Fairness

The governing body is committed to ensuring consistency of treatment and fairness and will abide by all relevant equality legislation.

Definitions

Unless indicated otherwise, all references to "teacher" include the all teachers with TLRs and leaders including the headteacher.

Delegation

Normal rules apply in respect of the delegation of functions by governing bodies, headteachers and local authorities.

Monitoring and Evaluation

The governing body and headteacher will monitor the operation and effectiveness of the school's appraisal arrangements.

Retention

The governing body and headteacher will ensure that all written appraisal records are retained in a secure place for six years and then destroyed.

Appendix 1

A Joint Statement of Principles on Teacher Appraisal and Capability from the ASCL, ATL, NAHT and NUT

- Appraisal is a thorough yet supportive and developmental process which assists teachers in improving their performance by concentrating on key objectives and must include open and honest discussions between the appraiser and the appraisee;
- The above unions believe that schools should have separate appraisal and capability policies in order to facilitate the discussions needed to ensure the effectiveness of the appraisal process in managing performance. Capability procedures would not normally commence until it is clear that it is necessary, following on from the appraisal process;
- All appraisers should be appropriately trained in appraisal procedures. All appraisers who conduct observations of teaching should have QTS;
- Objectives should be set following consultation with teachers and should be clearly defined, with appraisers and appraisees clear what success will look like and how progress will be measured;
- Observation for appraisal should be planned, with sufficient notice given and a clear focus linked to agreed objectives;
- Feedback should be given swiftly after any observation;
- Observation should be kept to the minimum needed to determine that objectives are met and in accordance with local agreements;
- Implication of insufficient progress should be clearly explained to the teacher;
- Where concerns are raised the teacher will receive appropriate support as part of the appraisal process. The support to be offered will be agreed in advance and may include classroom observation alongside other support for example additional training and visits to other classes. The length of any period of support will be subject to locally agreed protocols;
- If after the period of support sufficient progress has not been made, then the school may consider moving to capability. A clear distinction must be made when the teacher moves from the supportive appraisal process to capability;
- The DfE capability model should not be used for capability concerns arising as a result of ill-health (schools must have a separate policy for this);
- Care will be taken to ensure that appraisal and capability procedures are used in such a way as to avoid discrimination, with monitoring for equality purposes.