

Teacher appraisal policy

Dorset Studio School



Dorset
Studio School

LAND & ENVIRONMENT

Approved by: Paul Green Principal

Date: 22.8.23

Last reviewed on: 22.8.23

Next review due by: Sep 24

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1. Aims

This policy aims to:

- Set out the arrangements for appraising teachers, including the process and the responsibilities of individuals
- Ensure consistency and fairness across the school
- Create a process where teachers’ professional development is supported and encouraged, in the context of the school’s latest Ofsted report, our school improvement plan and the Teachers’ Standards
- Ensure teachers have the skills and knowledge they need to fulfil and excel in their role and provide an excellent education to our pupils

The policy applies to all teaching staff employed by the school or local authority, except those on contracts of less than one term, those undergoing induction and those undergoing capability procedures.

2. Legislation and guidance

As an academy, we are free to determine our own appraisal arrangements. However, where a teacher's contract specifically incorporates conditions from [The Education \(School Teachers' Appraisal\) \(England\) Regulations 2012](#), these will continue to apply due to [The Transfer of Undertakings \(Protection of Employment\) \(TUPE\) Regulations 2006](#), which protect employees' terms and conditions when a maintained school becomes an academy.

We have based this policy on the [model policy](#) produced by the Department for Education (DfE).

This policy complies with our funding agreement and articles of association.

3. Definitions

In this policy, the term 'teacher' refers to classroom teachers, middle and senior leaders, and the Principal.

Where relevant, we have added further detail regarding arrangements for Principals.

4. The appraisal period

The appraisal period will run for 12 months beginning on the first day of the autumn term. Appraisals will be held during the autumn term.

For teachers on fixed-term contracts of less than 12 months, the appraisal period will be determined by the duration of their contract.

Teachers who start at or leave the school during the appraisal period can have a longer or shorter appraisal period in that appraisal round.

It is intended that teachers will have had their annual appraisal meeting and received their appraisal report by 31st October.

It is intended that the Principal will have had their annual appraisal meeting and received their appraisal report by 31st December.

5. Setting objectives

Teachers' objectives will be set before, or as soon as possible after, the start of the appraisal period.

The Principal's objectives will be set by the governing board in consultation with the external adviser (see section 9 for more information on appointing an external adviser).

Objectives will:

- Contribute to improving the education of pupils at the school and the implementation of any school improvement plans. To ensure this happens, the Principal will quality assure all objectives against the school improvement plan
- Be specific, measurable, achievable, realistic and time-bound (SMART)
- Be appropriate to the teacher's role and career experience
- Be revised if circumstances change throughout the year

When objectives are set, teachers will also be informed of the standards their performance will be judged against.

The appraiser and teacher will seek to agree the objectives but, if that is not possible, the appraiser will determine the objectives.

6. Standards

Teachers will be assessed against the [Teachers' Standards](#). The Principal, and other school leaders where relevant, will also be assessed against the [National Standards of Excellence for Principals](#).

Teachers' performance will also be assessed against the career stage expectations that we have developed.

7. Reviewing performance (including observation protocol)

We will use a range of evidence to judge a teacher's performance:

- Formal and informal lesson observations and learning walks
- Observations and results from wider school activities, if applicable
- Performance of their pupils
- Reviews of planning and marking
- Parent and pupil voice, if applicable

7.1 Observation protocol

We believe that observations are a valuable, though not exclusive way of assessing teachers' performance. They can help identify a teacher's strengths and areas for improvement, and can help us identify areas of good practice that can be shared across the school. These observations will form part of our school CPD and staff development ethos which centres on 'improve not prove.'

There will be both formal and 'drop in' observations. Teachers with responsibilities outside the classroom will also have these responsibilities observed.

All observations will:

- Be carried out in an objective, fair, professional and supportive manner
- Be carried out by teachers with Qualified Teacher Status
- Provide constructive feedback
- Remain confidential to those who need to know details as part of their jobs

7.2 'Drop in' observations and learning walks

Drop-in observations will usually be conducted by a line manager or senior teacher in order to monitor the quality of teaching and learning.

Learning walk 'windows' are published on the school calendar.

They will usually last between 10 and 20 minutes, and may involve the observer talking to pupils and looking at their work.

The frequency will depend on the individual teacher and the school's needs at the time.

Generally, verbal feedback will be given as soon as possible, in consultation with the wishes of the observed teacher, and in most cases by the following day at the latest.

Please note that we also carry out drop-in observations where fellow teachers observe a lesson for their own professional development. Notice may not be given and evidence will not be used as part of the appraisal process.

7.3 Formal observations

The purpose of formal observations is to assess the teacher's performance and progress against their objectives and the relevant standards.

ECTs and less experienced teachers who have recently started at the school will receive a number of formal observations to establish their strengths and areas for development. A very experienced teacher will typically receive fewer observations.

Teachers will not receive more than 3 formal observations over the year.

Generally, verbal feedback will be given before the end of the following day.

We will use all reasonable endeavours to provide written feedback within 5 working days.

7.4 Additional observations

Additional formal observations will take place if:

- The teacher requests them
- There are concerns that the teacher's performance is not up to standard (this may be triggered by poorly performing or poorly behaved pupils)
- The teacher is subject to formal capability proceedings

The above protocols will still apply to these additional observations.

8. Annual assessment

Performance will be reviewed and addressed on a regular basis throughout the year in regular meetings with the teacher's line manager.

The appraisal meeting is the end point of the annual appraisal process and will take place in the autumn term. In this meeting, the appraiser will:

- Review the relevant evidence
- Assess performance in the appraisal period against the relevant standards
- Assess performance in the appraisal period against objectives
- Discuss the teacher's professional development needs and identify action that should be taken
- Discuss the teacher's wellbeing, career aspirations and any difficulties they may be facing
- If necessary, discuss the teacher's underperformance and put a plan in place to address it. They should also inform the teacher that if performance does not improve, capability proceedings may begin, where applicable

9. Conducting annual appraisal meetings

The governing board will typically delegate the Principal's appraisal to a sub-group of governing board members with a wide range of experience and knowledge of the school. This will not include any staff governors.

There will also be three non-staff governors, including either the chair or vice-chair, who are not involved in the appraisal whatsoever, to enable them to sit on an appeals panel if necessary.

The Principal will decide who will appraise teachers. Unless there is a good reason not to, this will normally be the teacher's line manager. By way of example, a 'good reason' could be a poor or deteriorating working relationship between the teacher and line manager, including where a formal grievance has been lodged by the teacher citing their line manager.

All appraisers will be provided with appropriate training.

Appraisal meetings will take place within the teacher's normal working hours and will typically last for at least an hour. It is likely that this may be spread across several meetings allowing each party to review and amend information discussed.

10. Appraisal report

Teachers will be provided with a written report of their appraisal. The report will be completed by the person who conducted the appraisal. We will use all reasonable endeavours to complete this within 5 working days.

This will include:

- An assessment of the teacher's performance against their objectives and the relevant standards
- An assessment of the teacher's training and development needs, and the action that should be taken to address them
- Where relevant, a recommendation on pay progression

There will be space in the report for the teacher's own comments.

Teachers will sign the appraisal report to say they have seen it and agree with its content. Teachers can appeal to the Principal, and the Principal can appeal to the governing board, if they disagree with the contents of the report and the pay recommendation it makes.

11. Concerns about a teacher's performance

If it becomes clear a teacher is having difficulties at any point during the appraisal period, they will be provided with additional support.

This will begin with a meeting with their line manager, where the problem will be discussed and potential solutions identified. A performance improvement plan may be created.

The nature of the support will be based on the individual's circumstances. For example, teachers whose difficulties are linked to a long-term health condition may be referred to the occupational health service. Teachers new to the school may be given a mentor or coach.

The concerns may be of a nature that would usually involve beginning the capability procedure. In these cases, refer to our capability policy.

12. Confidentiality

The appraisal process and relevant documents are strictly confidential. Only staff members who need the information in order to do their jobs will have access to the information.

Appraisal information will be anonymised when information is reported to the governing board.

Appraisal records will be kept securely in the teacher's personnel file.

13. Monitoring arrangements

The governing board will monitor and review the effectiveness of the appraisal arrangements.

This policy will be reviewed every year.

14. Links with other policies

This policy should be read in conjunction with our capability and pay policies.

The capability policy will be used where this policy has not been able to address concerns with a teacher's performance. It applies to all staff, not just teaching staff.

The pay policy sets out how pay increases will be awarded, based on the results of a teacher's appraisal.