



Lenham Primary School

Take Pride; Be Proud

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Teacher Appraisal Policy

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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

The minimum national requirements for teachers' appraisal in maintained schools are set out in [The Education \(School Teachers' Appraisal\) \(England\) Regulations 2012](#).

This policy is based 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 headteacher.

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

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 headteacher will have had their annual appraisal meeting and received their appraisal report by 31st December.

Currently Teaching Assistant appraisal will follow the same procedure as Teachers but run April to April. And be subject to the same rigor in monitoring as Teachers (drop ins/observations)

5. Setting objectives

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

The headteacher'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 headteacher will quality assure all objectives against the school improvement plan
- Be specific, measureable, 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 headteacher, and other school leaders where relevant, will also be assessed against the [National Standards of Excellence for Headteachers](#).

7. Reviewing performance (including observation protocol)

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

- Formal and informal lesson observations

- 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 an important 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.

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

Drop-in observations, conducted as part of Learning Walks, will usually be conducted by the headteacher or other members of the SLT in order to monitor the quality of teaching and learning.

They will usually last around 10 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, details are shown in the Moderation and Monitoring Timetable.

Generally, verbal feedback will be given the following day.

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

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.

The number of formal observations will be agreed with the teacher during their appraisal meeting, and will be determined by the teacher's individual circumstances and the needs of the school at the time.

For example, NQTs 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 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 by conducting a Mid-Year review at approximately half way through the cycle. This is expected to be completed in Term 3 or 4

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 headteacher's appraisal meeting will be conducted by the governing board. To support the headteacher appraisal, the governors will appoint an external adviser with relevant skills and experience. The adviser may be from the local authority, a neighbouring local authority, or an external consultant.

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

There must 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 headteacher will decide who will appraise teachers. Unless there is a good reason not to, this will normally be a member of SLT. By way of example, a 'good reason' could be a poor or deteriorating working relationship between the teacher and SLT member, including where a formal grievance has been lodged by the teacher citing the SLT member.

All appraisers will be provided with appropriate training.

Appraisal meetings will take place within the teacher's normal working hours.

10. Appraisal report

Teachers/ TAs 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 performance against their objectives and the relevant standards
- An assessment of training and development needs, and the action that should be taken to address them
- Where relevant, a recommendation on pay progression- see appendix 2 for TAs.

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

After the report has been issued, we will hold review meetings where teachers can discuss the contents of their report if they wish.

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

A copy of the appraisal report can be found in appendix 2.

11. Concerns about performance

If it becomes clear a teacher/ TA 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, those whose difficulties are linked to a long-term health condition may be referred to the occupational health service. New staff 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. The headteacher will monitor objectives and assessments to ensure consistency.

This policy will be reviewed every 2 years.

The Chair of Governors will be responsible for approving this policy.

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.

APPENDIX 1: TEACHER PERFORMANCE OBJECTIVES AND STANDARDS

Career Stage Expectations

The following matrix gives an indication of the standard of performance that the school expects teachers to meet in order to achieve progression up the pay scale. This may be supplemented by specific performance objectives for all teachers, and the threshold standards for teachers who wish to be paid and to progress on the Upper Pay Range. Teachers are not expected to evidence each aspect at their appraisal, but this may be required in the event of an appeal against a pay decision.

	Band 1 DEVELOPING	Band 2 ACCOMPLISHED TEACHER	Band 3 EXPERT TEACHER
	M2 M3	M4 M5 M6	U1 U2 U3
PROFESSIONAL PRACTICE	All aspects of teaching over time is at least good	All aspects of teaching over time is at least good with elements of outstanding seen.	All aspects of teaching over time is outstanding
PROFESSIONAL OUTCOMES	Pupils progress in line with national expectations in reading, writing and in maths	Pupils make at progress in line with national expectations and an increasing % exceed expectations in reading, writing and in maths	Pupils make progress in line with national expectations. A significant number of students' progress exceeds national expectations in reading, writing and in maths
PROFESSIONAL RELATIONSHIPS	Positive working relationships Established with pupils, colleagues and parents/carers	Positive working relationships result in good progress by all groups of pupils and productive sharing of professional practice with others	Positive relationships with colleagues are characterised by an enthusiastic commitment to helping them overcome professional challenges

PROFESSIONAL CONDUCT	Meets the standards for professional conduct set out in the Teachers' Standards	Meets the standards for professional conduct set out in the Teachers' Standards	Meets the standards for professional conduct set out in the Teachers' Standards and upper pay scale thresholds.
BEHAVIOURS FRAMEWORK	Meets the required behaviours according to the job role	Meets the required behaviours according to the job role	Meets the required behaviours according to the job role

APPENDIX 2: Support Staff Success Criteria for TCP

Contribution Level	Definition
<p>Not assessed</p>	<p>Assessment not made Could be due to either (a) a long term absence such as sickness or maternity leave and an aggregate of 9 months service has not been delivered for assessment to take place or (b) Being under formal capability procedure during the assessment year.</p>
<p>Performance Improvement Required <i>Did not deliver all the targets set and/or demonstrate the required behaviours.</i></p>	<p>Targets may change or be removed throughout the year and it is acceptable for the assessment to reflect these changes. However, if all targets are not met, and the change/removal has not been negotiated and agreed between the individual and line manager, then this level will be awarded. Targets and expectations must be achievable and, where necessary, these should be amended at the mid year review.</p> <p>Assessment at this level will recognise that the person is travelling in the right direction – which is why they are not having their performance managed under a formal process.</p> <p>Assessment at this level will recognise where an individual on a career grade has not achieved set or expected outcomes within the year, Where career grade outcomes have not been met due to a lack of resources, the individual should not be assessed at this level.</p> <p>This is a reflection of an incomplete delivery. Among other reasons, this may arise when an individual has had a period(s) of absence, which means that they have not had regular attendance or not performed to their usual standard. As a result their contribution is not as expected. In the team context, it may be that they have not been integral to the overall team successes. Managers may seek further guidance to ensure they approach this in a consistent way.</p> <p>This assessment will be given when the year has not been regarded as successful and falls short of the individual’s usual level of delivery or the expectations of the role. They have contributed less than the requirement for the role and have been generally ineffective.</p> <p>Behaviours: There will be clear evidence of using negative or inappropriate behaviours and the minimum behavioural level as set out in the action plan was not met. Even if targets and objectives have been achieved, if the behaviours to support this have not been consistently demonstrated then this is likely to result in an assessment that improvement is required.</p>

	<p><u>Learning and Development:</u></p> <p>Where a person did not undertake all the development that was identified in the action plan or throughout the year. Where development activity was undertaken, there was failure to gain new skills or knowledge or this was not applied to the role Links between development and delivery were not made.</p> <p><u>Wider Contribution</u></p> <p>No evidence of wider contribution having been made</p>
<p>Achieved the Required Standard <i>Achieved all the targets to the standard required and delivered the outcomes specified in the action plan. Consistently demonstrated and exhibited the behavioural competencies as specified in the action plan.</i></p>	<p>Targets may change or be removed throughout the year and it is acceptable for the assessment to reflect these changes. However, reasons for the change must be recorded. Individuals should not be penalised if the non-achievement of the original target(s) is outside their control.</p> <p>If an individual does not meet all targets (as amended by negotiation) or demonstrate behavioural competency to the necessary standard, then they will default to Performance Improvement Required.</p> <p>This assessment level will be given where targets and behaviours, as set out in the action plan and reviewed throughout the year, can be evidenced against clear outputs.</p> <p>At this level performance attainment is as expected according to the role and the action plan and all objectives are realised. This would be considered a normal delivery with quality standards reached. Expectations are consistently realised, but not exceeded.</p> <p>The standard of behaviour, as defined in the action plan, is consistently displayed. There is evidence of the use of positive behaviours across the whole W2S framework and effort made to enhance these. The success of a team may be directly influenced by the behaviour of the individuals within it, and managers should ensure that they differentiate appropriately.</p> <p><u>Learning and Development:</u></p> <p>Development was undertaken in accordance with the action plan and the individual also responded to needs emerging over the year. They recognised the value of a range of development undertaken ie not just training based.</p>

	<p>Changes were made through the application of new skills, knowledge and behaviours New skills and knowledge were shared with others</p> <p><u>Wider Contribution</u></p> <p>There has been evidence of activity, judged to be outside the normal job role, on one or more occasions in the year.</p>
<p>Performed Above the Required Standard <i>Achieved all the targets to a consistently high standard throughout the year and, at times, exceeded expectations about requirements. The level of behaviours used to deliver this will be consistently high, meet and exceed those set out in the action plan and show sustained improvement..</i></p>	<p>People at this level will have taken on extra responsibilities or requirements over the year. This will be consistently applied (one-off examples should be rewarded with a cash award). They will clearly understand and take on a brief, and develop across other areas of work. Work will be of a high calibre and quality standards will be met and frequently exceeded. There will be clear examples of successful outcomes which surpass normal expectations of the role and exceed the standards as set out in the action plan.</p> <p>This level will be awarded only where the behaviours used can be seen to have a positive impact on the success of the school. This will vary according to the normal expectations of the role and may impact at any level from a team or establishment to county-wide. There will be evidence of using initiative and taking personal responsibility, using initiative to drive up quality standards. As the autonomy of people varies across roles, they may not necessarily implement change themselves, but ideas for improvements can be identified at any level and should be referred to another (eg line manager) if more appropriate. High level behaviours will be consistently used and integrated fully in to delivery with a positive impact on outputs.</p> <p>This will often be demonstrated by the “stories” that can be told and therefore recognised by others. Such delivery will be consistent throughout the year and recognised by others as the predominant style of working during the appraisal year. Feedback from others will be key to evidencing this, especially where roles are delivered primarily in the community. Managers should actively seek this feedback in order to make their assessment. There will be examples of the customer experience being improved.</p> <p>People will support and encourage other team members.</p> <p>It may be that this level is identified in all, or a number of, team members, especially where outputs and successes are dependent on effective team working.</p> <p><u>Learning and Development:</u></p> <p>People at this level will actively seek out new development areas</p>

Development is judged to stretch an individual

Outcomes or material produced from the development will be at a high standard and go beyond the minimum expected from attendance or participation.

There will be a level of complexity attached to the development but this will be as relevant to the individual and their role.

There will be examples of helping others, for example through creating opportunities to develop colleagues or make changes in the workplace. Again this will be as relevant to individuals and their roles.

Wider Contribution

There is evidence of wider contribution to the organisation and this is likely to be on a continuing basis over the year. The impact of this will be appropriate to the role and may be at a local level only.

<p>An Outstanding Performance <i>Completed all targets to an exceptionally high standard and went on to exceed and excel in a number of areas of delivery. Has fully integrated high level behaviours in to their ways of working and there is evidence of this having a significant impact on the success of the individual, their team and their work area.</i></p>	<p>There will be an identifiable impact on the school as appropriate to the span of their responsibilities and the influence of the role. For lower grades this is likely (but not exclusively) to be limited to the immediate environment in which they work. However, it will be measured by the level of improvement in service delivery or customer satisfaction with a real and positive impact on the customer experience. Some examples of how this could be demonstrated are the introduction of better working practices, efficiencies, income generation (if appropriate to the level of work) or the introduction of innovative approaches to service delivery. These will have to be scaled according to the particular role. Where roles do not have the freedom to introduce change, this will be demonstrated by ideas being formulated and discussed with others (including the manager) for potential introduction by others. The actual impact of the development should be clearly measurable with improvements illustrated.</p> <p>There will be clearly identified links between strategy or delivery and the consistent use of high level behaviours. For lower grades the emphasis will be on service delivery with recognition, by others, of this being at an exceptional level. As at the level of Performing Above the Required Standard, managers will be required to seek feedback from others, especially where delivery takes place in the wider community. For people on higher grades, the manager will see evidence of expertise having been developed and implemented across the wider organisation to bring about positive benefits for others.</p> <p>The quality of work will be regarded as first class and impressive in terms of what and how it is delivered. People will use their initiative to seek out more and strive to improve at all times. The behaviours used will be regarded by others as being at an exceptional level and be part of the usual way of working. They will be a role model and positive influence and support for others.</p> <p><u>Learning and Development:</u></p> <p>People at this level demonstrate how their development brings tangible benefits to the team, establishment or organisation, as relevant and possible within their role. New skills and knowledge will be shared widely across the function or area of work.</p> <p>There will be examples of people acting as champion or mentoring others either in a formal or informal sense. Others will regard them as developing expertise in a specific area and this will likely impact on team performance.</p> <p><u>Wider Contribution</u></p> <p>Wider contribution at this level may be a single event with a major positive impact or one or more activities carried out consistently over the year. People will be fully engaged with the activity and will be seen to make a difference as relevant to their position and scope of impact.</p>
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Appendix 3: appraisal timeline

Date	Action
End of July	Discuss and set objectives, inform teachers of the standards their performance will be assessed against
First day of autumn term	Appraisal cycle begins
September – October	Appraisal meeting held to review the previous appraisal period
February – March	Mid -Year Review to discuss progress towards objectives and agree any changes or amendments
31 October	Appraisal process is completed for teachers, deadline for appraisal reports to be sent
31 December	Appraisal process is completed for the headteacher, deadline for appraisal report to be sent
Throughout the year	Formal and drop-in observations and monitoring take place, constructive feedback is provided



ANNUAL APPRAISAL RECORD

Name:

.....

Job Title:

.....

APPRAISAL PERIOD

Period covered by this appraisal

To

.....

Date of first meeting:

.....

Parts 1 -4 to be completed by appraiser at initial appraisal meeting

Part 1 - Review of main areas of responsibility

Any areas of the job description which need amending or updating

Part 2 Personal / professional development

Record of discussion, hopes for the future, basis for CPD requests

BOTH reviewee and reviewer should sign this as a fair summary of the discussion

Reviewee

Reviewer

Signed:

Signed:

Date:

Date:

PART 3 – INDIVIDUAL PLAN TO ACHIEVE THE AGREED OBJECTIVES

NB 2 or 3 objectives should be agreed

Appraisee:**Appraiser:****Date of Discussion:/...../.....**

OBJECTIVE What do I need to achieve?	SUCCESS CRITERIA How will I know when this has been achieved?	ACTION PLAN What tasks will I carry out to achieve this?	DATE FOR COMPLETION By when?	AGREED RECIPIENT Who else needs to know?
Data- improving attainment /progress of year group/group of pupils				
Quality of teaching				
Professional Development				

MONITORING

Arrangements for informal follow-up and support, including dates:

Arrangements for observations (if appropriate), including dates:

Signed: Reviewee Date .../.../.....

Reviewer Date .../.../.....

PART 4 DEVELOPMENT AND TRAINING TO SUPPORT THE ACHIEVEMENT OF OBJECTIVES

(This page to be photocopied and passed to the school staff development coordinator)

APPRAISEE

Name:

.....

Job Title:

.....

Date of review:

.....

Name of reviewer:

.....

Development and training	Target Date	How will this be achieved	Resources needed	Date completed



Annual Appraisal Record

PART 5 - MID YEAR REVIEW MEETING

Date of review meeting:

Objective	Progress to date
1.	
2.	
3.	
4.	

Notes from Discussion

(including progress towards relevant standards and outcomes of observations)

Any further support required

(including CPD requests, further observations)



PART 6 - END OF YEAR PERFORMANCE REVIEW

Date of review meeting:

Objective	Met	Further Development Needed
1.		
2.		
3.		
4.		

Notes from Discussion

(including progress towards relevant standards and outcomes of observations)

Assessment of further professional development needs

(to inform the next appraisal cycle)

BOTH reviewee and reviewer should sign this as a fair summary of the discussion

Reviewee

Reviewer

Signed:

Signed:

Date:

Date: