



POLICY FOR APPRAISING AND MANAGING TEACHER PERFORMANCE

The Management Committee of Malden Oaks adopted this policy : September 2016

PURPOSE

This policy sets out the framework for a clear and consistent assessment of the overall performance of teachers, including the head teacher, and for supporting their development within the context of the school's improvement plan, and the standards expected of teachers. It also sets out the arrangements that will apply when teachers fall below the levels of competence or conduct that are expected of them.

APPLICATION OF THE POLICY

The policy applies to the head teacher and to all qualified teachers employed by the school or local authority, except those on contracts of less than one term and those undergoing induction (*ie* NQTs).

THE APPRAISAL CYCLE

The appraisal cycle will run on an annual basis from 1 September to 31st August.

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 cycle will be determined by the duration of their contract.

APPOINTMENT OF APPRAISERS FOR THE HEAD TEACHER

The head teacher will be appraised by a subgroup of the Management Committee, made up of three members (including the Chair) and supported by an external adviser.

APPOINTMENT OF APPRAISERS FOR TEACHERS

The head teacher will carry out the appraisals for all other Senior Leadership positions and will appoint appraisers for other teachers.

OBJECTIVE SETTING

The objectives set for each appraisee, will be Specific, Measurable, Achievable, Realistic and Time-bound. The number will vary as appropriate to the role but will be a minimum of two and a maximum of four. The appraiser and appraisee will seek to agree the objectives but, if that is not possible, the appraiser will determine the objectives.



The objectives agreed with each appraisee will contribute to the school's plans for school improvement and improving pupil progress. This will be ensured by quality assurance of all teachers' targets to ensure that these directly support the school improvement plan. This quality assurance will be conducted by the Head teacher.

Objectives may be revised if circumstances change. All objectives are subject to final approval from the Headteacher.

REVIEWING PERFORMANCE

Observation

The amount and type of classroom observation will depend on the individual circumstances of the appraisee and the overall needs of the school. In addition to formal observation, head teachers or other leaders may "drop in" in order to evaluate the standards of teaching and learning and to check that high standards of professional performance are established and maintained.

Appraisees who have responsibilities outside the classroom should also expect to have their performance of those responsibilities observed and assessed.

Feedback

Lesson observation is intended to be a developmental experience that promotes reflective practice. The process has a strong emphasis on self-evaluation where the appraisee opens the conversation by exploring where they see their own performance in relation to the key aspects of teaching and learning.

Appraisees will receive feedback on their performance throughout the year and as soon as practicable after any observation.

There will be at least four appraisal meetings across the cycle:

- Interim review of current targets and initial target setting meeting at the end of the summer term
- Review of previous cycle's targets and final agreement on new targets at the start of the autumn term
- Interim review of current targets at the end of the autumn term
- Interim review of current targets at the end of the spring term



Appraisal

At the end of the cycle, each appraisee's performance will be formally assessed.

This appraisal is the end point to the formal process but performance and development priorities will be considered and addressed on a continuous basis throughout the year in a series of informal meetings which will take place (*eg once a term*).

The appraisee will receive – and have the opportunity to comment on - a written appraisal report. The appraisal report will include:

- Details of the appraisee's objectives;
- an assessment of the appraisee's performance against their objectives for the relevant period and the relevant standards expected of teachers, having regard to their job description/role in the school;
- a determination of the teacher's training and development needs and the actions that will be taken to address them;
- a recommendation on pay where relevant (*eg for those eligible for pay progression*).

TRAINING AND SUPPORT

The school wishes to encourage a culture in which all teachers expect to undertake a programme of continuing professional development that is linked to school improvement priorities and to their own individual ongoing professional development priorities and needs.

ASSESSMENT AND MONITORING

At any point during the appraisal cycle, evidence may emerge (either through the appraisal arrangements or otherwise), about any aspects of the appraisee's performance or conduct which give rise to concern.

In the most severe cases where the concerns over conduct or performance are such as to question the appraisee's overall satisfactory execution of his/her duties, the school will move straight to a disciplinary meeting (see section below).

In other cases, the appraiser will meet the appraisee to:

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



- agree any support (eg coaching, mentoring, structured observations), that will be provided to help address those specific concerns;
- make clear how, and by whom, progress will be monitored and when it will be reviewed;
- explain the implications and process if no – or insufficient – improvement is made.

An appropriate monitoring period will be agreed which reflects individual circumstances, allows time for improvement and reflects the seriousness of the concerns. The period of monitoring may be extended depending on progress.

If no or little improvement has been made after the monitoring period, or if the improvement still needed is great, the appraisee will be notified in writing and invited to a formal meeting under the capability policy/procedure. At least five working days notice will be given. The notification will contain sufficient information about the concerns and their possible consequences to enable the member of staff to prepare to answer the case at a disciplinary meeting. It will also contain copies of any written evidence, including any witness statements; the details of the time and place of the meeting and will advise the member of staff of their right to be accompanied.

Transition to capability

If a teacher is not meeting the required minimum standards and it is deemed necessary to undertake the Capability process then 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 (see separate policy). Malden Oaks has adopted the Local Authority capability policy and this is available on the Malden Oaks website.

POST-DISMISSAL

The school will refer to the General Teaching Council for England (GTCE) any teacher it dismisses for misconduct or incompetence – or who it may have so dismissed if the teacher had not resigned first. Once the GTCE has been abolished, the school will consider whether or not to refer to the Secretary of State for Education any teacher it dismisses for serious misconduct and any teacher it may have so dismissed if the teacher had not resigned first.

GENERAL PRINCIPLES UNDERLYING THIS POLICY

ACAS Code Of Practice on Disciplinary and Grievance Procedures

The conduct of the disciplinary stages will be undertaken in accordance with the provisions of the ACAS Code of Practice.



Consistency of Treatment and Fairness

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

Sickness

If long term sickness absence appears to have been triggered by the commencement of monitoring or a formal disciplinary procedure, the case will be referred immediately to the occupational health service to assess the member of staff's health and fitness for continued employment and the appropriateness or otherwise of continuing with monitoring or formal procedures. Sickness absence should not automatically mean that monitoring or formal procedures cannot continue.

Grievances

Where a member of staff raises a grievance during a disciplinary process the disciplinary process may be temporarily suspended in order to deal with the grievance. Where the grievance and disciplinary cases are related it may be appropriate to deal with both issues concurrently.

Confidentiality

The appraisal and disciplinary 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. The Headteacher or appropriate colleague might, for example, review all teachers' objectives and written records personally – to check consistency of approach and expectation between different appraisers.

The school will – on request – make teachers' two most recent written appraisal reports available to any other schools to which the teachers concerned apply for work.

Monitoring and Evaluation

The Management Committee and headteacher will monitor the operation and effectiveness of the school's appraisal arrangements.