



APPRAISAL POLICY

1. Introduction

In this school we are committed to continually improve the quality of teaching and learning for all our pupils and we believe that appraisal will assist our staff to achieve this aim through clarity of role and expectations, encouragement, development and feedback.

We believe that appraisal will enable a professional discussion to take place regarding workload and priorities and will give staff the appropriate focus, development and support. It will also provide staff with an opportunity to discuss in confidence any matters regarding their employment at work that may inhibit their performance.

This policy sets out the principles and framework for a clear and consistent appraisal of the overall performance of all staff and for supporting their development needs within the context of the school plan for improvement and their own professional needs.

This policy also sets out the school's approach to the link between the appraisal process and pay progression.

2. Principles

We will implement our appraisal arrangements on the following principles:

- *Equality of Opportunity:* All staff should be encouraged and supported to achieve their potential through clarity of expectations and job role, regular feedback, performance review and provision of relevant development.
- *Consistency of Treatment and Fairness:* We will take action to ensure our performance appraisal process is fair, non-discriminatory and that staff are treated consistently
- *High Standards:* We believe by setting appropriate and challenging standards of performance and providing suitable feedback and development all staff have the potential to continually improve their performance
- *Work – life balance:* All staff are entitled to a satisfactory work – life balance and performance appraisal is an appropriate mechanism to facilitate this
- *Pay and Rewards:* Pay progression for staff should reflect their overall contribution to the school both as individuals and as team members.

3. Application of the Policy

This policy applies to all staff employed in this school with the exception of teachers undergoing their formal year of induction or on contracts of less than a year. The operation of this policy will be suspended for any staff whose performance merits the application of the schools' formal competency procedure.

Performance appraisal arrangements for temporary and part-time staff, including job-sharers, should apply on the same principles as for full-time, substantive staff. The same degree of challenge in the process should apply but the breadth and volume of each element in the process should be proportionate to the period of time worked.

Teachers employed on a fixed term contract of less than one year, will have their performance managed in accordance with the principles underpinning the provisions of this policy. The length of the cycle will be determined by the duration of their contract.

The intention is that all staff will have equivalent access to appraisal, development and support.

4. Policy Framework

4.1 General

Performance appraisal is a shared responsibility. The Governing Body has the strategic responsibility for establishing this policy, providing the Headteacher with the support to ensure it is fully implemented and ensuring the Headteacher receives appropriate performance appraisal in order to set the right framework and culture for all staff in the school.

The Headteacher will ensure that this policy, associated regulations and guidance are communicated effectively and that staff with performance appraisal responsibilities have access to appropriate training and preparation.

The performance of all staff must be reviewed on an annual basis. Appraisal planning and reviews must be for all staff in this school and will be completed by 31 October, in any one academic year and by 31 December for the Headteacher.

Where a member of staff starts their employment at the school part-way through a cycle, the length of the first performance appraisal process will be such that the cycle can be brought into line with the appraisal process for that group of staff at the earliest opportunity.

Where a member of staff transfers to a new post within the school part-way through a cycle, the Headteacher shall determine whether the cycle shall begin again and whether to change the appraiser.

All staff must have an up to date job description and this will form the basis for discussion at the appraisal planning and review meeting. Staff should have access to the school plan for improvement and other relevant planning documents in good time for their appraisal meeting.

Where it appears that the appraisee is either not meeting or partially meeting the relevant professional standards then the appraisal process must clearly set out the support and training that will be provided to address the areas of concern.

Where serious weaknesses are identified in an appraisee's performance then this procedure should cease and the issues will be managed within the school's formal capability procedure. The appraisal process will be re-commenced when the appraisee's performance has reached the required standards.

4.2 Appointing Appraisers

The Headteacher will be appraised by the Governing Body, supported by a suitably experienced and qualified external advisor 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 of a minimum of two members of the Governing Body.

The Headteacher will determine the appropriate appraiser for all staff covered by this policy taking due consideration of line management responsibilities and other relevant factors.

If a member of staff has a concern regarding their allocated appraiser then this should be communicated to the Headteacher, in writing, stating the reasons. The Headteacher will exercise careful consideration of the concerns and may allocate an alternative appraiser.

The Headteacher will ensure all appraisers receive appropriate training and preparation for their role.

4.3 The Appraisal Meeting

It is the responsibility of the appraiser to arrange the meeting with their appraisee at the beginning of the cycle. This should be arranged by mutual agreement and normally with at least five working days' notice. The appraiser must prepare for the meeting and ensure all relevant information and evidence that will be used during the meeting has been shared with the appraisee at the earliest possible opportunity.

The Appraisal meeting should provide a two way discussion to:

- Assess performance during the previous year against the appraisee's role and responsibilities, including performance objectives and any relevant standards
- Agree expectations for the year ahead by reviewing job description and appropriate performance objectives
- Confirm timescales for achievement of the objectives and for provision of support, including development
- Ensure the appraisee understands the performance criteria, including relevant pay progression criteria, relevant professional standards and any other appropriate evidence to be taken into account in appraising performance including potential barriers to success
- Discuss and agree appropriate monitoring arrangements and other support for the appraisee, including classroom observations, if appropriate to the reviewee's role
- Agree any areas of relevant training and development and related actions
- Allow the reviewee to raise any issues or concerns regarding their workload or work-life balance and potential barriers to success

It is the appraisee's responsibility to play an active role in their review. This includes preparing for the meeting by:

- reflecting on their performance over the past year including their performance against the relevant professional standards
- considering how they have made a wider contribution to the school, and
- identifying some of their future development needs

Self-review is an important means of preparing for an appraisal meeting (see Appendix 1 and Appendix 2)

4.4 Appraising Performance

All staff will be formally assessed in respect of each appraisal period. In assessing the performance of the Headteacher, the Governing Body will consult the external adviser.

Each member of staff will receive a written appraisal report as soon as practicable and within ten working days following the appraisal meeting and have the opportunity to comment in writing. The appraisal report will include:

- details of objectives for the appraisal period in question
- an assessment of performance of role and responsibilities against objectives and any relevant standards
- an assessment of training and development needs and identification of any action that should be taken to address them
- a recommendation on pay where this is relevant

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

4.5 Links with Pay

Before, or as soon as practicable after, the start of each appraisal period all staff will be informed of the standards and criterion against which individual performance in that appraisal will be assessed and on which pay decisions will be based. The criterion used must be consistent with any national or KCC determined requirements.

Where the evidence from the appraisal process appears to suggest the appraisee's performance could be below that meriting pay progression at the end of the cycle, the appraisee should be made aware of this at the earliest opportunity. There should also be a professional discussion to identify actions which could remedy the position.

4.6 Objectives

The Headteacher's objectives will be set by the Governing Body after consultation with the external adviser.

All appraisees must have performance objectives set before, or as soon as practicable after, the start of each appraisal period. All objectives must be relevant to the appraisee's role, responsibilities and take full account of their experience and career/professional aspirations. The number and nature of objectives must be reasonable and, if achieved will contribute positively to the education of pupils at this school and the implementation of any plan designed to improve the school's educational provision and performance. An appraisal form for both teaching staff (see Appendix 3) and support staff (see Appendix 4) is available.

Normally an appraisee would expect to have 3 objectives (whole school, team/department and professional development). Staff with a wider roles across the school, including teachers with or

without a TLR, members of the Leadership Team and the Headteacher, would normally expect to have one or additional objectives in the relevant area.

Appraisees should be encouraged to set challenging but achievable objectives using the term SMART (Specific, Measurable, Achievable but challenging, Relevant and Time-framed). Meeting or nearly meeting challenging objectives is a good way to show the level of performance required for pay progression and will also assist career development.

As far as possible the objectives should be reached by agreement. However where a joint determination cannot be made the appraiser will make the determination with the provision for the appraisee to record any disagreement if required.

Consideration should be given to ensure that the appraisal objectives can be used to secure good evidence for pay progression in line with the expectations in the school's pay policy.

4.7 Training and Development

Performance appraisal is a developmental process and a key part of the planning discussion. It should be about the support that the appraisee will need in order to meet identified objectives and performance criteria.

This school is committed to ensuring that all staff have access to a level of development appropriate to their role, stage of career development, performance objectives and criteria and individual aspirations.

Development and training identified from the appraisal process must be recorded using the appropriate form and then passed to the CPD Subject Leader for the school to inform the school's programme for training and development.

This school recognises that development and support may take a number of forms and a wide range of activities which may not necessarily involve a formal course.

4.8 Monitoring

The appraiser will ensure that appropriate arrangements are in place to support the appraisee with regular monitoring and feedback. This should be discussed in broad, flexible terms in the appraisal meeting. There should be at least one formal mid year review meeting to discuss performance, provide feedback and discuss the provision of training and development.

The Headteacher should audit mid-year reviews with appraisers to ensure consistency of appraisal assessments.

There should be further, informal follow-up and support for appraisees.

This school believes that observation of classroom practice and other responsibilities is important both as a way of assessing performance in order to identify any particular strengths and areas for development and of gaining useful information which can inform school improvement more generally. All observation will be carried out in a supportive fashion. Most observations are joint observations; a member of the Senior Leadership Team, a Department Leader and/or a core Subject Leader and on

occasions a Senior Leader from the GELA collaboration. At least five working days' notice will be given and feedback will be provided (see Appendix 5).

In this school teachers' performance will be regularly observed but the amount and type of 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, the Headteacher or other members of the SLT with responsibility for Teaching and Learning may "drop in" in order to enhance 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.

4.9 Recording Plans

Within five working days of the meeting, the appraiser will complete a draft statement and provide the appraisee with a copy. The appraisee may request changes if he/she feels the statement does not convey a fair summary of the meeting and/or may add comments. The appraiser will prepare and sign a final statement within ten working days of the initial meeting.

The appraiser may retain a copy of the appraisal plan, but he/she must pass a copy to the appraisee and pass the original to the Headteacher.

5. Moderation

The Headteacher is responsible for ensuring that performance appraisal is applied fairly and consistently across the school and that there is a strong link with school improvement. The Headteacher may therefore make appropriate arrangements for the moderation of performance appraisal reviews and objectives in particular to ensure consistency of approach and expectations between appraisers. However, this exercise will be undertaken with due regard for the need to maintain confidentiality.

6. Changes to Plans in Mid Cycle

There may be occasions when it is necessary to amend or change the content of the appraisal plan. This may include changes in the appraisee's circumstances, school priorities or local/national policy initiatives. In this event the appraiser and appraisee should discuss and ideally agree the necessary changes.

If there is no agreement to the proposed changes then the appraiser shall amend the appraisal plan with any changes he/she thinks ought to be made and pass the revised statement to the appraisee who may add his/her comments.

7. Confidentiality and Retention of Records

The performance appraisal process will be treated with full confidentiality at all times.

For the Headteacher's review the statement will be held by the Chair of Governors and the Headteacher.

All plans and appraisal reports must be retained in a secure place on the school premises for a period of six years from the date the appraisal cycle ends. After this date it would be normal to dispose of these records and this must be done confidentially and the employee notified.

8. Communication of this Policy

A copy of this policy will be kept in the school office to ensure that all staff can have access to a copy of it as needed. All new staff joining the school will be briefed on the policy as part of their induction into the school.

9. Monitoring and Evaluation

The Governing Body and the Headteacher will monitor the operation and outcomes of the performance appraisal arrangements.

The Appraisal Policy was agreed by the Governing Body on

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Signed by the Chair of Governors

Signed by the Headteacher

Review Date:	
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APPENDIX 1: Reflection and Self Review Form

APPENDIX 2: Self Review: Professional Standards for Teachers

APPENDIX 3: Teacher Appraisal Form

APPENDIX 4: Support Staff Appraisal Form

APPENDIX 5: Monitoring Form

Reflection and Self Review

The process of reflecting on an experience or engaging in an analytical review of one's own performance and skills can be a powerful tool for professional development. It can be used to map your next steps in your development plan as well as being a valuable tool in preparation for a performance review discussion.

The skills and attributes needed for effective reflection and self-review

- an honest and genuine approach to looking at your own practice
- a willingness to seek out and use constructive observation and feedback
- an ability to focus on priority areas for your development
- active listening and questioning skills
- a conducive environment and opportunity
- colleagues willing and able to give honest, balanced and constructive feedback

As far as possible reflection / self- review should generate specific and evidence based, or at least verifiable, information, avoiding generalised opinion or vague comment.

Self -review should be recorded (a suggested format is attached) or alternatively you may prefer to reflect just on the key questions set out below. Self- review can be best done with support and constructive challenge from another person, such as a colleague, friend or family member.

Whilst it is important to identify areas and ways to improve your practice remember that it is a positive process to assist you to continuously develop both professionally and personally. Identifying areas of strengths is an important part of this process.

Three Key Questions for You

In what ways have I become a better practitioner than last year?

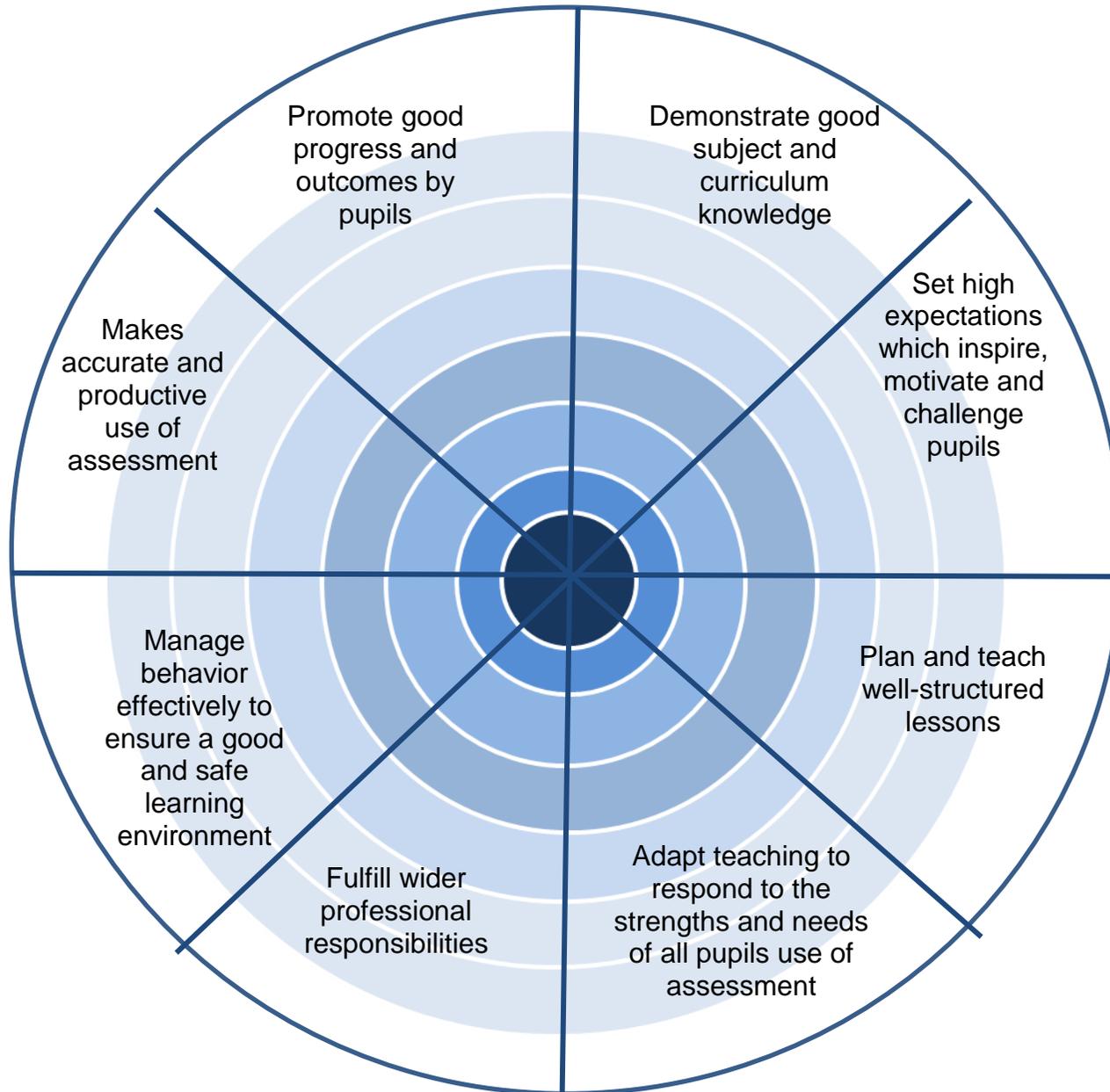
In what areas do I need to develop and how can I achieve this?

How can I make a more effective contribution to the wider school community?

Reflection – Self Review Tool

<i>Question</i>	<i>Notes/Evidence</i>
1. Over the last year what have been the most important areas of success for me?	
2. What areas of my role give me greatest satisfaction?	
3. What skills do I have that I and others consider to be a real strength?	
4. What has not gone as I'd hoped over the past year and what have I learnt from this?	
5. What areas of my practice/work or skills do I need to develop and how?	
6. What do I want to achieve in the year ahead, personally and professionally?	
7. How can I contribute further to the development of the school?	
8. Who can help me with my development and how?	
9. Are there any aspects of working in this school that I would like to see improved. What can I do anything to assist this?	

Self Review: Professional Standards for Teachers



CONFIDENTIAL**Garlinge Primary School and Nursery****TEACHER APPRAISAL RECORD**

TEACHER APPRAISEE	
TEAM LEADER APPRAISER	
CURRENT JOB DESCRIPTION DISCUSSED	Yes / No
AMENDMENTS TO JOB DESCRIPTION	<i>(Please List)</i>

APPRAISAL OBJECTIVES

🔗 Annual Pupil Progress targets to be attached

OBJECTIVES

Signed: _____ Appraisee Date: _____

Signed: _____ Appraiser Date: _____

Appraisee

Appraisal is a vital part of your continued professional development and your role in driving it is essential to your success. You are responsible for ensuring your full understanding of policy and seeking clarification when unsure.

Future pay decisions will be based on a successful Appraisal

Garlinge Primary School and Nursery

Individual Target Action Plan

Target: 1

An action plan must be completed for each objective. Please use bullet points and enter dates.

Objective: What do I need and want to achieve?	
Success criteria: I will know I have achieved this when.....?	
In order to achieve this, I plan to:	
Action to date [in brief]	Date
Further action to achieve my targets:	
Action	Date
Context: What will the challenges be?	
Review [What actually happened]:	
[Provide evidence of actions and impact]	Date

Garlinge Primary School and Nursery

Individual Target Action Plan

Target: 2

An action plan must be completed for each objective. Please use bullet points and enter dates.

Objective: What do I need and want to achieve?	
Success criteria: I will know I have achieved this when.....?	
In order to achieve this, I plan to:	
Action to date [in brief]	Date
Further action to achieve my targets:	
Action	Date
Context: What will the challenges be?	
Review [What actually happened]:	
[Provide evidence of actions and impact]	Date

Garlinge Primary School and Nursery

Individual Target Action Plan

Target: 3

An action plan must be completed for each objective. Please use bullet points and enter dates.

Objective: What do I need and want to achieve?	
Success criteria: I will know I have achieved this when.....?	
In order to achieve this, I plan to:	
Action to date [in brief]	Date
Further action to achieve my targets:	
Action	Date
Context: What will the challenges be?	
Review [What actually happened]:	
[Provide evidence of actions and impact]	Date

SECTION B

Garlinge Primary School and Nursery

SELF RECORD OF OVERALL CONTRIBUTION TO THE WORK AND LIFE OF THE SCHOOL

Please log your contribution to the wider aspects of school life **outside your responsibility** as a class teacher or subject leader. This will support you in evaluating your own performance and in identifying your evidence towards promotion if this is a professional aspiration.

DATE	EVENT/ On-going ACTION	COMMENTS

Garlinge Primary School and Nursery

REVIEW STATEMENT

TARGET 1

(*Target Achieved / Not Achieved)

Comments

TARGET 2

(*Target Achieved / Not Achieved)

Comments

TARGET 3

(*Target Achieved / Not Achieved)

Comments

% Attendance over last 12 months:

Appraisee's current pay scale:

Main Pay Scale 1 – 6
Upper threshold 1 - 3

Signed (Appraisee) Date

Signed (Appraiser) Date

Headteacher Recommendation:-

Signed Date

SECTION A

CONFIDENTIAL

Garlinge Primary School and Nursery

SUPPORT STAFF APPRAISAL RECORD

SUPPORT STAFF APPRAISEE	
TEAM LEADER APPRAISER	

CURRENT JOB DESCRIPTION DISCUSSED	Yes / No
AMENDMENTS <i>Please List</i>	

APPRAISAL OBJECTIVES

OBJECTIVES
1.
2.
3.

Signed: _____ Appraisee Date:

Signed: _____ Appraiser Date:

Appraisee

Appraisal is a vital part of your continued professional development and your role in driving it is essential to your success. You are responsible for ensuring your full understanding of policy and seeking clarification when unsure.

Future pay decisions will be based on a successful Appraisal

Garlinge Primary School and Nursery

Individual Target Action Plan

Target: 1

An action plan must be completed for each objective. Please use bullet points and enter dates.

Objective: What do I need and want to achieve?	
Success criteria: I will know I have achieved this when.....?	
In order to achieve this, I plan to:	
Action to date [in brief]	Date
Further action to achieve my targets:	
Action	Date
Context: What will the challenges be?	
Review [What actually happened]:	
[Provide evidence of actions and impact]	Date

Garlinge Primary School and Nursery

Individual Target Action Plan

Target: 2

An action plan must be completed for each objective. Please use bullet points and enter dates.

Objective: What do I need and want to achieve?	
Success criteria: I will know I have achieved this when.....?	
In order to achieve this, I plan to:	
Action to date [in brief]	Date
Further action to achieve my targets:	
Action	Date
Context: What will the challenges be?	
Review [What actually happened]:	
[Provide evidence of actions and impact]	Date

Garlinge Primary School and Nursery

Individual Target Action Plan

Target: 3

An action plan must be completed for each objective. Please use bullet points and enter dates.

Objective: What do I need and want to achieve?	
Success criteria: I will know I have achieved this when.....?	
In order to achieve this, I plan to:	
Action to date [in brief]	Date
Further action to achieve my targets:	
Action	Date
Context: What will the challenges be?	
Review [What actually happened]:	
[Provide evidence of actions and impact]	Date

SECTION B

Garlinge Primary School and Nursery

SELF RECORD OF OVERALL CONTRIBUTION TO THE WORK AND LIFE OF THE SCHOOL

Please log your contribution to the wider aspects of school life **outside your responsibility** as a member of the Support Staff. This will support you in evaluating your own performance and in identifying your evidence towards promotion if this is a professional aspiration.

DATE	EVENT/ On-going ACTION	COMMENTS

Garlinge Primary School and Nursery
REVIEW STATEMENT

<u>TARGET 1</u>	(*Target Achieved / Not Achieved)
Comments	

<u>TARGET 2</u>	(*Target Achieved / Not Achieved)
Comments	

<u>TARGET 3</u>	(*Target Achieved / Not Achieved)
Comments	

<u>% Attendance over last 12 months:</u>

<u>Recommended Appraisal Rating:</u>	<i>(please check the number recommended)</i>
<ol style="list-style-type: none"> 1. Not Assessed 2. Performance Improvement Required 3. Achieved the Required Standard 4. Performance Above the Required Standard 5. An Outstanding Performance 	

Signed (Appraisee) Date

Signed (Appraiser) Date

<u>Headteacher Recommendation:-</u>	
Signed	Date

Garlinge Primary School and Nursery

Record of Monitoring Visit

Name:

Class/Set:

Date:

Targets from previous observation	What is done well	Targets and Development

Sign: Observed.....

Observers:

Date:

Judgement: Teaching – N: L:

Scrutiny / Planning:

