Cherry Tree Trust

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Staff Appraisal

(Performance Management)

Policy

November 2017

Version 2 – Updated 2017

To be reviewed 2018

Signed off by: ....

Document Control	
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Amendments:	Head of School identified as lead in NGPS, 5 prong approach diagram added, Headteacher appraisal subgroup members number amended. Appraisers information detailed. Training & development appendix removed.
Related Policies / Guidance:	Teaching Standards, Code of Conduct, Ofsted Inspection Handbook, Appendix 1,2&3 of Staff Appraisal Policy
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Introduction

Revised appraisal arrangements are effective 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 where they are employed for one term or more. They retain the key elements of the 2006 Regulations but allow schools more freedom to design arrangements to suit their own individual circumstances. They provide the minimum national framework within which schools should operate.

Schools 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). Schools must have an appraisal policy for teachers and a policy, covering **all** staff, which deals with lack of capability (see separate policy document).

There are no national appraisal regulations which apply to support staff and there is no national agreement on appraisal with support staff unions. The above regulations apply only to teachers but this policy has been drafted in such a way that it is adaptable for use to apply the same principles to the whole school staff.

The Governing Body is committed to ensuring consistency of treatment and fairness and will abide by all relevant equality legislation. They will improve outcomes for children by motivating staff to update their skills and improve their performance.

Statutory requirements contained in the Appraisal Regulations or the School Staffing Regulations are indicated by the symbol *

Definitions

Unless indicated otherwise, all references to "teacher" include the Headteacher.

* **The policy applies to the Headteacher and to all teachers** *and support staff* **employed by the school, except those on contracts of less than one term, those undergoing induction (i.e. NQTs) and those who are subject to capability procedures** i.e. staff about whose performance there are serious concerns that the appraisal process has been unable to address.

Purpose
Appraisal in this school is both a developmental and supportive process designed to ensure that staff are able to continually improve their professional practice. Appraisal will set objectives and provide support to ensure that staff have the skills they need to carry out their role effectively and with reference to the appropriate standards (e.g. Teaching Standards). Appraisal is only one element of the performance management of an individual member of staff and the appraisal process should be seen in this context.

* **The appraisal period will run for twelve months** from September to August in the majority of cases. Staff 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 Headteacher taking into account the duration of their contract.** The Headteacher may decide on a longer or shorter appraisal period when staff take up posts other than at the start of the academic year*.*

For support staff who are new to the school the relevant probationary period assessments (in accordance with the Green book: National agreement on pay and conditions of service for local government services) provide an appropriate lead into the setting of short term objectives until the colleague can be synchronised with the school appraisal cycle.

1. Appraisal meetings

1. *An initial meeting will take place in September to set targets for the coming year.*
2. *Meetings will normally be scheduled with five days' notice. The invitation will be verbal.*
3. *For teaching staff appraisal meetings will take place within the established directed time schedule.*
4. *For support staff appraisal meetings will take place at an appropriate time during the individual's normal working arrangements.*
5. *Subsequent meetings will be scheduled and held every half term. The member of staff has the responsibility of providing their evidence of progress to targets.*
6. *The member of staff will prepare by:*
   a) *gathering evidence of actions that enable progress to targets*
   b) *preparing data*
   c) *recording interventions*
   d) *recording CPD*

2. 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.** Sheila Cairnes scheduled for 2018, but as this will be her 3rd year of appointment One Education will be approached to provide and external adviser.

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. This group will meet each December to review these objectives.

The school may be assisted by an adviser from One Education Specialist Management Services or another nominated HR provider. It is good practice to change the Headteacher's external adviser every 3 years.

* **The Headteacher will decide who will appraise other staff and a grid drawn up annually to ensure every member of staff is included in the process.**

The appraiser for teachers will normally have Qualified Teacher Status (QTS).

The School Business Manager will be responsible for performance management and appraisal of the administration staff and attendance team.

TA4's will be responsible for appraising TA's graded 1 – 3.

Assistant Head / Deputy Head / Phase Leaders will be responsible for appraising identified teachers.

Headteacher will be responsible for appraising Site Manager and team.

3. Setting objectives

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

* **Objectives for each teacher** *and member of support staff* **will be set before or as soon as practicable after, the start of each appraisal period.** The objectives set for each appraisee will be Specific, Measurable, Achievable, Realistic and Time-bound and will be appropriate to the role and level of experience and will reflect priorities for an individual for the cycle. The number of objectives set will be reasonable. For whole school or team objectives especially, they will reflect the school's priorities.

* **The objectives set for each teacher** *and member of support staff* **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 the school.** For Support Staff objectives may also relate to the effective deployment and use of resources, administration and organisation.

* **Before, or as soon as practicable after, the start of each appraisal period, each teacher** *and member of support staff* **will be informed of the standards against which that teacher's** *or member of support staff* **performance in that appraisal period will be assessed.** These standards are specified in the [Expectations & Roles document (Appendix 2)](#) and an overview is completed at the end of the year. All targets are triangulated with progress measures and observation evidence which then supports pay progression decisions.

All teachers will be assessed against the set of standards contained in the document entitled "Teachers' Standards" and the criteria specified in the Ofsted Inspection Handbook.

4. Reviews of performance

Five prong approach to evidencing and supporting the improvement of professional practice.

The Governing Body believes that observation of key responsibilities is important both to assess performance and identify any particular strengths and areas for development a colleague may have and for gaining useful information which can inform school improvement more generally. All observations will be carried out to support a culture of continuous improvement and will be a developmental activity. Observations made by the Appraiser will be at the start and end of cycle and will not exceed 3 hours in any one cycle. For classroom based staff the number of observations will vary depending on the developmental objectives of individuals. The principle of 'proportionate to need' and reasonableness will apply and will normally be decided through discussion with the individual.

Teachers (including the Headteacher) who have responsibilities outside the classroom should also expect to have their performance of those responsibilities observed and assessed. The criteria for these roles can be found in the Expectations & Roles document (Appendix 2).

Members of support staff who are not based in the classroom will also be involved in a work review/observation process in a format appropriate to role. The number of observations will vary depending on the developmental objectives of individual colleagues and the principle of 'proportionate to need' and reasonableness will apply.

An observation protocol is attached at Appendix 3

5. Development and support

Appraisal is a developmental process which will be used to inform continuing professional improvement and development. The governing body wish to encourage a culture in which all staff take responsibility for improving their performance through appropriate professional development. Professional development will be linked to school improvement priorities and to the on-going

professional development needs and priorities of individuals and teams. Opportunities given to develop professionally are through:

1) Learning Triads
2) In-House Training
3) Peer Mentoring
4) CPD courses if appropriate

The Governing Body will make appropriate but affordable resources available to support staff development arising from the appraisal process. The Headteacher will report – as required – to the Full Governing Body each year on CPD activities.

Where CPD is identified by mutual agreement as key to the improvement of an individual, they will not be held responsible for lack of progress against agreed priorities if necessary agreed resources are not provided.

Timeline – Autumn Term / Spring Term
- Performance management targets set with staff member (September)
- Initial Triad targets set and times for peer observations identified.
- SMT 'drop ins' take place and teaching and learning grid established to evidence.
- First PM observation takes place by appraiser
- RAP meeting evidences progress to targets and CPD undertaken
- Subject leaders feedback from books and planning reviews. Evidence kept in individuals PM file.

Timeline – Summer Term
- Headteacher and Head of School meet with each member of staff and triangulate progress made by pupils throughout year in Reading, Writing and Mathematics.
- Progress to PM targets
- Evidence for teaching standards checked. Teaching grid updated and final observation completed.

A decision about pay progression is made at this point.

6. Feedback

Staff 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 that need attention. This feedback will be kept in the individuals PM file.

Where there are concerns about any aspects of an individual's performance they will receive appropriate support as part of the appraisal process. The support to be offered will be agreed in advance and could, for example, include classroom observation alongside or in addition to additional training or visits to other classes/establishments.

In these circumstances the appraiser will meet the employee formally to:

- give clear feedback about the nature and seriousness of the concerns;
- give the colleague the opportunity to comment and discuss the concerns;
- identify any support (e.g. coaching, mentoring, structured or peer observations), that will be provided to help address those specific concerns;

- make clear how, and by when, the appraiser (or other colleague) will review progress but allowing sufficient time for improvement and this may include further supportive observations. The amount of time will be dependent upon the circumstances but will reflect the seriousness and the nature of the concerns.
- explain the implications and process if no or insufficient improvement is made, (i.e. progression to the capability procedure) (see Transition to Capability Section).
- confirm the timescale for review of progress
- the outcome of any such meeting will be confirmed in writing to the employee.
- when progress is reviewed, if the appraiser is satisfied that the employee is making sufficient improvement, this will be acknowledged and the appraisal process will continue as normal, with any remaining issues continuing to be addressed through that process.
- the employee may be accompanied by a friend or their trade union representative at meetings if concerns arise about performance and there is a possibility that there could be a transition to the capability procedure.

7. Transition to capability

If the appraiser is not satisfied with progress, the member of staff will be notified in writing that the appraisal process will no longer apply and that their performance will be managed under the capability procedure and they will be invited to a formal capability meeting. The capability procedures will be conducted in accordance with the capability procedure.

In the case of a Headteacher the Chair of Governors will normally conduct the Formal Capability and Review meetings. In the case of other staff, the manager who has been appraising the employee will normally conduct the Formal Capability and Review meetings.
The person conducting the meetings detailed above may be assisted and accompanied by an adviser from One Education Specialist Management Services or another nominated HR provider.

8. Annual assessment

* **Each teacher's** *and member of support staff'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 of performance and development priorities will be reviewed throughout the year.

At the end of the cycle, assessment of performance against an objective will be on the basis of the performance criteria set at the beginning of the cycle. Good and continuous progress towards the achievement of a challenging objective, even if the performance criteria have not been met in full, will normally be assessed favourably.

* **All staff will receive their written appraisal report as soon as is practicable following the end of each appraisal period** and have the opportunity to comment in writing on this.

* **The appraisal report will include:**

  - details of individual objectives for the period in question;
  - * **an assessment of the teacher's** *or member of support staff's performance* **of their role and responsibilities against the objectives and the relevant standards and their level of responsibility and experience.**
  - * **an assessment of the teacher's** *or member of support staff's* **training and**

development needs and identification of any action that should be taken to address them;

➢ *** a recommendation on pay where that is relevant**

The assessment of performance and of training and development needs will inform the planning process for the following appraisal period. The objectives for the next appraisal period may be discussed and set at this meeting or at a separate meeting arranged for that purpose.

Retention of documents

Appraisal documentation will be retained in school for a period of 6 years after the end of the appraisal cycle in a secure place and will then be destroyed. In exceptional circumstances, the School's Appraisal Practices could be subject to an Internal Audit by the Local Authority or other body. Assessment paperwork might be reviewed for this purpose.

Monitoring and evaluation

The governing body will review the impact of appraisal annually.

The Headteacher will provide the governing body with a written report on the operation of the school's appraisal policy. The report will not contain any information which will enable any individual to be identified. The report will include:

- the operation of the appraisal policy;
- the effectiveness of the school's appraisal procedures;
- identified training and development needs.
- Number who have fully achieved objectives
- Number who have partially achieved objectives but with acceptable reasons
- Number who have partially achieved objectives with unacceptable reasons
- Number who have not achieved their objectives

The governing Body have approved the use of the attached appendices. It should be noted that although these are deemed to be useful for capturing information, their use is not compulsory by individual members of staff.

Appendices to policy
Appendix 1 Performance Management Monitoring Form
Appendix 2 Expectations and Roles Grid
Appendix 3 Appraisal Process – Lesson Observation

Performance Management Monitoring 2017-2018					
Name			Year group	year	
Pay point		O/G/RI	Threshold app	Y	N
	Quality of teaching	Y	N	Teacher standards met	Y	N
	Outcomes	Y	N			
	Subject knowledge	Y	N	Distributive standards met	Y	N
	Planning	Y	N			
	Differentiation	Y	N	Threshold standards met	Y	N
	Assessment	Y	N			
	Homework	Y	N	Phase Leader	Y	N
	Children's targets	Y	N			
	Feedback to parents	Y	N	Subject leader	Y	N
	behaviour	Y	N			

Target 1 : Attainment and Progress

Evidence seen

Lesson observation	
Books	
Drop in notes	

Achieved?

Target 2:

Evidence seen

Achieved?

Target 3: Learning Triad target

Evidence seen

Lesson observation	
Books	
Triads notes	

Achieved?

CPD Completed:

Expectations & Roles

Teaching & Learning	M1-2 or 3	M4-6	UPS	Year group leaders	
Quality of Teaching including differentiation/ assessment & feedback	Teaching is '**good**' **This means:** *planning is differentiated & the tasks challenge individual learners. Evidence example of planning & differentiation planning sheet. *presentation in books is of a good standard. Children write WALT, date, titles underlined & worksheets are only used when necessary. *Handwriting from children, - follows Nelson scheme – children are taught the cursive style. Teachers own handwriting models the schools handwriting scheme. Marking policy is followed consistently– feedback is responded to by pupils. Not all feedback needs to be written but appropriate symbols from the policy are used when it is not written. Evidence will be the response from the children in the books and the skills progression through the year. Regular writing practice takes place. No gaps in writing the writing process can be clearly evidenced in books.3 independent pieces per genre. *Low level disruption within class is rare and disruptions are dealt with calmly, in a positive manner. Excessive shouting is not used as a means of controlling classroom behaviour.	Teaching is 'outstanding' most of the time and nothing less than 'good' This means: *Teachers know their children well, can respond to learning opportunities and know how to challenge pupil to develop[their skills. Evidence will be questioning skills, target setting & feedback from marking. *tasks are introduced using the children's own understanding as a starting point. * Cold writes are used as learning examples and discussion develops skills. *Modelling & use of good examples of work are central to skill development so that children know what expectations are. *learning walls/ displays reflect the skill development . *techniques clearly develop children's understanding of vocabulary so that children can confidently articulate their though processes to adults.	As for M4-6 Additional responsibility to model practice to colleagues or students.	As for M4-6	
Outcomes for pupil's	*children make at least expected level of progress as set out in the expectations grid. * Children know their targets for reading, writing & maths and know how to achieve targets. *Assessment for learning used confidently to make informal judgements about children's ability. * Assertive mentoring used to formally identify next steps in learning. Recording systems kept up to date and used to inform target setting.	* Children make more than expected level of progress as set out in the expectations grid. * Children know their targets for reading, writing & maths and know how to achieve targets. *Assessment for learning used confidently to make informal judgements about children's ability. *Assertive mentoring used to formally identify next steps in learning but this is not relied upon to make decisions about a child's ability to make end of key stage expectations. *Recording systems kept up to date and used to inform target setting.		*assigns and monitors intervention groups for specific children, keeping records of starting points & end points including effectiveness of the intervention.	
Subject and curriculum knowledge.	*Demonstrate a good knowledge and understanding of the subjects that are taught. This	*the curriculum is developed so that pupils apply skills not only to master the skills but	*to be able to demonstrate to colleagues, students & visitors	As UPS	

Expectations & Roles (cont)

	will be evidenced through lesson observations. * Teach all the requirements of the curriculum – found on teachers only ensuring that skills are developed and links with outdoor learning are made. *evidence wider curriculum in one class book, include group learning opportunities & visitors to class / year group. *change displays in class ½ termly to reflect new topics taught. *learning walls kept up to date weekly. *corridor displays changed termly to reflect topics covered or writing opportunities.	to develop independence and resilience to tackle tasks effectively. *good use of cross curricular learning can be evidenced.	that the curriculum provided across the year group allows pupils to apply skills not only to master the skills but to develop independence and resilience to tackle tasks effectively.(develop this by leading joint planning sessions.)		
Planning	*Planning is used effectively to enable children to learn well. This planning may be teachers own or shared planning.	*A larger contribution to planning is taken with at least one core subject. *Planning is effective at promoting language skills & engaging children in a broad and balanced curriculum where they make good progress.	*Planning is highly effective, it identifies target children & the support needed to ensure gaps are narrowing across the year group *Reading, writing & communication embedded cross curricular.	*Planning for the year group is checked by the year group lead to make sure that the requirements are met.	
Homework	*Homework is set that develops skills & prepares pupils for future learning in line with school's homework policy	*Homework is set that develops skills & prepares pupils for future learning in line with school's homework policy	*Homework is set that develops skills & prepares pupils for future learning in line with school's homework policy	*monitor that teachers are setting homework each week, marking and communicating with parents	
Manage **behaviour** effectively to ensure a good and safe learning environment. **ATTENDANCE**	*Expect and encourage all pupils to learn with positive attitudes so they can apply themselves. *Ensure children in class have an excellent understanding of how to stay safe on line and the dangers of inappropriate use of mobile technology and social networking sites. **TO MAKE LINKS WITH PARENTS so that when children are off class teachers can** • **Ask parents why children have been absent** • **Tell parents who keep their children off for days unnecessarily that they need to bring their child in.** • **Monitor attendance of children within the class and encourage parents & children to be in every day.**	*Manage pupils behaviour highly effectively with clear rules that are consistently enforced. *Ensure children in class have an excellent understanding of how to stay safe on line and the dangers of inappropriate use of mobile technology and social networking sites	Ensure children in class have an excellent understanding of how to stay safe on line and the dangers of inappropriate use of mobile technology and social networking sites	Ensure children in class have an excellent understanding of how to stay safe on line and the dangers of inappropriate use of mobile technology and social networking sites.	

The distributive leadership roles are extremely important within school as this enables teachers to provide a rich curriculum and use resources effectively.

Standard	M1-2 or 3	M4-6	Subject lead – core area	Phase Leader	AH	SENco
Fulfil wider professional responsibilities Make a positive contribution to the wider life and ethos of the school	Start to develop skills to lead a subject focus group by actively working with subject focus group lead. Make sure each child knows their targets & what they need to do to reach them so that they are fully involved in target setting process. Attend moderation meetings for the year above and below so that assessments are robust.	Lead an aspect from the action plan of the focus group and use this process to develop monitoring & assessing skills. By *Monitor and track teaching & learning *Evidence progress of children within the subject area *Manage the subject area budget for the aspect assigned aspect	Take a lead role either within a phase area or within a subject area. Be confident to effectively use skills to 1.Monitor and track teaching & learning within the subject by conducting a school audit. 2.Evidence progress of children within the subject area 3.Manage the subject area budget 4.Establish the vision and the long term goals for the subject area. 5.completed a position statement for the subject area which is a self-evaluation of the practices & processes we use. 6.monitor planning 7.make teaching and learning observations 8.create action plan to raise attainment within the subject group. **Key area 1**. Establishing priorities, **key area 2**. Improving the quality of teaching & learning, **key area 3** deployment of resources **key area 4** professional development into practice. 9.monitor and evaluate the effectiveness of the action plan by RAG rating the 4 key areas above, setting targets and then keeping the evidence for the progress in these targets. 10.order resources for the subject area and maintain the budget 11.improve the subject knowledge of the teachers 12.keep a subject leaders file with a a)policy b)aims& objectives specified c)action plan d)monitoring & evaluation evidence e)planning evidence f)work sampling evidence g)work sampling evidence h)intervention programmes i)pupil interviews j)case studies where appropriate k)G&T evidence	Use data to inform decision making to 1.Ensure provisions and interventions have maximum impact within the phase. 2.Monitor the class teachers within the phase so that planning is up to date. 3.Monitor the quality of work within the books and that marking is up to date. 4.Take on a coaching role to ensure that teacher's skills develop so that we have consistently good teaching and better in each phase. 5.Make sure that teachers are up to date with assertive mentoring. 6.work with class teacher to set aspirational target for each child within the year group. (the equivalent of 3 sublevels or 6 APS points progress is inspirational)	In addition to the specific area of responsibility. For the key stage allocated: 1.Monitor the quality of provisions & the effectiveness to ensure gaps are narrowing. 2.Have a clear understanding of the ability of the teachers within the key stage and the skills that need developing. 3.Coach/ or work with the phase leaders within the key stage to ensure that the end of key stage data is above national. 4.Monitor the provision for students & NQTs within the Key stage. 5.use data such as raise, arbour, IDS, to identify areas to improve & make an action plan with SLT to develop these areas. 6.use SATs test to analyse patterns of achievement and identify the actions needed to raise attainment & narrow gaps. 7.use the data to track specific groups of children so gaps are narrowed. 8.monitor planning / quality of work in books / teaching within the key stage as part of **RAP** meetings.	29 standards assigned to SENco's

Newall Green Primary School
Teaching & Learning Summary 2017-2018

Teacher Observed:	Observed By:
Date:	Subject:
Target Group:	

Focus of the Lesson Observation:

Good Practice Observed: (What went well…)	Areas for development: (Even better if….)

SEN:

Areas for Development (Key Points):

Support Identified:

Review Date:		
Targets Achieved: Yes/ No		

1	**EFFECTIVE PLANNING**	➤	**COMMENTS**
a	Objectives clearly communicated at start		
b	Materials ready		
c	Good structure to the lesson		
d	Lesson reviewed at end		
e	Learning needs (e.g. IEP's) incorporated		

2	**SUBJECT KNOWLEDGE**	➤	**COMMENTS**
a	Thorough knowledge of lesson content		
b	Subject materials appropriate for lesson		
c	Knowledge made relevant/interesting		

3	**TEACHING METHODS**	➤	**COMMENTS**
a	Lesson linked to previous teaching or learning, where appropriate		
b	Ideas/experiences of students drawn upon		
c	Variety of activities		
d	Variety of questioning techniques		
e	Instructions/explanations clear and specific		
f	Teacher involves, listens to and responds to students		
g	High standards and expectations set by the Teacher		
h	Appropriate methods of differentiation used		

4	**BEHAVIOUR MANAGEMENT**	➤	**COMMENTS**
a	Students praised regularly for effort/achievement		
b	Effective action taken to address disruptive behaviour		
c	IEP's taken into account		
d	All students treated fairly		

5	**ASSESSMENT OF STUDENTS' WORK**	➤	**COMMENTS**
a	Understanding assessment by use of questioning		
b	Mistakes/misconceptions used constructively to facilitate learning		
c	Work assessed regularly and accurately		

6	**OUTCOMES for PUPILS/ Differentiation**	➤	**COMMENTS**
a	Students remain fully engaged and make progress through out lesson		
b	Students understand what is expected of them during the lesson and this work is suitably matched to skill development required.		
c	Outcomes of lesson consistent with objectives		
d	Task correct for ability of child		
e	Opportunities for mastery evident		

7	**EFFECTIVE USE OF TIME & RESOURCES**	➤	**COMMENTS**
a	Time well utilised and learning maintained		
b	Good pace maintained throughout lesson		
c	Appropriate use made of any support staff		
d	Appropriate learning resources used		

8	**HOMEWORK REINFORCES AND EXTENDS LEARNING**	➤	**COMMENTS**
a	Homework set if appropriate		
b	Learning objectives relate to work in progress		
c	Homework followed up if set previously		

9	**ENVIRONMENT**	➤	**COMMENTS**
a	Room tidy and well organised		
b	Displays attractive and stimulating		

c	Displays support learning		
d	Appropriate layout of furniture		
e	Health and safety considered		

Quality of teaching

1.	OUTSTANDING			2.	GOOD	
3.	Requires improvements			4.	INADEQUATE	