

Thomas More Catholic School



Teacher Appraisal (Part A)

POLICY, PRACTICE and PROCEDURE for TEACHING STAFF

Mission Statement

To Care for, respect and value all people and our environment.

To Learn that justice and love are the foundations of our Faith;
to make these the guiding principles of our community in its commitment to
academic excellence and personal integrity.

To Achieve beyond our highest expectations, creating challenging opportunities,
which take us all confidently through the 21st Century.

Date Reviewed	Autumn Term 2018
Review Confirmed by	Resources Committee
Term Next Review Due	Autumn Term 2019

Appraisal Policy – Teaching Staff: 2012

This policy sets out the framework for a clear and consistent assessment of the overall performance of teachers, including the Headteacher of Thomas More Catholic School, and for supporting their development within the context of the school's plan for improving educational provision and performance, and the standards expected of teachers.

The Governing Body of Thomas More Catholic School is committed to supporting the development of the staff within the context of the School's Development Plan.

This policy should be read in conjunction with the school's Pay policy which provides details of the arrangements relating to teachers' pay in accordance with the School Teachers' Pay and Conditions (STPC).

	Thomas More Catholic School TEACHER APPRAISAL POLICY
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The Governing Body of Thomas More Catholic School adopted this policy on 29th November 2012.

It will be reviewed annually in the Autumn term.

Introduction

Appraisal in Thomas More Catholic School will be a supportive and developmental process designed to ensure that all teachers have the skills and support they need to carry out their role effectively. It will help to ensure that teachers are able to continue to improve their professional practice and to develop as teachers.

Revised appraisal arrangements come into force with effect 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 2006 Regulations continue to apply to any performance management cycle which is in progress on 1 September 2012, unless the Governing Body decides to end that cycle early and to begin a new appraisal period starting on or after that date.

The Appraisal Regulations set out the principles that apply to teachers in all maintained schools and unattached teachers employed by a local authority, in each case 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 and say nothing, or very little, on many subjects on which the 2006 Regulations made detailed provision.

Schools and local authorities must stay within the legal framework set out in the Appraisal Regulations for teachers and in other relevant legislation that affects all employers (for example legislation on equality, employment protection and data protection).

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 plan for improving educational provision and performance, and the standards expected of teachers.

The appraisal process will be used as the basis for making pay recommendations based on an overall assessment of performance.

Principles

Teacher Appraisal is the process for assessing the totality of the overall performance of a teacher or Head teacher in the context of the individual's job description and the provisions in the School Teachers' Pay and Conditions Document (STPCD).

There are two elements to 'overall performance'

- an assumption that a teacher / Headteacher is meeting the requirements of their job description, the relevant professional duties and the Teachers' Standards
- the content of the Planning and Review statement which focuses on the key priorities for the individual during that Appraisal Cycle.

Teachers' Standards (September 2012) provide the backdrop to discussions about performance and future development.

The standards define the professional attributes, knowledge, understanding and skills for teachers at each career stage – (DfE document attached)

Professional development opportunities support the achievement of objectives and the furthering of career opportunities

The Governors of Thomas More Catholic School (TMCS) are committed to developing a fair and equitable system where those who manage the teachers and Head teacher of TMCS engage in a professional dialogue with them, respect them as individuals, and make decisions about their work and contribution in an open and fair manner in the context of our Catholic ethos.

The Governors of TMCS strive to develop a culture where teachers and the Head teacher feel confident and empowered to participate fully in Performance Management; they acknowledge the professional responsibility of teachers to be engaged in effective, sustained and relevant professional development throughout their careers.

The arrangements in this policy are consistent with the principles and practice of equal opportunities and the legislative requirements and duties which apply to all schools.

Nothing in this policy affects the Head teacher's duty to evaluate standards of teaching and learning and to ensure proper standards of professional performance are established and maintained.

The Appraisal Cycle

The performance of teachers must be reviewed on an annual basis. Planning and reviews must be completed for all teachers by 31st October and 31st December for the Head teacher.

At Thomas More Catholic School the Appraisal Cycle runs from September to July. The planning and review meetings are scheduled for a date early in the Autumn Term; see the school calendar for details.

The key elements of the **Appraisal Process** are: **'plan, do, review' model**. The process is an annual cycle; the key elements are:

Scope

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

1. The appraisal period

The appraisal period will run for twelve months from September to July.

Teacher Appraisal / Planning Statement (objectives) under the revised arrangements should be completed by:

- 31st October for eligible teachers
- 31st December for the Head teacher.

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 period will be determined by the duration of their contract.

There is flexibility to have a longer or shorter appraisal period when teachers begin or end employment with a school or local authority or when unattached teachers change post within the same authority.

2. Appointing 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. In this school the task of appraising the head teacher, including the setting of objectives, will be delegated to a sub-group consisting of three members of the Governing Body.

The Headteacher will decide who will appraise other teachers. Normally the appraiser will be the Headteacher or Line Manager. Account will be taken of the number of staff any one person appraises. A teacher may request an alternative appraiser and the

Head teacher will consider the request and decide whether to agree to it. The decision of the Head teacher will be final.

At the end of the performance year, it will be the responsibility of the appraiser and Headteacher to make a pay recommendation to the Governing Body.

3. Pay Progression based on Performance

The criteria for pay progression based on performance are set out in the school's Pay Policy.

4. Setting objectives

4.1 The Headteacher's objectives will be set by the appropriate committee of the Governing Body after consultation with the external adviser and Headteacher.

4.2 Objectives for each teacher will be set before, or as soon as practicable after, the start of each appraisal period. The objectives set for each teacher, will be Specific, Measurable, Achievable, Realistic and Time-bound and will be appropriate to the teacher's role and level of experience.

The appraiser and teacher will seek to agree the objectives but, if that is not possible, the appraiser will determine the objectives. They will take into account individual career aspirations including the assessment of threshold standards.

The number of objectives must be reasonable and there should be consistency within the school. In most cases there will be 3, and a maximum of 6 objectives. Objectives may be revised if there is a significant change in circumstances, e.g. change of job role, long term sickness, maternity leave or if a teacher requires more support to meet the Teachers' Standards.

4.3 The objectives set for each teacher will, if achieved, contribute to the school's plans for improving the school's educational provision and performance and improving the education of students at that school. This will be ensured by quality assuring all objectives against the school improvement plan.

5. Teachers' standards

Before, or as soon as practicable after, the start of each appraisal period, each teacher will be informed of the standards against which that teacher's performance in that appraisal period will be assessed. All teachers should be assessed against the set of standards contained in the document called "Teachers' Standards" published in July 2011. The Headteacher or Governing Body (as appropriate) will need to consider whether certain teachers should also be assessed against other sets of standards published by the Secretary of State that are relevant to them e.g. the standards used to pass through the threshold.

For teachers who are qualified teachers by virtue of holding QTLS status, it is for the Governing Body or head teacher to decide which standards are most appropriate. Such teachers may be assessed against the Teachers' Standards, against any other

sets of standards issued by the Secretary of State, against any other professional standards relevant to their performance or any combination of those three.

6. Reviewing performance

6.1 Development and support

Appraisal is a supportive process which will be used to inform continuing professional development. The school wishes to encourage a culture in which all teachers take responsibility for improving their teaching through appropriate professional development. Professional development will be linked to school improvement priorities and to the ongoing professional development needs and priorities of individual teachers.

Professional development opportunities support the achievement of objectives and the furthering of career opportunities.

The Governors of Thomas More Catholic School are committed to developing a fair and equitable system where those who manage the teachers and Headteacher of the school engage in a professional dialogue with them, respect them as individuals, and make decisions about their work and contribution in an open and fair manner in the context of our Catholic ethos.

The Governors of the school strive to develop a culture where teachers and the Headteacher feel confident and empowered to participate fully in Performance Management; they acknowledge the professional responsibility of teachers to be engaged in effective, sustained and relevant professional development throughout their careers.

The arrangements in this policy are consistent with the principles and practice of equal opportunities and the legislative requirements and duties which apply to all schools.

5.2 Observation

This school believes that observation of classroom practice and other responsibilities is important both as a way of assessing teachers' performance in order to identify any particular strengths and areas for development they may have and of gaining useful information which can inform school improvement more generally. All observation will be carried out in a supportive fashion. The classroom observation protocol is set out in Appendix 1.

Teachers (including the head teacher) who have responsibilities outside the classroom should also expect to have their performance of those responsibilities observed and assessed.

5.3 Feedback

Teachers 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 with written feedback provided within 5 working days of a performance management observation. Feedback will highlight particular areas of strength as well as any areas that need attention.

Where there are concerns about any aspects of the teacher's performance the appraiser will meet the teacher formally to:

- give clear feedback to the teacher about the nature and seriousness of the concerns;
- give the teacher 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.

If the concerns are sufficiently serious that, if not addressed, they could lead to formal capability procedures the teacher will be invited to be accompanied by a Trade Union representative or work based colleague at the above meeting and any subsequent review meeting. Meetings will not be delayed if a companion is not available.

As part of the support it may be agreed that additional classroom observations are needed in excess of those referred to in the Classroom Observation Protocol.;

- make clear how, and by when, the appraiser will review progress (it may be appropriate to revise objectives, and it will be necessary to allow sufficient time for improvement. The amount of time is up to the school but should reflect the seriousness of the concerns. If the concerns are very serious or linked to weaknesses with senior leadership then this should be no more than 4 weeks);
- written confirmation of the support that is to be offered, and the timescales for improvement will be provided within 5 working days of the meeting.
- explain that if no – or insufficient – improvement is made then the matter could move to the formal capability procedure

The intention of this process is that it should be supportive and is designed to bring about an improvement in performance.

At the end of the support process, progress will be reviewed. If the appraiser is satisfied that the teacher (or head teacher) has made, or is making, sufficient improvement, the appraisal process will continue as normal, with any remaining issues continuing to be addressed through that process. If progress has been insufficient, the teacher (or head teacher) will be advised and will be invited to a formal meeting using the process described in para 5.4. The teacher (or head teacher) should be aware that this could have been a possibility if they have not made sufficient progress during the support process.

5.4 Transition to capability

If the appraiser is not satisfied with progress, 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

paragraph 2 of the capability procedure for teachers). The capability procedures will be conducted in accordance with the school's capability policy.

6. Annual assessment

Each teacher's performance will be formally assessed in respect of each appraisal period.

In assessing the performance of the head teacher, the Governing Body must consult the external adviser.

This assessment is the end point to the annual appraisal process, but performance and development priorities will be reviewed and addressed on a regular basis throughout the year in interim meetings which will take place, usually termly.

The teacher will receive as soon as practicable following the end of each appraisal period – and have the opportunity to comment in writing on - a written appraisal report. In this school, teachers will receive their written appraisal reports by 31 October (31 December for the head teacher). The appraisal report will include:

- details of the teacher's objectives for the appraisal period in question;
- an assessment of the teacher's performance of their role and responsibilities against their objectives and the relevant standards;
- an assessment of the teacher'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 (NB – pay recommendations need to be made by 31 December for head teachers and by 31 October for other teachers);
- any other documents deemed relevant to the process

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

7. General principles underlying the policy

7.1 Confidentiality

The appraisal process will be treated with confidentiality. However, the desire for confidentiality does not override the need for the head teacher and Governing Body to quality-assure the operation and effectiveness of the appraisal system.

The head teacher will review all teachers' objectives and written appraisal records personally, in order to check consistency of approach and expectation between different appraisers. The head teacher might also wish to be aware of any pay recommendations that have been made.

7.2 Definitions

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

7.3 Monitoring and Evaluation

The Governing Body and head teacher will monitor the operation and effectiveness of the school's appraisal arrangements.

7.4 Retention

The Governing Body and head teacher will ensure that all written appraisal records are retained in a secure place for six years and then destroyed.

Appendix 1

Classroom observation protocol at TMCS

The Governors of Thomas More Catholic School are committed to ensuring that classroom observation is developmental and supportive and that those involved in the process will:

- carry out the role with professionalism, integrity and courtesy
- evaluate objectively according to agreed criteria and professional standards
- report accurately and fairly
- respect the confidentiality of the information gained

This protocol is designed to support individual teachers to develop their professional skills. It also takes into account the context of the 2012 Ofsted framework in particular the emphasis in the new framework on teaching and learning and the major contribution this judgement makes to the overall grade for the school.

It is recognised that schools need to prepare for Ofsted inspections and that they will need to help teachers prepare for the experience of inspection.

Classroom observation should be viewed as a 'right' and an opportunity for all teachers. If not, it will be seen as a burden that will defeat its prime objective - namely to develop professional potential.

Excessive classroom observation is a serious problem in some schools, whilst in others there is too little or insufficiently well structured observation.

These guidelines suggest that most teachers should have an entitlement to not more than 3 hours of formal observation a year. (Ofsted, HMI and monitoring by LA officers in schools causing concern, Induction Year, Capability Procedures and voluntary informal peer observation are not included in the maximum figure).

The head teacher has a duty to evaluate the standards of teaching and learning. She has a right to drop in to inform their monitoring of the quality of learning and ensure that high standards of professional performance are established and maintained. In large schools they may delegate drop in to appropriate members of the leadership group. Where the head teacher genuinely operates a 'drop in' of a few minutes which does not involve formal observation of teaching but focuses on students learning that would not be covered by this guidance. However, if the head teacher (or senior leader) focuses on the quality of teaching or makes notes on the teacher's performance then these visits would be classed as observation. If the head teacher (or senior leader) observes anything that gives her cause for concern during the drop in or on a learning walk e.g. quality of teaching, health and safety matter, safeguarding issue then she will take appropriate action.

It is recognised that these guidelines cover a range of different types of observation and will need to be interpreted accordingly. In addition, they will need to be read alongside schools' and others' own policies on monitoring and observation and the Teacher appraisal regulations.

Arrangements for classroom observations

Not all of the observations undertaken need to be carried out by the appraiser but must be carried out by a teacher who has Qualified Teacher Status.

Only persons with appropriate professional expertise should undertake lesson observations. Thomas More Catholic School will strive to provide training for colleagues who identify a need for support in this area.

Observations should have a clear and agreed focus; it should be supportive and developmental.

Classroom observations for performance management, school improvement or any other 'professional' purpose should be undertaken by a trained observer with Qualified Teacher Status (QTS).

Headteacher / Line Manager / Other School Observations / LA observations:

There should be a reasonable amount of time between classroom observations irrespective of the purpose of those observations.

Teachers should be made aware of the purpose of proposed observations before they take place.

This does not mean that teachers will always have notice of the specific timing of a lesson observation.

Current Ofsted procedures seek to ensure that monitoring takes place in as 'normal' circumstances as possible, without encouraging teachers to undertake additional preparation.

In normal circumstances at least two clear working days notice should be given before a series of observations takes place.

Ofsted has consulted on no notice inspections.

It is recognised that should Ofsted introduce no notice inspections head teachers may occasionally decide to use a similar approach in order to best prepare their teachers for the experience of inspection. If schools intend to use this option it will be part of the consultation about the pattern of observation in the school

Before the observation:

An agreement about the recording of any evaluation outcomes and their reporting should be sought. This does not mean that it is necessary to discuss this with every individual teacher, but rather the procedures to be followed, be they for internal or external observation, should be confirmed.

A discussion about the aims and objectives of the lesson is necessary, either before or after the lesson.

It should be made clear that it is not always possible or practical to observe full lessons, and that observers will use their professional judgement in deciding how long to observe. Where an observer does not see a whole lesson, the teacher will have the opportunity to explain the rest of the lesson.

Observers should think carefully about the value of any observation that is less than 30 minutes long.

It should be agreed when and how feedback will be given.

It must be made clear the use to which any information regarding the observation will be made.

During the observation:

The observation should not be intrusive.

The observer should act in a sensitive and professional manner.

Paired observations can be useful in developing the professional skills of Curriculum Leaders, subject leaders and senior managers - when paired with a LA adviser. However, more than two observers in a classroom / lesson at any one time should be discouraged.

After the observation:

Oral feedback should be given as close to the observation as practically possible.

Observations should result in written feedback for the teacher's own professional portfolio within 5 working days.

Feedback should be appropriately balanced to recognise strengths and weaknesses. It should be constructive.

Feedback should occur as agreed before the observation took place. If feedback needs to be more detailed than a brief discussion it should take place within the school day and in a venue that ensures confidentiality.

If feedback occurs at lunch or break time then the teacher must be given the opportunity to take a reasonable break as compensation before the next session starts.

Teachers should be allowed to read any classroom observation record taken. They should also have the opportunity to record their own comments if they wish.

Feedback should identify good points from the lesson and constructive advice on any areas for improvement.

Reports from lesson observations should be kept in a secure place and remain confidential to the teacher, the observer and, where appropriate, the teacher's line manager and the head teacher.

Similarly, any reports presented to Governors should have individual teachers' names removed.

Teachers should be invited to retain copies of classroom observations as they may be useful, for example, for threshold applications.

Governor visits:

Governor visits should be agreed in advance and should follow agreed procedures between the head teacher and the Governing Body following consultation with the teaching staff. It is not the role of governors to make professional judgements and their reports should not feed into teacher capability or appraisal procedures.

The Croydon Governor Services have developed a “Governor Visit template policy” to support schools with this process. The Service can also be contacted for further advice.