



Inspire To Transform

Appraisal policy

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Reviewed by: SMT

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Aim

This policy aims to:

- Establish arrangements for teacher appraisal, including the process and individual responsibilities
- Ensure coherence and equity throughout the school
- Establish a process that facilitates the professional development of teachers and encourage the context of our School Improvement Plan and Teaching Standards
- Ensure teachers have the skills and knowledge they need to fulfill and excel in their role and provide our students with an excellent education.

The policy applies to all teachers employed by the school with the exception of those on contracts of less than one term, those undergoing induction and training.

Definitions

In this policy, the term ‘teacher’ refers to classroom teachers, middle and senior management team, and the head of school.

Where relevant, we have added further detail regarding arrangements for head of school.

The appraisal period

The evaluation period lasts 12 months from the first day of the first semester (January). The final assessments are conducted during the third trimester.

For teachers with fixed-term contracts of less than 12 months, the evaluation period depends on the length of the contract.

Teachers who start or leave school during the evaluation period may have a longer or shorter evaluation period in that evaluation round.

It is intended that teachers will have had their annual appraisal meeting and received their appraisal report by 30th October.

It is intended that the head of school will have had their annual appraisal meeting and receive their appraisal report by 20th November.

Setting objectives

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

The head of school's objectives will be set by the board directors.

Objectives will:

- Contribute to improving the education of students at the school and the implementation of any school improvement plans. To ensure this happens, staff member will quality assure all objectives against the school improvement plan
- Be specific, measurable, achievable, realistic and time-bound (SMART)
- Be appropriate to the teacher's role and career experience
- Be revised if circumstances change throughout the year

When objectives are set, teachers will also be informed of the standards their performance will be judged against.

The appraiser and teacher will seek to agree the objectives but, if that is not possible, the appraiser will determine the objectives.

Standards

Teachers will be assessed against the Cambridge Teachers' Standards. The head of school, and other school leaders where relevant, will also be assessed against the Cambridge school leaders' Standards coupled with research-based practices.

Teachers' performance will also be assessed against the career stage expectations that we have developed.

Reviewing performance (including observation protocol)

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

- Observations of formal and informal teaching
- Observations and outcomes of wider school activities, if applicable
- Achievement of their students
- Planning and Grading Meetings
- Parent and student voice, if applicable

Observation protocol

We believe that observation is an important tool for assessing teacher performance. They can help identify a teacher's strengths and areas for improvement, and can help us identify areas of best practice that can be shared across the school.

There will be both formal and “walk-in” observations. Teachers with responsibilities outside the classroom will also have these responsibilities observed.

All observations will:

- Be conducted in an objective, fair, professional and supportive manner
- Be conducted by teachers with Qualified Teacher Status
- Provide constructive feedback
- Remain confidential to those who need to know details as part of their jobs

‘Walk in’ observations

Walk-in observations will usually be conducted by SMT members in order to monitor the quality of teaching and learning.

Notice of ‘Walk in’ observations may be given and if so in 24 hours.

They will usually last around 10 minutes and may involve the observer talking to students and looking at their work.

The frequency will depend on the individual teacher and the school’s needs at the time.

Generally, verbal feedback will be given the following day.

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

Please note that we also carry out walk-in observations where fellow teachers observe a lesson for their own professional development. Notice may not be given, and evidence will not be used as part of the appraisal process.

Formal observations

The purpose of formal observations is to assess the teacher’s performance and progress against their objectives and the relevant standards.

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

For example, Interns and less experienced teachers who have recently started at the school will receive a number of formal observations to establish their strengths and areas for development. A very experienced teacher will typically receive fewer observations.

Generally, verbal feedback will be given the following day.

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

Additional observations

Additional formal observations will take place if:

- The teacher requests them
- There are concerns that the teacher's performance is not up to standard (this may be triggered by poorly performing or poorly behaved students)
- The teacher is subject to formal capability proceedings

The above protocols will still apply to these additional observations.

Annual assessment

Performance will be reviewed and addressed on a regular basis throughout the year in termly meetings with the teacher's line manager.

The appraisal meeting is the end point of the annual appraisal process and will take place in the third term. In this meeting, the appraiser will:

- Review the relevant evidence
- Assess performance in the appraisal period against the relevant standards
- Assess performance in the appraisal period against objectives
- Discuss the teacher's professional development needs and identify action that should be taken
- Discuss the teacher's wellbeing, career aspirations and any difficulties they may be facing

- If necessary, discuss the teacher's underperformance and put a plan in place to address it. They should also inform the teacher that if performance does not improve, capability proceedings may begin, where applicable

Conducting annual appraisal meetings

The head of school's appraisal meeting will be conducted by the board of directors. To support the head of school appraisal, the directors will appoint an external adviser with relevant skills and experience. The adviser may be an external consultant.

The board of directors will typically delegate the head of school's appraisal to a sub-group of three board members with a wide range of experience and knowledge of the school.

The head of school will decide who will appraise teachers. Unless there is a good reason not to, this will normally be the teacher's line manager. By way of example, a 'good reason' could be a poor or deteriorating working relationship between the teacher and line manager, including where a formal grievance has been lodged by the teacher citing their line manager.

All appraisers will be provided with appropriate training.

Appraisal meetings will take place within the teacher's normal working hours and will typically last for at least an hour. Scheduling appraisal meetings for an hour and a half is therefore recommended.

Appraisal report

Teachers will be provided with a written report of their appraisal. The report will be completed by the person who conducted the appraisal. We will use all reasonable endeavours to complete this within 5 working days.

This will include:

- An assessment of the teacher's performance against their objectives and the relevant standards
- An assessment of the teacher's training and development needs, and the action that should be taken to address them
- Where relevant, a recommendation on pay progression

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

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

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

A template appraisal report can be found in appendix 2.

Concerns about a teacher's performance

If it becomes clear a teacher is having difficulties at any point during the appraisal period, they will be provided with additional support.

This will begin with a meeting with their line manager, where the problem will be discussed and potential solutions identified. A performance improvement plan may be created.

The nature of the support will be based on the individual's circumstances. For example, Teachers new to the school may be given a mentor or coach.

Confidentiality

The appraisal process and relevant documents are strictly confidential. Only staff members who need the information in order to do their jobs will have access to the information.

Appraisal information will be anonymised when information is reported to the board of directors.

Appraisal records will be kept securely in the teacher's personnel file.

Monitoring arrangements

This policy will be reviewed every 2 years.

The governing board will be responsible for approving this policy.

Appendix 1: appraisal timeline

DATE	ACTION
End of November	Discuss and set objectives, inform teachers of the standards their performance will be assessed against
First day of first term	Appraisal cycle begins
January – March	Appraisal meeting held to review the previous appraisal period
30 October	Appraisal process is completed for teachers, deadline for appraisal reports to be sent
20 November	Appraisal process is completed for the head of school, deadline for appraisal report to be sent
Termly throughout the year	Meetings held to review progress
Throughout the year	Formal and walk-in observations and monitoring take place, constructive feedback is provided

Appendix 2: appraisal report template

REVIEW					
SCHOOL YEAR:					
Assessment against objectives:					
Objective 1:					
Fully Achieved		Partly Achieved		Not Achieved	
Comments:					
Objective 2:					
Fully Achieved		Partly Achieved		Not Achieved	
Comments:					
Objective 3:					
Fully Achieved		Partly Achieved		Not Achieved	
Comments:					
Objective 4:					
Fully Achieved		Partly Achieved		Not Achieved	
Comments:					

ASSESSMENT AGAINST STANDARDS					
Standards that apply (i.e. the Teachers' Standards and any other relevant standards):					
Comments:					
RECOMMENDATION FOR PAY PROGRESSION (WHERE APPLICABLE)					
Is pay progression being recommended? (Recommendations are subject to the approval of relevant person)					
If so, what is the recommended new salary?					
Reasons:					
RECOMMENDATION FOR PAY PROGRESSION (WHERE APPLICABLE)					
Reviewer signature:					
Reviewee signature:					

PLANNING PLANNING FOR THE NEXT SCHOOL YEAR:
New objectives
Objective 1:
Steps to achieve, evidence to assess progress, and timescales:
Objective 2:
Steps to achieve, evidence to assess progress, and timescales:
Objective 3:
Steps to achieve, evidence to assess progress, and timescales:
Objective 4:
Steps to achieve, evidence to assess progress, and timescales:

STANDARDS
Standard to focus on:
Evidence to assess progress and timescales:
Standard to focus on:
Evidence to assess progress and timescales:
Standard to focus on:
Evidence to assess progress and timescales:

Training and development
Focus:
Action:
Support:
Timescales:

COMMENTS
Reviewer:
Reviewee:
Signatures
Reviewer:
Reviewee:
Date:
DATE OF NEXT MEETING: