



# **Appraisal Policy**

**November 2015**

**Chauncy School**

**Adopted: January 2014**  
**Reviewed: November 2015**  
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## Policy Review

The Governing Body of Chauncy School adopted this policy on 29th November 2012. It will be reviewed in *September 2015*.

## Purpose

This policy sets out the framework for assessment of the overall performance of teachers, including the head teacher, and for supporting their professional development in the context of the school's development plan and the Standards for Teachers 2011.

## Application of the Policy

**The policy applies to the head teacher\* and to all teachers employed by the school except those on contracts of less than one term and those undergoing induction (*i.e. NQTs*).**

\*The document uses the word "teachers" and often refers decision making to the head teacher. In the case of the appraisal of the head teacher, any decision will be made by appointed members of the Governing Body.

# Appraisal

Appraisal at Chauncy School will be a supportive and developmental process designed to ensure that all teachers have the skills and attributes they need to carry out their role effectively. It will help to ensure that teachers are able to continue to improve their professional practice. In line with the school's pay policy (2014); The Governing Body recognise that pay progression will be linked to annual appraisal of performance.

## The Appraisal Period

**The appraisal period will run for twelve months** from 31<sup>st</sup> August to the same date in the following year. During the appraisal period a number of phases may be identified but the head teacher may modify these as appropriate to match specific circumstances of any appraisal period.

- Planning and assessment phase
- Appraisal meetings and target setting
- Completion of written record of appraisal meeting
- Interim meetings as appropriate
- July Review against non-pupil progress targets
- August review against pupil progress targets

It will be the responsibility of the head teacher to set a reasonable timescale for the commencement and completion of all stages of the appraisal process.

Teachers who are employed on a fixed term contract of less than one year will have their performance managed in accordance with the principles laid out in this document but the details may vary according to **the length of the period of their contract**.

## Planning and Assessment Phase

The appraisal period will begin with an annual assessment of the quality of teaching provision at Chauncy combined with the identification of whole school priorities for the coming year. The assessment of teaching provision by the head teacher, through discussion with appointed line managers, will include an examination of the following areas:

1. Lesson observations applying to the previous appraisal period
2. Student achievement data for the previous appraisal period

3. Teachers' performance against the Teachers' Standards for the previous appraisal period. *All teachers will be assessed against the set of standards contained in the document called "Teachers' Standards" published in July 2011.*
4. Performance against targets set in the previous Appraisal period

Whole school priorities for the next academic year are identified by the head teacher and will be communicated to all staff at the start of the Autumn term.

## Appraisal Meetings and Target Setting

**The head teacher's objectives will be set by the Governing Body after consultation with the external adviser. Objectives for each teacher will be set 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. Objectives may be revised if circumstances change. **The objectives set for each teacher will contribute to the school's plan for improving the school's educational provision and performance and improving the education of pupils at that school.**

The link to school improvement will be made:

- By ensuring that a pupil progress objective addresses key attainment priorities for the school.
- By ensuring that a professional standards objective addresses a relevant area of the Standards for Teachers 2011.
- By ensuring that a professional development objective addresses the key development priority identified by consideration of each teacher's impact on relevant whole school improvement priorities.
- (and for teachers with leadership responsibilities) By ensuring that a leadership objective addresses both the academic targets for KS4 and KS5 students (identified in the schools' departmental review process) and leadership and management skills required within the role of head of department commensurate with such success.

## Completion of Written Record of Appraisal Meeting

A written report of the key elements of the appraisal meeting should be made available for the teacher within a reasonable timescale. Three targets will be typical for teachers without leadership responsibilities but additional targets may be set should they be appropriate and important for school improvement. An example for the format of the report is provided in Appendix A.

**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 carried towards the end of the academic year prior to the current appraisal period and is reported in the "review" part of the written report of the appraisal meeting (The first side of the form in Appendix A) The assessment will also examine academic results of students reported in August, the teachers' performance against the Standards for Teachers 2011, lesson observations for the previous academic year and any other relevant information relevant to school improvement.

**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.** Teachers will receive their written appraisal reports by 31st October (31<sup>st</sup> 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 professional development needs and identification of any action that should be taken to address them; including appropriate targets for the following Appraisal period.**
- **a recommendation on pay where that is relevant** (*NB – pay recommendations need to be made by 31<sup>st</sup> December for head teachers and by 31<sup>st</sup> October for other teachers*)

The assessment of performance and of professional development needs will inform the planning process for the following appraisal period, including the targets set for the next appraisal period (Second part of the written document in Appendix A)

Targets for teachers on the Upper Pay Scale (Band 3 – Expert Teacher) should be more demanding than those set for teachers on the main pay scale, appropriate to the higher expectations of teachers in this category.

## Confidentiality

Access to the written appraisal report will normally be limited to the appraisee, the appraiser, the head teacher and/or nominated member(s) of the senior management team.

## Interim Meetings

Interim meetings may be carried out by appraisers to assess progress towards targets, modify targets should the need arise or respond to specific circumstances that come to light and should, in the light of school improvement priorities or promotion of teachers' standards, be addressed.

During the year, monitoring of teachers will include

- Lesson observations;
- Planning and work scrutiny;
- Termly meeting with appraiser;
- Mid-cycle review meeting with appraiser;
- Observation/scrutiny of leadership and management activities where appropriate;
- Other feedback obtained during the cycle relevant to the teacher's overall performance.

## Appointing Appraisers

**The head teacher will be appraised by the Governing Body, supported by a suitably skilled or experienced external adviser who has been appointed by the Governing Body for that purpose.**

The task of appraising the head teacher, including the setting of objectives, will be delegated to a sub-group consisting of two members of the Governing Body. The head teacher will decide who will appraise other teachers.

## Observation

Lesson observations will always form an important part of the appraisal process. Observations will be carried out in a supportive fashion. Teachers' performance will be regularly observed but the amount and type of classroom observation will depend on the individual circumstances of the teacher and the overall needs of the school. In addition to formal observation, the head teacher or other leaders with responsibility for teaching standards may "drop in" in order to evaluate the standards of teaching and to check that high standards of professional performance are established and maintained.

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

## Development and Support

Appraisal is a supportive process which will be used to inform continuing professional development. Chauncy School promotes a culture in which all teachers take responsibility for improving their teaching through appropriate professional development including "in-house" training which forms an important part of the CPD of teachers in any given academic year. Professional development will be linked to school improvement priorities and to the ongoing professional development needs and priorities of individual teachers.

Development and support for teachers who are deemed likely to struggle to meet their appraisal objectives will be a priority and referred by the senior management team to a designated person who will examine ways of supporting the teacher during the remaining appraisal period. It is recognised that evidence of teachers struggling to meet expected standards is not always obvious and may not be complete until students' academic results are published. Similarly, supporting evidence for teachers eligible for progression to the upper pay scale may also not be complete until publication of students' academic results.

## Feedback

Teachers will receive constructive feedback on their performance 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.



A 3 in a lesson observation may lead to intervention from the appraiser should the appraiser feel that this is typical of the current classroom performance of the teacher. If intervention is appropriate guidance, actions and training should be put in place over a reasonable timescale so as to give the teacher support to achieve a better result in a subsequent lesson observation. The “follow up” observation should take place within a period of 4 weeks.

Similar appropriate support should follow where an appraiser identifies any key weaknesses in a teacher’s approach to the 8 teaching standards, including concerns arising from the academic performance of students in a class or classes for whom the teacher concerned has responsibility.

Where concerns about any aspects of the teacher’s performance continue despite appropriate intervention the appraiser will consult with the head teacher and 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 (e.g. coaching, mentoring, structured observations), that will be provided to help address those specific concerns;
- make clear how, and by when, the appraiser will review progress;
- explain the implications if insufficient – improvement is made.

When progress is reviewed, if the appraiser is satisfied that the 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.

Further details of appraisal and amplification of the relationship between appraisal and pay progression is contained within the Pay Policy 2014.

Teacher:
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Appraiser:
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Appraisal record

Review of academic year:

Sept. 2012 – July 2013

CHAUNCY SCHOOL

Targets for academic year:

Sept. 2013 – July 2014

Review of lesson observations, Teachers' Standards and targets including pupil progress Sept. 2012 – July 2013	
<b>Lesson observation</b>	Ofsted grade(s) Comment
<b>Teachers' Standards</b> <ol style="list-style-type: none"> <li>1. Inspire, motivate and challenge, setting high expectations</li> <li>2. Promote good progress and student achievement</li> <li>3. Good subject and curriculum knowledge</li> <li>4. Plan and teach well-structured lessons</li> <li>5. Be adaptable to the needs of individuals and groups</li> <li>6. Use AfL effectively</li> <li>7. Manage behaviour effectively</li> <li>8. Fulfil wider professional responsibilities</li> </ol>	Teachers' Standards met (yes/no) Comment
<b>Pupil progress</b>	KS4:
	KS5:
<b>Other target (s)</b> <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> </ol>	(Achieved / Not achieved) (Achieved / Not achieved) (Achieved / Not achieved)

Are targets appropriate to Upper Pay Scale (Band 3) Expert Teacher?

Yes	No	n/a
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*Head teacher's use only:*

Review of Sept. 2012 – July 2013

Teacher's performance has been successful in



Targets for next academic year to be informed by...

## Appraisal - TARGETS

- Issues arising from previous academic year (Lesson observation, Teachers' Standards, pupil progress)
  
- Whole school priorities: September 2013 - July 2014
  1. Increase the number of outstanding lessons
  2. Improve pupil achievement in examinations
  3. Improve pupils' written communication

Targets for Sept. 2013 – July 2014	Training / support required
<b>Pupil progress target</b> KS4 KS5	
<b>Professional development (Teachers' Standards) target</b>	
<b>Whole school development priority target</b>	
<b>Leadership and management target</b> a) Pupil performance b) Leadership skills	
<b>Additional Targets (if required)</b> ➤ n/a	

Are targets appropriate to the Upper Pay Scale (Band 3) Expert Teacher?

 Yes

 No

 n/a

Proposed lesson observation:

Appraiser signature \_\_\_\_\_

Teacher signature \_\_\_\_\_

◇ Signed copy to Susan Browning please

◇ Email copy to teacher and DC, KL or CBU as applicable

## Appendix B

Teaching	Details	Personal and Professional Conduct
1 Set high expectations which inspire, motivate and challenge pupils	<ul style="list-style-type: none"> <li>▪ establish a safe and stimulating environment for pupils, rooted in mutual respect</li> <li>▪ set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions</li> <li>▪ demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school</li> </ul>
2 Promote good progress and outcomes by pupils	<ul style="list-style-type: none"> <li>▪ be accountable for pupils' attainment, progress and outcomes</li> <li>▪ be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these</li> <li>▪ guide pupils to reflect on the progress they have made and their emerging needs</li> <li>▪ demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching</li> <li>▪ encourage pupils to take a responsible and conscientious attitude to their own work and study.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.</li> </ul>
3 Demonstrate good subject and curriculum knowledge	<ul style="list-style-type: none"> <li>▪ have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings</li> <li>▪ demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship</li> <li>▪ demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject</li> </ul>	<ul style="list-style-type: none"> <li>❖ Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.</li> </ul>

<p>4 Plan and teach well structured lessons</p>	<ul style="list-style-type: none"> <li>▪ impart knowledge and develop understanding through effective use of lesson time</li> <li>▪ promote a love of learning and children’s intellectual curiosity</li> <li>▪ set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired</li> <li>▪ reflect systematically on the effectiveness of lessons and approaches to teaching</li> <li>▪ contribute to the design and provision of an engaging curriculum within the relevant subject area(s).</li> </ul>	
<p>5 Adapt teaching to respond to the strengths and needs of all pupils</p>	<ul style="list-style-type: none"> <li>▪ know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively</li> <li>▪ have a secure understanding of how a range of factors can inhibit pupils’ ability to learn, and how best to overcome these</li> <li>▪ demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils’ education at different stages of development</li> <li>▪ have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.</li> </ul>	
<p>6 Make accurate and productive use of assessment</p>	<ul style="list-style-type: none"> <li>▪ know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements</li> <li>▪ make use of formative and summative assessment to secure pupils’ progress</li> <li>▪ use relevant data to monitor progress, set targets, and plan subsequent lessons</li> <li>▪ give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.</li> </ul>	

<p>7 Manage behaviour effectively to ensure a good and safe learning environment</p>	<ul style="list-style-type: none"> <li>▪ have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy</li> <li>▪ have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly</li> <li>▪ manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them</li> <li>▪ maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.</li> </ul>	
<p>8 Fulfil wider professional responsibilities</p>	<ul style="list-style-type: none"> <li>▪ make a positive contribution to the wider life and ethos of the school</li> <li>▪ develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support</li> <li>▪ deploy support staff effectively</li> <li>▪ take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues</li> <li>▪ communicate effectively with parents with regard to pupils' achievements and well-being.</li> </ul>	
<p><b>Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.</b></p>		

Appendix C

## Chauncy Professional Skills Level Descriptors

Name                                      Pay Point                                      Date                                      Self/School Assessment

Professional Area	Relevant Standards	Band 1 BEGINNING TEACHER			Band 2 ACCOMPLISHED TEACHER			Band 3 EXPERT TEACHER* (see note below)		
		M1	M2	M3	M4	M5	M6	U1	U2	U3
<b>PROFESSIONAL PRACTICE</b>	1.1(1); 1.2(2,3,5) 1.3(1,3) 1.4(1,2,3) 1.5  All  1.6(1) 1.7  (1,2,3)  1.8(3) 2.1(2,4)  Preamble	Many – but not all – aspects of teaching over time are good.			All aspects of teaching over time are good.			Many aspects of teaching over time are outstanding.		
<b>PROFESSIONAL OUTCOMES</b>	1.1(2) 1.2(1,2,3)  1.5(1) 1.6(3,4)  Preamble	With appropriate additional support, most pupils progress in line with school expectations.			Most pupils progress in line with school expectations without additional support.			Significant numbers of pupils exceed school expectations.		
<b>PROFESSIONAL RELATIONSHIPS</b>	1.1(1) 1.6(4)  1.7(4) 1.8 (2,3,5)  2.1(1,3,4)  Preamble	Positive working relationships established with pupils, colleagues and parents.			These working relationships result in good progress by all groups of pupils and productive sharing of professional practice with others.			Working relationships with colleagues are characterised by an enthusiastic commitment to helping them overcome professional challenges.		

<b>PROFESSIONAL DEVELOPMENT</b>	1.2(4,5) 1.3(1,2,4,5) 1.4(5) 1.5(2,3,4) 1.6(1) 1.8(4) 2.1(2) 2.3 Preamble	Develops professional practice in line with advice from more experienced colleagues	Takes a proactive role in identifying areas for professional development, accessing advice and adapting practice.	Proactively leads the professional development of others in a way which leads to improved outcomes for pupils.
<b>PROFESSIONAL CONDUCT</b>	1.1(3) 1.7(1) 1.8(1) 2.1(all) 2.2 2.3 Preamble	Meets the standards for professional conduct set out in the Teachers' Standards.	Meets the standards for professional conduct set out in the Teachers' Standards.	Meets the standards for professional conduct set out in the Teachers' Standards.

\*Note on the table contained in appendix C

With respect to the upper band (Band 3); it is envisaged that teachers within this band will be set more demanding Appraisal targets and maintain the qualities of an "expert teacher" in a sustained fashion with respect to all 5 elements set out in the table in order to make continued progression within the band.

Colleagues on the Upper Band might expect to be considered by the Governing Body for an incremental rise on this band every two years but provision is made for accelerated promotion where The Governing Body identify this as appropriate.