

St Bernadette's Catholic Primary School

Teacher Appraisal Policy



“Doing our best for God”

Purpose

This policy sets out the framework for a clear and consistent assessment of the overall performance of teachers, including the Headteacher, 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. When teachers fall below the levels of competence that are expected of them, different procedures are applied (see Capability Policy).

Application of the policy

This policy, which covers appraisal, applies to the Headteacher and to all teachers 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.

Appraisal

Appraisal in St Bernadette's will be a supportive and developmental process designed to ensure that all teachers have or fully develop the skills and access to 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.

The Appraisal Period

The appraisal period will run for twelve months from **November 2020 to October 2021**.

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 and an individual teacher's objectives should take account of the length of their contract.

Appointing appraisers

The Headteacher will be appraised by the governing body, supported by the external, school advisor who has been appointed by the governors for that purpose.

In this school, the task of appraising the Headteacher, including the setting of objectives, will be delegated to a sub-group consisting of three members of the governing body.

The Headteacher will appraise all teachers.

Setting objectives

The Headteacher's objectives will be set by the governing body after consultation with the external school adviser. The governing body has a duty to have regard to the work-life balance of the Headteacher and the objectives will reflect this.

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.

Objectives and performance management discussions will not be based on teacher generated data and predictions, or solely on the assessment data for a single group of pupils. Objectives can be set in relation to robust assessment data, however, these will not be used in isolation and other factors will also be considered when making decisions about pay progression. The Headteacher and teacher will seek to agree the objectives but, if that is not possible, the Headteacher will determine the objectives. Objectives should be revised if circumstances change.

The objectives set for each teacher will, if achieved, contribute to the School Improvement Plan for the same year as well as the educational provision and performance and improving the education of pupils at that school.

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.

(With the exception of those who are qualified teachers by virtue of holding and maintaining Qualified Teacher Learning and Skills (QTLS) status, all teachers must be assessed against the set of standards contained in the document called "Teachers' Standards" published in July 2011.

For teachers who are qualified teachers by virtue of holding QTLS status, it is for the governance board or headteacher to decide which standards are most appropriate).

Reviewing performance

Observation

St Bernadette's believes that observation of classroom practice and other responsibilities is important as a way of assessing teachers' performance in order to identify any particular strengths and areas for development they may have, gaining useful information which can inform school improvement more generally and enabling teachers to learn from each other and collaborate. All observation will be carried out in a supportive fashion and not add to teacher workload. Observations will take place with agreement on date, time and lesson to be observed agreed with the teacher at the start of the performance management cycle. It will include details of:

- the amount of observation
- the focus of the observation
- the duration of the observation
- when the observation will take place
- who will conduct the observation

Development and support

Appraisal is a supportive process which will be used to determine decisions on pay progression and inform continuing professional development. St Bernadette's 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.

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. Feedback will highlight particular areas of strength as well as any areas that require further development. Where there are concerns about any aspects of the teacher's performance, the Headteacher 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;
- set clear objectives for required improvement;

- 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 (*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*);
- explain the implications and process if no, or insufficient, improvement is made - e.g., impact on pay progression and potential move to formal capability.

When progress is reviewed, if the Headteacher 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.

If the Headteacher is not satisfied that the teacher has made, or is making, sufficient improvement then the teacher will be subject to capability procedures (see Capability Policy).

Evidence

The range and level of evidence collected for appraisal and pay determination purposes will always be proportionate and minimise workload.

Signed: *Karen Pearson* (Assistant Headteacher)

Date: October 2020

Review Date: September 2021

