

Teacher Appraisal Policy and SOP

**Lead Director**

Samantha Newton, Director of Education

Date Reviewed

May 2021

Lead Author(s)

Launa Randles, Head of School

Date Drafted

May 2021

Critical Reader

Paul Fix, Head of people Development & Volunteering

Recommended By

Educational Governance Committee

Endorsed Date

January 2022

Approved By

Educational Governance Committee, Chair: Vivienne Berkeley

Ratified Date

January 2022

Published Date

February 2022

Next Review Date

February 2023

Contents

Policy

- 1 Purpose and Objectives
- 2 Scope
- 3 Definitions
- 4 Policy Statement
- 5 Stakeholder Consultation
- 6 Related Policies
- 7 External References and Guidance

Standard Operating Procedure (SOP)

- 1 Roles and Responsibilities
- 2 Process/ Procedure

Document Change Control

Appendices

- Appendix 1 – Stakeholder Engagement Checklist
- Appendix 2 – Appraisal Timeline
- Appendix 3 – Appraisal Report Template

1 Purpose and Objectives

The objectives of the policy and this procedure are to:

- Set out the arrangements for appraising teachers, including the process and the responsibilities of individuals
- Ensure consistency and fairness across the school
- Create a process where teachers' professional development is supported and encouraged, in the context of the school's latest Ofsted report, our school improvement plan and the Teachers' Standards
- Ensure teachers have the skills and knowledge they need to fulfil and excel in their role and provide an excellent education to our pupils

Relevant laws and regulations include but are not limited to:

- The Education (School Teachers' Appraisal England) Regulations 2003 updated 2012
- DfE Teachers' Standards updated December 2021
- Headteachers' Standards 2020

2 Scope

This policy applies to:

- All teaching staff employed by the school, except those on contracts of less than one term, those undergoing induction and those undergoing capability procedures
- Teaching staff with QTS and QTLS qualification

In the first year of employment teachers undertake a six month probation period. If required, this can be extended by a further three months. Objectives are set at the start of employment.

3 Definitions

Unless otherwise stated, the words or expressions contained in this document shall have the following meaning:

Teacher is classroom teachers, middle and senior leaders
QTS is Qualified Teacher Status
QTLS is Qualified Teacher Learning and Skills
ECT is Early Career Teacher
PDR is Personal Development Reviews

4 Policy Statement

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

5 Stakeholder Consultation

Appendix 1 details the stakeholders who were consulted in the development of this policy

6 Related Policies and Procedures

The following policies and procedures stated below support the effective application of this policy and SOP:

- HR118 Performance Improvement Policy & Procedures 2019 – applies to all staff, not just teaching staff
- The pay policy sets out how pay increases will be awarded, based on the results of a teacher's appraisal
- Staff Guidance – Preparing for a Personal Development Review

7 External References and Guidance

The following external resources and guidance were consulted in drafting this policy and SOP:

- [The Education \(School Teachers' Appraisal\) \(England\) Regulations 2012](#)
- The [model policy](#) produced by the Department for Education (DfE)

Standard Operating Procedures (SOP)

1 Roles and responsibilities

The line manager/appraiser has the responsibility:-

- To support the teacher to ensure a meaningful annual appraisal is undertaken that addresses need and performance – process and procedure provides detail
- To ensure the PDR are completed on time, effectively and in a way that engages and motivates
- To ensure completed and signed PDR paperwork is sent to the organisation designated training@thechildrenstrust.org.uk and original signed copy is filed correctly.
- PDR compliance figures are provided to the Educational Governance Committee

The teacher / appraisee has the responsibility:-

- To read/complete tasks set out in the TCT staff guidance – preparing for a Personal Development Review
- To be familiar with the Teacher Standards and school development plan

The education governance has the responsibility

- To monitor and review the effectiveness of the appraisal arrangements.

2 Process / Procedure

2.1 The appraisal period

The appraisal period will run for 12 months beginning on the first day of the financial year. Appraisals will be held during the spring term.

For teachers on fixed-term contracts of less than 12 months, the appraisal period will be determined by the duration of their contract.

Teachers who start at or leave the school during the appraisal period can have a longer or shorter appraisal period in that appraisal round.

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

It is intended that the Director of Education & Head of School will have had their annual appraisal meeting and received their appraisal report by 31st December.

2.2 Setting objectives

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

The Director of Education objectives will be set with CEO, chair of educational governance committee in consultation with the external adviser (Director of education) and for Head of School with CEO and Director of Education.

Objectives will:

- Contribute to improving the education of pupils at the school and the implementation of any school improvement plans. To ensure this happens, appraiser will quality assure all objectives against the school development 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.

2.3 Standards

Teachers will be assessed against the [Teachers' Standards](#). The headteacher, and other school leaders where relevant, will also be assessed against the [Headteachers' Standards](#).

2.4 Reviewing performance (including observation protocol)

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

- Formal and informal lesson observations
- Observations and results from wider school activities / enrichment
- Performance of their pupils
- Reviews of planning and assessment platforms
- Parent and pupil voice
- School development subject specialist action plan

2.4i Observation protocol

We believe that observations are an important way of assessing teachers' performance. They can help identify a teacher's strengths and areas for improvement, and can help us identify areas of good & outstanding practice that can be shared across the school, residential houses and with external partners

There will be both formal and 'drop in' observations. Teachers with responsibilities outside the classroom will also have these responsibilities observed.

All observations will:

- Be carried out in an objective, fair, professional and supportive manner
- Be carried out by a member of the school management team
- Provide constructive feedback

2.4ii 'Drop in' observations

Drop-in observations will usually be conducted by school management in order to monitor the quality of teaching and learning.

Notice of 'drop in' observations will be given prior to undertaking the 'drop in'

They will usually last around 10-20 minutes and may involve the observer talking to the leaders of learning, viewing assessment platform, observing interactions & monitoring levels of engagement.

The frequency will depend on the individual teacher and time.

Generally, verbal feedback will be given on or the following day.

Drop in observations can be undertaken by staff peer as 'peer visits' this observation is part of staff professional development and supports the school development plan.

2.4iii 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, NQTs 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.

Teachers will not receive more than 3 formal observations over the year.

Generally, verbal feedback will be given on or the following day.

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

2.4iv 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 The teacher is subject to formal capability proceedings

The above protocols will still apply to these additional observations.

2.5 Annual assessment

Performance will be reviewed and addressed on a regular basis throughout the year in educational supervision.

The appraisal meeting is the end point of the annual appraisal process and will take place in the autumn 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

2.6 Conducting annual appraisal meetings

The Director of Education meeting will be conducted by the CEO and chair governing board.

To support the Director of Education appraisal, the governors will appoint an external adviser with relevant skills and experience. The adviser may be from the local authority, Surrey, a neighboring local authority, an external consultant or school improvement partner.

The Head of School meeting will be conducted by the CEO and the Director of Education.

There must also be three non-staff governors, including either the chair or vice-chair, who are not involved in the appraisal whatsoever, to enable them to sit on an appeals panel if necessary.

The Director of Education will decide who will appraise teachers. This will normally be the teacher's line manager which is Head of School or with good reason the Deputy head Teacher.

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.

2.7 Appraisal report

A written report for teacher appraisal will include:

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

At the review meeting teachers have the opportunity to discuss the contents of their report.

Teachers will sign the appraisal report to say they agree with its content.

Teachers can appeal to the Director of Education and the Director of Education can appeal to the Education Governance Committee, if they disagree with the contents of the report and the pay recommendation it makes.

A template appraisal report can be found in appendix 3.

2.8 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 whose difficulties are linked to a long-term health condition may be referred to the occupational health service. Teachers new to the school may be given a mentor and increased educational supervision.

The concerns may be of a nature that would usually involve beginning the capability procedure. In these cases, refer to policy HR118 Performance Improvement Policy & Procedures 2019

2.9 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 anonymized when information is reported to the Education governance committee

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

2.10 Monitoring arrangements

The education governance will monitor and review the effectiveness of the appraisal arrangements.

The school management leaders will monitor objectives and assessments to ensure consistency.

This policy will be reviewed every two years.

The education governance committee will be responsible for approving this policy.

Document Change Control

Versi on	Status	Description (of changes)	Reviewed by	Reviewed/ Issued Date
0.1	Draft			
0.2	Draft			
0.3	Draft			
1.0	Final			

Appendix 1 – Stakeholder Engagement Checklist

Review and complete the following checklist to indicate which stakeholders were consulted in the development of this policy.

#	Question	Yes/ No	Stakeholder(s) to be consulted
1	Is there a statutory requirement to have in place this particular policy/ does the policy need to comply with detailed legislation?	Y	People Team
2	Is implementation of the policy (or any element of it) dependent on the use of new or existing information technology?	N	
3	Does implementation of the policy (or any element of it) place any demands on/ or affect the activities of the Estates and Facilities teams (e.g. does it impact the provision or maintenance of premises, equipment, vehicles or other TCT assets)?	N	
4	Does implementation of the policy or any element of it involve/ impact the processing of personal data?	Y	Data Protection Officer
5	Does implementation of the policy require significant unbudgeted operational or capital expenditure?	Y	Finance Director – PDR objectives may request training
6	Does implementation of the policy (or any element of it) directly or indirectly impact on the delivery of services / activities in other areas of the organisation? E.g. a policy written by a clinical lead in CF&S might impact on the delivery of care for CYP attending the School.	Y	Relevant school management team
7	Is there a need to consider Health and Safety or potential environmental impacts in developing and implementing the policy?	N	
8	Have you consulted with a representative of those who will be directly impacted by the policy?	Y	Teachers
9	Is there a need to consider Equity, Diversity and Inclusion in developing and implementing the policy?	Y	EDI Lead
10	Is there a need to consider sustainability and potential environmental impacts in developing and implementing the policy?	N	Lead for Responsible Organisation
11	Please detail any other stakeholder groups consulted, if applicable.		

Appendix 2 – Appraisal Timeline

DATE	ACTION
March	Appraisal meeting held to review the previous appraisal period
1 st April	Appraisal cycle begins
March	Discuss and set objectives, inform teachers of the standards their performance will be assessed against
1 st April	Appraisal process is completed for teachers, deadline for appraisal reports to be sent
March	Appraisal process is completed for the headteacher, deadline for appraisal report to be sent
Termly throughout the year	Meetings held to review progress
Throughout the year	Formal and drop-in observations and monitoring take place, constructive feedback is provided. Educational supervision – one per quarter

Appendix 3 – Appraisal Report Template

ANNUAL PERFORMANCE DEVELOPMENT REVIEW

CHECKLIST FOR Teachers

Name of Appraisee:

Teacher view documents/guidance/policy

- DfE School Teachers' Pay and Condition Document (STPCD) & guidance on school teachers' pay and conditions
- Teacher Appraisal Policy
- Directive Teaching Time timetable
- Staff guidance on PDR paperwork (located loop)

Alongside this PDR, please do also ensure the following annual checks are undertaken.

Teacher has read/signed the school Code of Conduct

Teacher has read/signed the KSIE relevant parts and completed safeguarding bitesize/supervision

Teacher has objectives linked to school improvement / SDP

Teacher has the details/action plan of objectives for the appraisal period – evidence to show whether or not they were met

Evidence of teacher performance against their objectives and the relevant teacher standards

Evidence of teacher training and development needs

Evidence of observation of practice with feedback

Annual individual manual handling risk assessment reviewed and updated

Next of Kin information confirmed and correct

ANNUAL PERFORMANCE DEVELOPMENT REVIEW

Name of Appraisee:	Reviewer's Name:	
Role/ Dept.:	Review Period (from last PDR/ Start date):	
	From: DD / MM / YYYY To: DD / MM / YYYY	
Progress against previous objectives (please use the R/G indicators to highlight if objectives are: Achieved / In Progress / Not Achieved)		
Objective	R/G Indicator	Progress/ Update
Teacher Standard:		
Teacher Standard:		
Teacher Standard:		
Teacher Standard:		

Setting Future Objectives:	They should be SMART (Specific, Measurable, Agreed, Realistic & Time bound), relevant to both personal development and the organisation's strategic objectives. Add extra lines as required if more than one objective set for each strategy area. See Managers' guidance for more information.		
Job Description Review:	Please ensure that the appraisee's job description is reviewed as part of the PDR discussion, and that any areas of focus are included in the objectives set for the next period		
Area of Strategy	Objectives	Timeframe	How success/ progress will be measured
Aim 1: Build on our specialist knowledge to grow our services, and help more children and young people	Teacher Standard:		
Aim 2: Support every child in the UK with an acquired brain injury.	Teacher Standard:		
Aim 3: Improve outcomes for children and young people through integration of our specialist skills and approaches.	Teacher Standard:		
Aim 4: Our way of working - Building Excellence <ul style="list-style-type: none"> • People & Culture • A responsible Organisation • Adding value to the Community • Developing our systems and processes 	Teacher Standard:		
How we work: please identify at least two Core Value related objective. Success and good performance isn't simply about achieving the objectives, it also relates to how we behave at work and demonstrate our commitment to the organisation's Core Values.			
Core Value	Timeframe	How success/ progress will be measured	

Mandatory Training Compliance:	Delete as applicable	
I confirm that all mandatory and other required training is up to date	YES	NO N/A
NURSE REVALIDATION (if relevant)	I confirm that the appraisee has all the necessary paperwork and guidance to prepare for their revalidation, due _____ (add date). Guidance and templates can be found on the Loop.	
I confirm that, as set out in CQC Outcome 14 and National Minimum Standards for Children's Homes, the team member has regularly access to supervision, support and advice from an appropriately qualified and experienced colleague, which is monitored and reviewed.	YES	NO N/A
Clinical Supervision (Where applicable):	I confirm that the team member has been asked if there have been any significant changes to their circumstances that may contravene our adherence to the safer recruitment policy, i.e. any change in DBS status. (If there are significant changes, please contact your HR Business Partner for guidance on completion a risk assessment)	
I confirm that, as set out in CQC Outcome 14 and National Minimum Standards for Children's Homes, the team member has regularly access to supervision, support and advice from an appropriately qualified and experienced colleague, which is monitored and reviewed.	YES	NO N/A
THE APPRAISEE'S SUMMARY VIEW AND FEEDBACK: This section is for the appraisee to share feedback and summary of their performance. Add here any feedback from colleagues. Feedback should relate to your performance, what colleagues value about the work you do and how your behaviour relates to the Core Values.		
Signed:	Date:	
APPRAISER'S SUMMARY VIEW AND FEEDBACK: This section is for the appraiser to share their feedback and summary observation of the staff member's performance. Also add here any feedback received from colleagues. Feedback should relate to their performance, what colleagues value about the work they do and how their behaviour relates to the Core Values.		
Signed:	Date:	

Once completed and signed, please ensure that all relevant parties receive a final copy for their own records.

Additionally, please ensure that the final version is scanned and emailed to the Learning & Development Team: training@thechildrenstrust.org.uk