



King's Group Academies

Appraisal Policy for Teaching Staff

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Document summary

This policy sets out the framework for a clear and consistent assessment of the overall performance of teachers, including Principals, 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.

This policy sits alongside other policies, including the school pay policy, School Capability Procedure and Appendix 1 and 2 of this Policy.

1. Introduction – Application of the Policy

- This policy applies to the Principal and to all teachers employed by the Academy, except those on contracts of less than one term, those following the Early Careers framework and those who are subject to the Capability Procedure.
- This policy also applies to Unqualified teachers
- All staff are entitled to an induction programme and that is detailed in appendix 3.

A separate Appraisal Procedure for support staff has been developed.

2. Appraisal

Appraisal in this academy 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.

3. The Appraisal Period

- The appraisal period will run for twelve months from November 1 to October 31 annually.
- 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.
- For the purposes of threshold and post threshold pay progression reference should be made to the school pay policy

4. Appointing Appraisers

- The Principal will be appraised by a panel consisting of the CEO of King's Group Academies, a secondary advisor from KGA, and the Chair of Governors from the school.
- The Principal will decide who will appraise other teachers.

5. Setting Objectives

- The Principal's objectives will be set by the appraising panel.
- 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 (SMART) and will be appropriate to the teacher's role and level of experience.

In setting objectives, the appraiser will consider what can reasonably be expected in the context of roles, responsibilities and experience and consistent with the academy's strategy for achieving a work/life balance for all staff. The appraiser will take into account the effects of an individual's disability when setting objectives. 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. Staff and appraisers will be supported in the setting of objectives and guidance material will be provided.

- The objectives set for each teacher will, if achieved, contribute to the academy's plans for improving the academy's educational provision and performance and improving educational outcomes for students. This will be achieved by ensuring coherence between academy priorities, departmental targets and individual teacher objectives. Therefore, objectives set for staff may be directed by the academy when appropriate. The Principal will quality assure the objectives against academy priorities. If a teacher's line manager is not his/her appraiser, the line manager will have access to the teacher's objectives.
- Before, or as soon as practicable after, the start of each appraisal period, each teacher's performance, including those holding QLTS, will be assessed against the KGA Trust Teacher Standards

6. Reviewing Performance: Developmental Drop Ins

- This academy believes that observation of classroom practice through developmental drop ins 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. Developmental drop ins will be carried out in a supportive fashion and reviewed against our Principles of Teaching. Staff will be notified of the two week period for developmental drop ins and the year group or class focus. Learning walks may also be completed in addition to developmental drop ins.

The protocol for developmental drop ins can be found in Appendix 2. In this regard, teachers' performance will be regularly observed through developmental drop ins and

learning walks but the amount and type of classroom observation will depend on the individual circumstances of the teacher and the overall needs of the academy.

- In addition to developmental drop ins, the Principal or other leaders with responsibility for teaching standards may complete a learning walk in order to evaluate the standards of teaching and to check that high standards of professional performance are established and maintained. The length and frequency of learning walks will vary depending on specific circumstances.
- Teachers (including the Principal), who have responsibilities outside the classroom, should also expect to have their performance of those responsibilities to be observed and assessed.

7. Development and Support

- Appraisal is a supportive process which will be used to inform continuing professional learning and sharing good practice. The academy 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.

8. Feedback

- Teachers will receive constructive feedback on their performance throughout the year and as soon as practicable after an observation has taken place or other evidence has come to light. Feedback will acknowledge good and outstanding performance and highlight particular areas of strength as well as any areas that need attention.
- If at any point during the usual appraisal cycle concerns arise about any aspect of a teacher's performance, the appraiser will invite the teacher in writing to meet with 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 (it may be appropriate to revise objectives, and it will be necessary to allow sufficient time for improvement, which will not usually be less than 6 weeks, although this period may be shorter if there are serious concerns;
 - explain the implications and process if no, or insufficient, improvement is made.
- A written summary of the meeting will be uploaded onto Bluesky following the meeting covering all the above points.
- The academy should contact KGA HR provider for advice when a teacher's performance is of cause for concern. Where concern is being raised in relation to a staff member who is a trade union representative, it is advisable to consult with KGA HR provider to raise the matter with a senior trade union representative or full-time official.
- 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.

9. Transition to the capability procedure

- If the appraiser is not satisfied with the progress in the focused support period agreed, 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. The teacher will then

be invited to a formal capability meeting.

10. Annual Assessment

- Each teacher's performance will be formally assessed in respect of each appraisal period.
- This assessment is the end point to the annual appraisal process, but performance and development priorities will be reviewed formally mid-year and addressed on a regular basis throughout the year in 121 meetings.
- The teacher will complete their own performance review as soon as practicable following the end of each appraisal period. The appraiser will add their comments to the teacher's appraisal report. In this school, the final written appraisal will be completed and submitted to the Principal by October 10th each year. In the case of the headteacher, the report will be completed by 31st December. The appraisal report will include:
 - details of the teacher's objectives for the appraisal period in question;
 - an assessment of the teacher's performance using the National Teacher Standards.
 - an assessment of the teacher's professional development needs and identification of any action that should be taken to address them;
 - a recommendation on pay where that is relevant
 - objectives for the following year, including objectives on student progress and improving teaching.
- As outlined in the school pay policy for teachers, decisions regarding pay increases will be made with reference to the appraisal report and the pay recommendations it contains. Members of teaching staff will be informed of any changes by 31st October which will be dated back to September 1st in line with the school pay policy.
- Employees have a right to appeal against pay progression decisions as set out in the school policy for Teachers
- Appraisal statements will be stored electronically on BlueSky. Access to the appraisal statement will be limited to the appraisee, appraiser, Line Manager and Principal.
- Details on staff Continued Professional Learning (CPL) needs will also be available to members of the Strategic Leadership Team with responsibility for staff development.

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

11. Management of policy

The King's Group Academies Trustees has overall responsibility for the maintenance and operation of this policy. They will maintain a record of concerns raised and the outcomes. King's Group Academies policies will be reviewed regularly and will include an evaluation for impact on workload and working hours.

Appendix 1: Joint Statement of Principles on Teacher Appraisal and Capability

- This statement is produced by the ASCL, ATL, NAHT and NEU
- Appraisal is a thorough yet supportive and developmental process which assists teachers in improving their performance by concentrating on key objectives and must include open and honest discussions between the appraiser and the appraisee;
- The above unions believe that schools should have separate appraisal and capability policies in order to facilitate the discussions needed to ensure the effectiveness of the appraisal process in managing performance. Capability procedures would not normally commence until it is clear that it is necessary, following on from the appraisal process;
- Objectives should be set following consultation with teachers and should be clearly defined, with appraisers and appraisees clear what success will look like and how progress will be measured;
- Observation for appraisal should be planned, with sufficient notice given and a clear focus linked to agreed objectives;
- Feedback should be given swiftly after any observation;
- Observation should be kept to the minimum needed to determine that objectives are met and in accordance with local agreements;
- Implication of insufficient progress should be clearly explained to the teacher;
- Where concerns are raised the teacher will receive appropriate support as part of the appraisal process. The support to be offered will be agreed in advance and may include classroom observation alongside other support for example additional training and visits to other classes. The length of any period of support will be subject to locally agreed protocols;
- If after the period of support sufficient progress has not been made, then the school may consider moving to capability. A clear distinction must be made when the teacher moves from the supportive appraisal process to capability;
- The DfE capability model should not be used for capability concerns arising as a result of ill-health (schools must have a separate policy for this);
- Care will be taken to ensure that appraisal and capability procedures are used in such a way as to avoid discrimination, with monitoring for equality purposes.

Appendix 2: Classroom Observation Protocol

- 1.1 King's Group Academies is committed to ensuring that classroom observation through the form of developmental drop ins is developmental and supportive and that those involved in the process will:
 - give clear feedback to the teacher about the strengths and areas for development linked to the school's Principles of Teaching and Routines and Expectations;
 - 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 (it may be appropriate to revise objectives, and it will be necessary to allow sufficient time for improvement, although the actual time will depend on the individual circumstances. The amount of time is up to the Academy but should reflect the seriousness of the concerns) explain the implications and process if no, or insufficient, improvement is made.
- 1.2 Although the national limit of 3 hours of classroom observation during an annual performance review cycle has been removed from 1 September 2012, King's Group Academies is committed to ensuring that the amount of observation through the form of developmental drop ins (and time between observations irrespective of their purpose) for each teacher should be appropriate and reasonable.
- 1.3 In accordance with these principles, the arrangements for developmental drop ins and/or task observation will be agreed, where possible, in advance with the Head of Faculty, Line Manager or Principal.
- 1.4 Where concerns emerge about a teacher's performance during the annual cycle, additional classroom developmental drop ins may be arranged.
- 1.5 Classroom observations of teachers will only be undertaken by persons with QTS who have had adequate preparation and the appropriate professional skills to undertake developmental drop ins and to provide constructive oral and written feedback and support.
- 1.6 Oral feedback will be given as soon as possible after the developmental drop in. It will be given during directed time in a suitable, private environment.
- 1.7 Lesson feedback will normally be provided within five working days of the observation. A written copy of the developmental drop in will be recorded on BlueSky.
- 1.8 The written record of feedback also includes the date on which the observation took place, the lesson observed and the length of the observation. The teacher has the right to add their own reflection and comments on the observation which is saved on BlueSky.

2. For ongoing monitoring purposes

- 2.1 The Principal has a duty to evaluate the standards of teaching and learning and to ensure that proper standards of professional performance are established and maintained throughout the school. The Principal and senior managers will exercise their right to visit lessons to inform their monitoring of the quality of learning throughout the academy. Learning walks and other short visits may take place in order to share good practice as well as collect evidence about teaching and learning, evidence of progress and areas for school staff development.
- 2.2 While information gathered during the appraisal process may be used as appropriate for a variety of purposes including informing school self-evaluation and school improvement strategies, the Principal may determine that it is necessary to collect such evidence as their professional judgment dictates and this may include additional classroom observations.
- 2.3 Monitoring may take a form that is not accurately described as lesson observation, which is usually of teaching and learning. Instead for example, it may have a focus on the standards of attainment by the children, the impact of programmes of study on learning or student behaviour. The monitoring might, for example, involve work scrutiny, analysis of assessment results or an examination of lesson planning records. It may also be 'light touch' and relatively informal.
- 2.4 Reasonable notice will be given of additional drop ins or learning walks but depending on the particular circumstances, it may not be practicable to provide advance notice of the monitoring activities that are carried out for purposes other than appraisal.
- 2.5 The number and duration of monitoring activities will be for the Principal to determine as appropriate. Teachers should raise the matter with the Principal or their line manager if they feel that the number/length of observations are excessive.

Appendix 3: Staff Induction

Induction is the process which enables all new staff to become fully effective members of the Academy organisation as quickly and efficiently as possible. To ensure this, every new member of staff needs a structured programme to acquire knowledge of the Academy's routines and procedures and to identify future areas for professional development. For some staff, such as **Newly Qualified Teachers**, there are also some legal requirements to be met in this induction period. This process is detailed separately.

Key Staff Responsible for the Programme:

- Induction co-coordinator/Senior member of staff i/c Induction
- Subject/skills area leaders

Structure of Induction

- All new staff will be invited to an Induction Day prior to taking up their appointment.
- A job description will be issued and agreed by both parties prior to taking up appointment.
- An Induction Booklet will be issued prior to taking up appointment.
- There will be calendared meetings for all new staff, which in the case of ECTs will run throughout the academic year.
- There will be termly review sessions for ECTs and all other staff will follow the Academy's Performance Management cycle.
- All new staff will be allocated a 'buddy' mentor for the initial period.
- ECTs and staff on GTP and or similar will have a subject tutor.
- A programme of induction training sessions will run for all new staff. For experienced staff the initial programme will cover specific information about policies and procedures within the Collegiate Academy and will last for a few weeks. This programme will then continue with ECT staff and others subject to professional action plans and deal with professional development issues.

The following people and procedures will provide information as follows:

- **The immediate line manager** i.e. Head of Department: timetables, schemes of work, textbooks, class lists, departmental policies and assessment, teaching duties, homework and curriculum policies, reprographics, library facilities, supplies and requisitions.
- **SLT** i.e. behaviour management systems/rewards and sanctions, extra-curricular activities, daily procedures such as registration etc.
- **Academy Business Manager** i.e. conditions of employment, pay, absence etc.
- **The Induction Programme** i.e. the systems of the Academy and how they operate (until half term).
- **The Induction booklet:** school maps, location of personal facilities, dress code, Health and Safety, First Aid, Fire regulations, Staff lists with responsibilities, Reporting absence and accidents, communications systems.

The 'Buddy' Mentor

All new staff will be allocated a 'buddy' who will usually be someone at a similar position in the organisation. This person can act as an informal guide to the Academy and will have knowledge about the students, the area and what works and what doesn't. The 'buddy' mentor may also be able to help with the more personal questions about refreshments, colleagues and where to go for particular assistance. This arrangement can last as long as the participants feel there is a need.