



MIDDLESEX
LEARNING
PARTNERSHIP

TEACHERS' PERFORMANCE APPRAISAL POLICY

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Contents

1.	Introduction	3
2.	Purpose	3
3.	Appraisal	3
3.1	The Appraisal Period	4
3.2	Appointing Appraisers	4
3.3	Setting Objectives	4
3.4	Reviewing Performance	4
3.4.1	Observation	4
3.4.2	Development and Support	5
3.4.3	Feedback and Concerns during Appraisal Period	5
3.4.4	Transition to Capability	5
3.4.5	Reverting to the Appraisal Process from Capability	5
4.	Annual Assessment	6
5.	General Principles Underlying This Policy	6
5.1	Confidentiality.....	6
5.2	Consistency of Treatment and Fairness.....	6
5.3	Definitions	6
5.4	Delegation	6
5.5	Monitoring and Evaluation	6
5.6	Retention	6

1. Introduction

Revised appraisal arrangements for Performance Appraisal came into force with effect from 1 September 2012. They are set out in the Education (School Teachers' Appraisal) (England) Regulations 2012 (The Appraisal Regulations) which replace the Education (School Teacher Performance Management) (England) Regulations 2006 (The 2006 Regulations).

The Appraisal Regulations set out the principles that apply to teachers where they are employed for one term or more. They do not apply to Newly Qualified Teachers (NQT) who are in their induction year or any other teacher who is undertaking a programme leading towards Qualified Teacher Status (QTS) to include Teach First, Researchers in Schools and Schools Direct participants.

When implementing the Performance Appraisal Procedure, it is necessary to stay within the legal framework set out in the Appraisal Regulations and in other relevant legislation that affects all employees (for example legislation on equality, employment protection and data protection).

Where there are concerns relating to performance that the Performance Appraisal has been unable to address the Trust Capability Procedure will be applied.

This document is supported by a handbook providing detailed guidance on the key aspects of Performance Appraisal.

2. Purpose

The purpose of Performance Appraisal is to develop all staff; to improve teaching; to raise standards of achievement for all students; to develop a high level of expertise and progression of staff in their chosen career plan and to provide appropriate and effective personal training and development. The Trust wishes to uphold and to improve performance appraisal by developing the effectiveness of teachers, both as individuals and as a team.

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 Trust plan for improving educational provision and performance and the expected standard of teachers.

It also sets out the arrangements that will apply when teachers fall below the level of competence that are expected of them.

3. Appraisal

Appraisal should 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 should help to ensure that teachers are able to continue to improve their professional practice and to develop as teachers.

3.1 The Appraisal Period

The Appraisal Period will run for twelve months from 1 September to 31 August. There is flexibility to have a longer or shorter appraisal period when teachers begin or end employment within the Trust.

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.

3.2 Appointing Appraisers

The Head of School/Executive Head Teacher will be appraised by the Governing Body / Board of Directors, supported by a suitably skilled and/or experienced external adviser who has been appointed by the Governing Body for that purpose. The Governors / Directors should not be members of Staff and ideally not Parents of students in the school.

The task of appraising the Head of School, including the setting of objectives, should be delegated to a sub-group consisting of a minimum of two members of the Governing Body.

The Head of School will decide who will appraise other teachers.

3.3 Setting Objectives

The Head of School's/Executive Head Teacher's objectives will be set by the Governing Body/Board of Directors after consultation with the external adviser.

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, Achievement, Realistic and Time bound and will be appropriate to the teacher's role, job description and level of expertise. The appraiser and teacher will seek to agree the objectives but, if that is not possible, objectives may be revised if circumstances change.

The objectives set for each teacher will, if achieved, contribute to the Trust plans for improving the educational provision and performance and improving the education of students within the Trust. This will be ensured by for example, quality assuring all objectives against the School Improvement Plan.

Each teacher will be informed of the standards against which the teacher's performance in that appraisal period will be assessed. All teachers' assessment will relate to the September 2012 Teacher Standards.

3.4 Reviewing Performance

3.4.1 Observation

This Trust believes that observation of classroom practice 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 Trust improvement more generally. All observations should be conducted 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 Trust. Classroom observation will be conducted by teachers with QTS, who have the skills to undertake observations and to provide constructive feedback. In addition to formal observation and in line with established protocols, the Head of School 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. The length and frequency of 'drop in' observations will vary depending on specific circumstances.

Teachers, including the Head of School, who have responsibilities outside the classroom, should also expect to have their performance of those responsibilities observed and assessed.

3.4.2 Development and Support

Appraisal is a supportive process which should be used to inform continuing professional development. The Trust encourages 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.

3.4.3 Feedback and Concerns during Appraisal Period

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 need attention. Where there are concerns about any aspect of the teacher's performance, the appraiser should 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 (for example 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 modify support, and it will be necessary to allow sufficient time for improvement. The amount of time should reflect the seriousness of the concerns and should be no more than 30 working days)
- Explain the implications and process if no or 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.

3.4.4 Transition to Capability

If the appraiser is not satisfied with progress, the teacher will be notified in writing that the appraisal system will no longer apply and that their performance will be managed under the Trust Capability Procedure.

3.4.5 Reverting to the Appraisal Process from Capability

The Capability Procedure will end if the Head of School is satisfied that the employee is at the desired standard of performance and the appraisal process will recommence. Warnings within the Capability Procedure are time limited, for example 12 months for a written warning and two years for a final written warning. Where a warning has been issued and there are further concerns around the employee's performance within the period of warning, the feedback stage of the Performance Appraisal Procedure must be followed before reverting to the Capability Procedure. Where this is the case, it is expected that the next stage of the Capability Procedure will apply.

4. Annual Assessment

Each teacher's performance will be formally assessed in respect of each appraisal period. In assessing the performance of the Head of School, the Governing Body / Board of Directors must consult the external adviser.

This assessment is the end point to the annual appraisal process, but performance and development priorities will be reviewed and addressed on a regular basis throughout the year during interim meetings and in particular the mid-year Appraisal process.

The teacher will have access to their Review statement. They will have the opportunity to make their own comment on this statement. For Teachers this should be completed by 31 October and for Head of Schools / Executive Head Teachers, by 31 December. The Review statement 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 training and development needs and identification of any action that should be taken to address them
- An initial recommendation on pay which will go to the Head of School
- Any other information considered relevant

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

5. General Principles Underlying This Policy

5.1 Confidentiality

The appraisal process will be treated with confidentiality. However, the desire for confidentiality does not override the need for the Head of School and Governing Body to quality assure the operation and effectiveness of the appraisal system. For example, the Head of School might review all teachers' objectives and appraisal records personally, in order to check consistency of approach and expectation between different appraisers, or delegate this to appropriate members of the Leadership Group. The Head of School will be aware of all initial pay recommendations.

5.2 Consistency of Treatment and Fairness

The Trust is committed to ensuring consistency of treatment and fairness and will abide by all relevant quality legislation.

5.3 Definitions

Unless indicated otherwise, all references to 'teacher' include the Head of School.

5.4 Delegation

Normal rules apply in respect of the delegation of functions by Governing Bodies and Head of School.

5.5 Monitoring and Evaluation

The Governing Body and Head of School will monitor the operation and effectiveness of the Trust Appraisal arrangements.

5.6 Retention

The Governing Body and Head of School should ensure that all written appraisal records are retained, in a secure place for six years and then destroyed.