



St Joseph's Appraisal Policy

Our Mission

Jesus Christ is our family role model

Opening our hearts and minds to dream the impossible and achieve
beyond our wildest imagination.

Everybody is valued, nurtured and respected.

Young and old will journey together to build God's Kingdom.

Striving for academic excellence and celebrating success in all we do.

Approved by Governors on 17th October 2018

Version Control

Current version	Previous version	Summary of changes made
1 Sept 18	1 Sept 17	New Mission Statement, Objective 3 aligned with directed use of P6 curriculum activities. Taken out formal 'lesson observation' and replaced with developmental visits.
01 Sep17	01 Sep 16	Updated with reference to the new documentation and mid-year review procedure.
01 Sep 16	01 Sep 15	Updated in line with School Teachers' Pay and Conditions Document 2016. Example career stage expectations appendix included.
01 Sep 15	01 Sep 14	Updated in line with School Teachers' Pay and Conditions Document 2015. Links to legislation and policies updated. Formatting of paragraphs, headings and appendices standardised.

Policy Impact Statement	
This Policy has been implemented:	
Fully	✓
Partially	
Occasionally	
Not at all (give reasons why)	
What revisions need to be made:	
To the Policy?	As above
To its implementation?	None

Purpose

This policy sets out the framework for a clear and consistent assessment of the overall performance of teachers, including the head teacher, 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. It aims to support the implementation of the revised appraisal / performance management arrangements set out in The Education (School Teachers' Appraisal) (England) Regulations 2012.

Rationale

The document "*Christ at the Centre*" describes teaching, as a 'work of love' which requires a radical commitment and service from all teachers, whatever their faith and whatever point they have reached on their spiritual journey:

"The Church looks upon you as co-workers with an important measure of shared responsibility ...To you it is given to create the future and give it direction by offering to your students a set of values with which to assess their newly discovered knowledge...The changing times demand that educators be open to new cultural influences and interpret them for young pupils on the light of Christian faith. You are called to bring professional competence and a high standard of excellence to your teaching ...But your responsibilities make demands on you that go far beyond the need for professional skills and competence...Through you, as through a clear window on a sunny day, students must come to see and know the richness and joy of a life lived in accordance with Christ's teaching, in response to his challenging demands. To teach means not only to impart what we know, but also to reveal who we are by living what we believe. It is this latter lesson which tends to last the longest."

This school recognises the challenge for all teachers in carrying out their 'work of love' and is committed to nurturing them throughout their professional careers in accordance with:

The Mission Statement of St. Joseph's:

Jesus Christ is our family role model

Opening our hearts and minds to dream the impossible and achieve beyond our wildest imagination.

Everybody is valued, nurtured and respected.

Young and old will journey together to build God's Kingdom.

Striving for academic excellence and celebrating success in all we do.

Appraisal in this school 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 within the context of the school's ethos. It will help to ensure that teachers are able to continue to improve their professional practice and to develop as teachers.

Arrangements for appraisal should ensure that teachers can be secure in the knowledge that their progress and commitment are acknowledged. Appraisal is a time to celebrate achievement wherever possible, as well as for discerning where there is scope for development. Challenge is at the heart of the Gospels. Christ challenged all whom he encountered, each according to their needs and readiness.

The Governing Body is committed to ensuring consistency of treatment and fairness in the operation of appraisal as a Catholic school and our belief in the dignity of the individual. The performance framework offers opportunities to ensure justice for teachers and pupils alike. It has the potential for the expression of Christian qualities, such as honesty, self-knowledge, respect for others and their gifts, recognition of the needs and achievements of others, challenge of self and others, personal growth and openness.

1 Introduction

- 1.1 This model teachers' appraisal and performance management policy has been prepared by the Department for Education ('DfE'), and has been amended for Bolton Schools. It is recommended for schools to use to support the implementation of the Appraisal and Performance Management arrangements as set out in The Education (School Teachers' Appraisal) (England) Regulations 2012 and replace the Education (School Teacher Performance Management) (England) Regulations 2006.
- 1.2 At a local level this model policy has been consulted upon with members of the Teachers Associations and any deviation to the model policy must be negotiated directly with the Teacher Association representatives and teachers employed within the school.
- 1.3 Revised appraisal arrangements came into force with effect from 1 September 2012 as set out in The Education (School Teachers' Appraisal) (England) Regulations 2012.
- 1.4 The appraisal process will be used to determine pay progression for all staff employed on School Teachers Pay and Conditions 2018 ('STPCD'). As such, this policy should be read in conjunction with the Pay Policy.
- 1.5 Importantly, teachers' performance will be assessed against the relevant standards (as well as against their objectives and against their role in the school) and as such the revised Teachers' Standards which were introduced from 1 September 2012 should be read in conjunction with this policy. The latest Teachers' Standards regulations are available from <https://www.gov.uk/government/publications/teachers-standards>.
- 1.6 By statute, all schools must have both an agreed appraisal policy for teachers (including head teachers) and a policy, covering all staff, which deals with lack of capability. Capability issues within this school are managed in accordance with the agreed Managing Teachers' Capability Policy.
- 1.7 This model teacher's Appraisal, Performance Management Policy is designed to provide a supportive and developmental framework and process to ensure that all teachers have the skills and support they need to carry out their role effectively.
- 1.8 The Education (School Teachers' Appraisal) (England) Regulations 2012 require that the Governing Body shall ensure the performance of teachers and the head teacher is managed and reviewed, in accordance with the regulations and the school's performance management policy. Before establishing or revising the policy, the Governing Body shall seek to agree the policy with the recognised trade unions and teacher associations, and ensuring any subsequent changes from this model policy are communicated to all teachers.
- 1.9 Within this model policy;
 - Green text indicates statutory requirements within The Education (School Teachers' Appraisal) (England) Regulations 2012 or The School Staffing (England) Regulations 2009.
 - Purple text details school flexibilities which must be assessed and completed on a school by school basis.

Model policy for appraising teacher performance and making pay decisions

- 1.10 The Governing Body of St Joseph's RCHS ('the school') adopted this policy on 4th October 2018. It will review it annually at the Autumn Term Meeting.

Purpose

- 1.11 This policy sets out the framework for a clear and consistent assessment of the overall performance of teachers, including the head teacher, 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.
- 1.12 The appraisal process cycle will be used as part of the criteria to determine pay and pay progression. Within this school all pay decisions will be made by;
 - The Pay Committee
- 1.13 Further information regarding pay and conditions can be found in the Pay Policy.

Application of the policy

- 1.14 This policy covers appraisal, and applies to the head teacher and to all teachers employed by the school or local authority, except those on contracts of less than one term and those undergoing induction (i.e. NQTs.) Furthermore, teachers and head teachers who are currently subject to formal capability procedures are not covered within the scope of this policy.

2 The appraisal procedure

- 2.1 Appraisal in this school will be a supportive and developmental process designed to ensure that all teachers have the necessary skills and support they need to carry out their role effectively and one which contributes to the effective management of individuals and teams in order to achieve high levels of performance within this school.
- 2.2 Therefore this school has developed an Appraisal and Performance Management process in order to establish a shared understanding about what is to be achieved and an approach to leading and developing people which will ensure that it is achieved. Furthermore, it will help to ensure that teachers are able to continue to improve their professional practice and to develop as teachers.
- 2.3 As such, Performance Management is seen as a continuous cycle and all employees will be monitored, assessed and provided with feedback on their performance on a continual basis.

3 The appraisal period

- 3.1 The appraisal period will run for 12 months from 1 September to 31 August each year
- 3.2 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 appropriate appraisal objectives will be set to reflect this period.
- 3.3 Where a Teacher starts their employment at the school part-way through a cycle, the head teacher shall determine the length of the first cycle for that Teacher, with a view to bringing the cycle into line with the cycle for other teachers at the school as soon as possible.
- 3.4 Where a teacher transfers to a new post within the school part-way through a cycle, the head teacher shall determine whether the cycle shall begin again.

4 Appointing appraisers

- 4.1 The head teacher will be appraised by a subcommittee of the Governing Body, supported by a suitably skilled and experienced external adviser who has been appointed by the Governing Body for that purpose. Prior to the appointment of the external adviser, the subcommittee of the Governing Body and head teacher should meet to discuss the suitability, skills and expertise of the external adviser who is to be appointed.
- 4.2 In this school the task of appraising the head teacher, including the setting of objectives, will be delegated to a sub-group consisting of three members of the Governing Body.
- 4.3 The Head Teacher will decide who will appraise other teachers.
- 4.4 Where a Teacher or Head Teacher is of the opinion that the appraiser appointed under this regulation is unsuitable for professional reasons, they may submit a written request to the Head Teacher or Governing Body for the appraiser to be replaced, stating those reasons. The final decision regarding this matter will rest with the Head Teacher or Governing Body, and there is no further right of appeal.

5 Setting objectives

- 5.1 The Head Teacher's objectives will be set by the Governing Body after consultation with the external adviser.
- 5.2 Objectives for each teacher will be set before or as soon as practicable after, the start of each appraisal period, but no later than 31 October each year for teachers, and 31 December each year for Head Teachers. 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.

- 5.3 The objectives will be set in line with whole school improvement needs. All teachers will be set three objectives. 1. Pupil progress, 2. Teaching and learning 3. Whole school improvement strand – e.g. boys, PP, problem solving, bucket list, intervention. A fourth objective may be chosen by those with leadership responsibilities or wishing to provide evidence of working at post threshold standards.
- 5.4 The appraiser and teacher will seek to agree the objectives but, if that is not possible, the appraiser will determine the objectives, and the teacher should record their comments in writing as an appendix to the appraisal statement. A copy of which should be forwarded to the head teacher who will then moderate the objectives set against those of similar banding or leadership positions within the school.
- 5.5 Objectives may be revised if circumstances change such as due to absence, or changes in professional circumstances. This is to support the teacher as the original objectives may be no longer appropriate or reasonably met.
- 5.6 The objectives set for each teacher will, if achieved, contribute to the school's plans for improving the school's educational provision and performance and improving the education of pupils at that school. This will be ensured by
- the Head Teacher agreeing 'core' objectives with the Governing Body;
 - quality assuring all objectives against the school improvement plan;
 - supporting individuals Continuing Professional development (CPD) linked to School Improvement Plan;
 - supporting on-going Pupil/Student Progress needs;
- 5.7 Before, or as soon as practicable after, the start of each appraisal period, each teacher will be informed of the Teachers' Standards against which that teacher's performance in that appraisal period will be assessed. The Head Teacher or Governing Body (as appropriate) will need to consider whether certain teachers should also be assessed against other sets of standards published by the Secretary of State that are relevant to them.
- 5.8 The Head Teacher will be responsible for ensuring that the appraisal process operates consistently and that objectives are focused on school priorities and where appropriate have taken account of the teachers own self-evaluation. All objectives will be referred to the Head Teacher prior to the commencement of the cycle of monitoring.
- 5.9 Where the Head Teacher has concerns about the relevance of the objectives set, these concerns will be discussed with the appraiser and the objectives may require amendment following discussion with the teacher.
- 5.10 Within this school normally three objectives will be agreed each cycle with the option of a fourth.
- 5.11 If during the appraisal cycle, teachers are found not to be meeting the standards at the appropriate level for their pay band they will be asked to meet formally with their appraiser to discuss the most appropriate methods of additional support that can be provided in order that the original performance objectives can be achieved.

6 Reviewing performance

- 6.1 Appraisal in this school is a supportive process which will be used to inform continuing professional development. The school 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 on-going professional development needs and priorities of individual teachers.

Methods of reviewing performance

- 6.2 Teacher appraisal and performance management is an ongoing process. The quality and impact of performance needs to be evidenced over time and not as a series of one-off activities.

- 6.3 Within this school we see appraisal and performance management as a shared responsibility and would expect all teachers to have a minimum level of evidence provided for them, as a result of the continual quality assurance processes within school. This should provide a range of evidence for a teacher to use as appraisal evidence, especially with regards to the 'student progress/outcomes' and 'teaching and learning' objectives. Individuals are expected to supplement this with additional evidence as relevant.

Teachers are asked as part of the appraisal cycle to undertake a self-review against the appropriate Career Stage Expectation within the Teacher Standards – the vast majority of strands can be evidenced by calendared 'SEQA' activities throughout the year such as lesson observations, work scrutiny, pupil voice activities.

Observation

- 6.4 This school 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 school improvement more generally. Observations may take the form of a book look, lesson visit or may use video technology (IRISconnect.) The school is committed to all observation(s) being carried out in a supportive developmental fashion.

A copy of the schools observation protocol is available within our School Teaching & Learning Policy.

- 6.5 In this school teachers' performance will be regularly observed according to the overall needs of both the teacher and the school. If issues emerged from an observation that were not part of the focus of the observation as recorded in the appraisal statement these should also be covered in the written feedback.
- 6.6 Classroom observation will be carried out by those with QTS and suitable experience as decided by the school.

Lesson visits

- 6.7 The majority of support and quality assurance will be carried out through lesson visits. These are developmental. Head Teachers or other leaders with responsibility for teaching standards may visit in order to support the teacher and evaluate the standards of teaching and to check that high standards of professional performance are established and maintained.
- 6.8 The purpose of such visits is primarily to support the teacher and to maintain the operating and learning standards of the school. The length and frequency of any "visit" will vary depending on specific circumstances but in normal circumstances would not normally exceed approximately 20 minutes.
- 6.9 Developmental notes will be written down, discussed and sent to the teacher but any significant concerns which are identified, will be discussed with the individual teacher and appraiser. Further reviewing may follow, such as a lesson observation or work scrutiny.
- 6.10 Teachers (including the Head Teacher) who have responsibilities outside the classroom should also expect to have their performance of those responsibilities observed and assessed.

Pupil Progress and Outcomes

- 6.11 Pupil progress and outcomes are a key factor within appraisal and an indicator of performance and 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.
- 6.12 Pupil progress and outcomes will be regularly monitored and assessed in accordance with Teachers' Standards and the School Teaching & Learning Policy.

Feedback

- 6.13 Teachers should systematically reflect on their impact on student progress, for example as part of the data collection cycle.

- 6.14 Teachers will receive constructive written feedback on their performance throughout the year and as soon as practicable after observation has taken place or other evidence has come to light e.g. pupil progress information. This will normally occur within 5 working days of the observation taking place, and no later than 10 days after the observation taking place.
- 6.15 Feedback will highlight particular areas of strength as well as any areas that need attention.
- 6.16 Within this school there will also be an interim review of progress against agreed appraisal objectives. This will be carried out through a face to face meeting between teacher and appraiser normally during the early spring term. (This will be recorded on the Appraisal Review and planning proforma).

Dealing with concerns

- 6.17 Appraisal within this school will be a supportive and developmental process and throughout the academic year teachers will be monitored and assessed and as such will be provided with feedback on their performance on a continual basis.
- 6.18 Where there are concerns about any aspects of the teacher's performance the appraiser must discuss this in the first instance with the designated Senior Manager (Deputy Head, SLT Line Manager) to ensure consistency.
- 6.19 They may agree that this is dealt with through discussion with the appraiser and teacher, or that there is a need to meet more formally. If the latter is the case the appraiser (and/or appropriate manager), will meet with the teacher to discuss the performance concerns. The purpose of the meeting is to;
- give clear feedback to the teacher about the nature and seriousness of the concerns including the evidence base to support the concerns;
 - give the teacher the opportunity to comment and discuss the concerns;
 - agree any additional support (e.g. coaching, mentoring, structured observations), that will be provided to help address those specific concerns, through the implementation of a bespoke Performance Improvement Plan;
 - 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 and should reflect the seriousness of the concerns, however this would not normally exceed 6 weeks);
 - advise the teacher to discuss their position with a trade union representative or colleague;
 - explain the implications and process if no, or insufficient improvements are made;
- 6.20 The details and outcome of the meeting will be confirmed in writing.
- 6.21 Where it has been agreed that a Performance Improvement Plan is to be set, arrangements should be made at the initial meeting to hold an interim meeting (normally at the mid-point of the agreed timescale) with the teacher concerned in order to review progress and consider any changes to the support plan if appropriate.
- 6.22 At any time during this assessment period, if an appraiser is not satisfied with the progress being made, a further meeting(s) should be held with the teacher concerned to offer additional support, mentoring and guidance. These are informal meetings aimed at improving the teachers' performance to the necessary standards; however detailed records of these meetings and any supporting actions should be made.
- 6.23 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.
- 6.24 If at the conclusion of the informal support period, it is deemed that the teacher has made insufficient progress then the appraiser must speak to the relevant Senior Manager who will decide if a transition to the formal Capability Procedure is needed.

7 Transition to capability

- 7.1 Where following the on-going informal support process the appraiser is not satisfied with progress, the teacher will be notified in writing that they are required to attend a transitional meeting with the Head teacher to further discuss these concerns.
- 7.2 The employee should normally be given notice, of at least 4 days of this meeting and be advised of their right to be represented by a Trade Union Representative or work colleague. It is the employee's responsibility to arrange representation at the meeting. At this point the teacher will be informed in writing that the appraisal process will no longer apply and that their performance will be passed to the Head Teacher to be managed under the school's managing capability procedure.
- 7.3 The purpose of the transitional meeting is to ensure all parties fully understand the processes which will be followed prior to the commencement of the formal capability procedure and that the potential implications following the transition to formal capability procedures are fully explained.
- 7.4 A model policy is available [Managing Teachers' Capability Policy](#).

8 Link to pay

- 8.1 Following changes to the [STPCD](#), with effect from 1 September 2013 appraisal objectives will be used to inform pay decisions. It is strongly recommended that the schools pay policy is read on conjunction with this policy. A model policy is available [Pay Policy](#).

9 Annual assessment

- 9.1 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 in interim meetings which will take place as a minimum every 6 months (add in alternative timescales if applicable e.g. once a term). Performance Evidence may include (add/delete as appropriate)

- Pupil/Student Progress data
- Planning and work scrutiny undertaken
- Mid-cycle review meeting with appraiser
- Impact of CPD activity
- Other feedback obtained during the appraisal cycle relevant to the teacher's overall performance
- Other evidence gathered by the teacher which reflects progress over-time

It is expected that the vast majority (if not all) teachers would successfully evidence their appraisal objectives and thus secure pay progression. If pay progression is not to be recommended, this should not come as a surprise to the appraisee.

- 9.2 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. In this school, teachers will receive their written appraisal reports by 31 October for teachers, and 31 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 training and development needs and identification of any action that should be taken to address them;
 - a recommendation on pay (note; pay recommendations need to be made by 31 October for teachers and 31 December for Head Teachers);
 - A self-review Impact Statement.

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

10 Confidentiality

10.1 Access to the written appraisal report will normally be limited to the appraisee, the appraiser, the Head Teacher or any nominated member of the senior management team.

11 Equality and consistency

11.1 As outlined in section 5, the Head Teacher will have overall responsibility for the quality assurance of the appraisal process across the school. This will include ensuring the consistency and equality of application of the process throughout the school. The Head Teacher may delegate responsibility for monitoring consistency and equality of application to a teacher member of the senior leadership team.

11.2 The Head Teacher will be responsible for reporting annually to the Governing Body on all recommendations on pay and any relevant issues, including those of underperformance, arising from the annual review cycle and on any action required to address those issues. The report will enable Governors to receive an overall general report of the process but will not include specific details relating to individual members of staff.

11.3 The Governing Body is committed to ensuring consistency of treatment and fairness and will abide by all relevant equality legislation.