



Appraisal Policy

The King's School
Cadhay Lane
Ottery-St-Mary
Devon
EX11 1RA

1. Introduction

- 1.1 The King's School is committed to providing high quality teaching and learning. Through our workforce we aim to provide opportunities for all of our students, whatever their ability. Each employee will therefore be given support to ensure that they have the skills they need to carry out their role, help them continually improve their performance and develop to their full potential which will in turn help improve outcomes for our young people.
- 1.2 Having an effective performance management process in place is one of the ways we can support our employees and deal with performance matters as they arise. This involves effective day-to-day supervision, carrying out appraisals, providing development opportunities and operating a fair and reasonable capability process.
- 1.3 This appraisal policy has been developed to comply with current legislation including the Education (School Teachers' Appraisal) (England) Regulations 2012 (the Appraisal Regulations) and the School Teachers Pay and Conditions (STPCD)
- 1.4 This policy has been implemented following consultation with staff and recognised trade unions.
- 1.5 This policy does not form part of any employee's contract of employment and may be amended at any time.

2. Scope and purpose of this policy

- 2.1 The purpose of this policy is to set out the framework for a clear and consistent assessment of the overall performance of all employees, and for supporting their development within the context of The King's School's plan for improving educational provision and performance, and the set standards expected of each employee.
- 2.2 The King's School regards the Department for Education Teachers' Standards and Teaching Assistant (TA) standards as the baseline of expectations for the professional practice and conduct of teachers and TAs, from the point of qualification.
- 2.3 The Board of Trustees has decided to use the principles of the Appraisal Regulations and apply them to support staff employed within the King's School, to ensure consistency across all employees.
- 2.4 This policy applies to all employees of The King's School including teachers and support staff, except those on contracts of less than one term, Early Career Teachers (ECTs), those undergoing induction and those who are subject to The King's School's Capability Policy. It does not apply to agency workers.
- 2.5 Employees within a probationary period are, in addition, subject to The King's School's Recruitment, Selection, Probationary and Leaving policy (7.0). Where an employee is not covered by this policy as set out in 2.4 above, then performance will be managed through regular supervision and feedback.

3.0 The appraisal period

- 3.1 The appraisal period will run for twelve months from September to August.

3.2 Employees who are employed on a fixed term contract of less than one year but more than one term 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.

4.0 Appointing Appraisers

4.1 The Head Teacher will be appraised by the Board of Trustees. This has been delegated to a sub-group of three trustees. In appraising the performance of the Head Teacher the Trustee Body must consult the appointed external advisor.

4.2 The Head Teacher of The King's School will decide who will appraise all other employees.

4.3 Employees will be notified of who their appraiser will be, before or as soon as practicable after the start of each appraisal period.

5.0 Setting Objectives

All employees

5.1 Objectives for each employee will be set before or as soon as practicable after, the start of each appraisal period. The objectives will be Specific, Measurable, Achievable, Realistic and Time-bound (SMART) and will be fair, reasonable and appropriate to their role and level of experience. The appraiser and appraisee will seek to agree the objectives but, if that is not possible, the appraiser will determine the objectives.

5.2 Objectives may be revised if circumstances change during the appraisal period.

5.3 The objectives set for each employee will, if achieved, contribute to the School's plans for improving educational provision and performance and improving the education of students. The Head Teacher of The King's School together with the senior leadership team will be responsible for quality assuring objectives set across the whole school against the School's improvement plan.

(a) Teachers wishing to be considered eligible to pass from the Main Pay Scale range to the Upper Pay range (UPS1), must have met the Teachers standards, have worked consistently for two successful appraisal cycles, having set challenging appraisal objectives based on the "expert phase" of the teaching standards. Teachers may apply to be paid on the upper pay scale, where they can evidence that they are highly competent in all the relevant standards and their contribution is sustained and substantial. In normal circumstances, we would expect teachers to be at the top of the Main Pay Scale before they would apply for the Upper Pay range.

(b) Support staff will be assessed against the relevant professional standards. Support staff wishing to be considered eligible to pass from the Main Pay range to the Exceptional Performance range must have met the Core standards, have worked consistently at for two years at the Exceptional Performance (EP) standards and have set challenging appraisal objectives for two cycles based on EP standards.

- 5.4 The performance of each employee will be assessed against the relevant standards, which contribute to our aims and provide a guide for employees in their relevant role. At The King's School the standards for:
- (a) Teachers are set out in the Teachers' Standards and are available on our core information section in SharePoint.
 - (b) Tas and HLTAs are set out in the relevant standards and are available on our core information section in SharePoint.
- 6.0 Support staff are set out in our support staff professional standards which are available on our core information section in SharePoint. Reviewing Performance

Observation – Teachers and Teaching Assistants

- 6.1 The King's School understands the importance of carrying out observation of classroom practice and other responsibilities of teachers and teaching assistants. Observation assesses performance to identify strengths (so the appraiser can give positive feedback and praise) and areas for development but also provides a way of gaining useful information which can inform improvements in the school more generally.
- 6.2 At The King's School performance will be regularly observed but the amount and type of classroom observation will depend on the individual circumstances of the employee and the overall needs of The King's School. Responsibilities outside the classroom will also be observed and assessed where appropriate. Observation will be in line with the observation protocol which is reviewed regularly and is available in Appendix 1. ECTs are required to have 2 formal observations per term All observation will be carried out in a supportive fashion. Classroom observation for teachers will be carried out by those with QTS and for teaching assistants by those with QTS, a HLTA or relevant experience.
- 6.3 In addition to formal observation, the Head Teacher or other leaders with responsibility for teaching standards may "drop in" in order to evaluate the standards of teaching and classroom practice and to check that high standards of professional performance are established and maintained. The length and frequency of "drop in" observations/learning walks will vary depending on specific circumstances "Drop in" can be used to provide feedback to teachers as part of the ongoing supportive nature of the appraisal process.

Development and Support

- 6.4 Our appraisal process is used to inform and decide continuing professional development which improves performance. The King's School encourages a culture in which all employees take responsibility for improving their performance in their role and extending their depth of knowledge through appropriate professional development. Agreed training and professional development will be linked to the school's improvement priorities and where possible, to the ongoing professional development needs and priorities of individuals. We are committed to supporting appropriate and reasonable development which not only assists the employee in their role but also leads to improvements in performance across The King's School.

Feedback

- 6.5 Within The King's School employees will receive constructive feedback on their performance throughout the year and as soon as practicable after an observation has taken place (where applicable) or other evidence has come to light. Feedback should highlight particular areas of strength as well as any areas that need attention. Often this can resolve issues without the need for any formal action.
- 6.6 Feedback will also be sought from relevant employees within the school for example, a teacher may be asked to provide feedback on a teaching assistant who works with them.
- 6.7 Where there are concerns about any aspects of an employee's performance the appraiser will meet the appraisee to:
- a. Give clear feedback about the nature and seriousness of the concerns;
 - b. Give the appraisee the opportunity to comment and discuss the concerns;
 - c. Find out if there are any issues (both in or outside of work) that are affecting their performance that the appraiser can assist with or provide support;
 - d. Make clear what improvements need to be made and how this can be achieved;

- e. Agree any support (for example coaching, mentoring, training, structured observations, observing others in a similar role etc), that will be provided to help address those specific concerns;
- f. make clear how, and by when, the appraiser will review progress either by setting new and clear objectives which will be assessed during the review period or by revising current objectives, allowing sufficient time for improvement; the amount of time for this should reflect the seriousness of the concerns. This will be an informal review period and will be confirmed in an Action Plan;
- g. Explain the implications and process if no – or insufficient – improvement is made during the informal review period i.e. the application of the capability policy.

6.8 This meeting can happen at any time during the appraisal period. It is designed to be a supportive meeting to address issues early to avoid the matter escalating, giving the employee the opportunity to improve. At the meeting, the appraiser will present evidence collected that indicates that the employee's performance is not up to the required standard. There is no right to be accompanied to this meeting. Although this is part of an informal process, a note of the meeting will be made and a copy given to the employee so that they are clear about the support they will be given, what improvements need to be made and the timescales.

6.9 An informal review period will follow this meeting; the length will be determined by the appraiser based on the individual circumstances of the situation but it should not be unduly long. During the informal review period, regular meetings should take place to ensure progress is being made.

6.10 At the end of this informal review period when progress is reviewed, if the appraiser is satisfied that the employee 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 performance is improving and the appraiser feels that further time is required to monitor improving performance, the appraiser can decide to extend the informal review period but it should not be unduly long. If no or insufficient improvement is being made, then the process set out below (section 9) should be followed. It will be for the appraiser to decide which procedure will be followed.

7.0 Annual Assessment

7.1 Performance and development priorities will be reviewed and addressed throughout the process and interim appraisal meetings which should take place at the end of January and in June to review performance and progress towards objectives. Any concerns will be noted and an appropriate support plan will be put in place for the remainder of the cycle. The support plan will set out what improvement is required and what support will be provided.

7.2 An annual assessment is the end point to the annual appraisal cycle and will formally assess each employee's performance in respect of that cycle. The employee will receive a written appraisal report as soon as practicable afterwards and have the opportunity to comment on it in writing. The appraisal report will be a summary of the performance during the year and set out what the employee's development needs are for the next year. In particular the report will include:

- (a) Details of the objectives for the appraisal period in question;
- (b) An assessment of performance against their objectives AND any relevant standards:

- (c) A summary of observation findings if applicable;
- (d) An assessment of training and professional development needs and identification of any action that should be taken to address them;
- (e) A recommendation on pay if relevant. This will be in accordance with the Pay Policy, which will include reference to sources of evidence that may be used in assessment of pay progression.

7.3 The assessment of performance and of professional development needs from each individual appraisal will inform the planning process for the following appraisal period for the whole of The King's School.

7.4 If an appraiser and appraisee cannot agree about the analysis of standards, objectives or the successful completion of the previous year's objectives, the appraisee must put this in writing within one week of the appraisal meeting. The appraisee and appraiser will be asked to provide evidence for their decision or objection to the decision. The Head Teacher will then arbitrate and will make their recommendation to the Pay and Performance committee. The decision will be shared with the appraiser and appraisee in writing explaining the rationale for the decision. All staff have the right to appeal against the decision of the Pay and Performance committee.

8.0 Monitoring and Evaluation

All Employees

8.1 During the appraisal period, each employee has a responsibility for gathering evidence of their progress throughout the year in order for them to identify any particular strengths or areas for further development at the interim and annual review meetings. The appraiser will then record the discussion on this evidence and make an assessment in the appraisal report.

Teachers

8.2 In addition, a range of evidence should be available to the appraiser on a teacher's performance as part of the school's quality assurance processes. Evidence may include but is not limited to:

- (a) Lesson observations (including "drop ins")
- (b) Work scrutiny
- (c) Questionnaires (pupil or parent – where obtained)
- (d) Planning scrutiny
- (e) Learning walks
- (f) Student feedback (where obtained)
- (g) Tracking data of student's progress
- (h) Progress of individuals/groups
- (i) Evidence of meeting Standards
- (j) Assessment of TLR

9.0 Transition to Capability

- 9.1 Performance management is an ongoing process. If the appraiser is not satisfied with progress, despite the support provided, the employee will be notified in writing that the appraisal system will no longer apply and that their performance will be managed under the capability procedure, and will be invited to a formal capability meeting.

10.0 General Principles Underlying this Policy

Confidentiality

- 10.1 The appraisal process will be treated confidentially. However, the desire for confidentiality does not override the need for the Head Teacher and Trustee Body to quality-assure the operation and effectiveness of the appraisal system. In The King's School the Head Teacher, in conjunction with the senior leadership team, is responsible for reviewing objectives and written appraisal records, in order to check consistency of approach and expectation between different appraisers.

Consistency of Treatment and Fairness

- 10.2 The King's School and the Trustee Body are committed to ensuring consistency of treatment and fairness. It will abide by all relevant equality legislation, including the duty to make reasonable adjustments for disabled employees. The Trustee Body is aware of the guidance on the Equality Act issued by the Department for Education.

Monitoring and Evaluation

- 10.3 The Trustee Body and Head Teacher will monitor the operation and effectiveness of the appraisal arrangements. In developing, applying and evaluating this policy we will monitor the impact on different groups of people with protected characteristics in line with the School's Equal Opportunities policy. This will ensure that what we do is done fairly.

Retention

- 10.4 The Trustee Body and Head Teacher will ensure that all written appraisal records are retained in a secure place. It is the appraiser's responsibility to ensure the relevant administrator has a copy of all relevant documents. All records will be kept no longer than is necessary in accordance with the Data Protection Act 2018

Policy Monitoring and Review

- 10.5 This policy is reviewed every 2-3 years by the school in consultation with the trade unions. We will monitor the application and outcomes of this policy to ensure it is working effectively.

Appendix 1 – Classroom Observation Protocol

The Trustee Body is committed to ensuring that classroom observation is developmental and supportive and that those involved in the process will:

- carry out the role with professionalism, integrity and courtesy;
- evaluate objectively;
- report accurately and fairly; and
- respect the confidentiality of the information gained.

The total period for classroom observation arranged for any teacher will not usually exceed three hours per cycle having regard to the individual circumstances of the teacher. There is no requirement to use all of the three hours. The amount of observation for each teacher should reflect and be proportionate to the needs of the individual. ECTs will have 6 formal observations per year – each observation may vary from 30 mins -an hour.

The arrangements for classroom observation will be included in the plan and review statement and will include the amount of observation, specify its primary purpose, any particular aspects of the teacher's performance which will be assessed. The duration of any one lesson observation whether part of the Appraisal process, as part of CPD or as part of the area self-evaluation process will normally be between 30-60 mins. In keeping with the commitment to supportive and developmental classroom observation those being observed will be notified in advance, when the observation will take place and who will conduct the observation.

Where evidence emerges about the appraisee's teaching performance which gives rise to concern during the cycle classroom observations may be arranged in addition to those recorded at the beginning of the cycle subject.

Information gathered during the observation will be used, as appropriate, for a variety of purposes including informing school self-evaluation and school improvement strategies in accordance with the school's commitment to streamlining data collection and minimising bureaucracy and workload burdens on staff.

Classroom observations will only be undertaken by persons with QTS. In addition, in this school, classroom observation will only undertaken by those who have the appropriate professional skills to undertake observation and to provide constructive oral and written feedback and support, in the context of professional dialogue between colleagues.

Oral feedback will be given as soon as possible after the observation and no later than the end of the following working day. It will normally be given during directed time in a suitable, private environment or at a time mutually convenient to both the appraiser and appraisee.

Written feedback will be provided within five working days of the observation taking place using the agreed forms. If issues emerged from an observation that were not part of the focus of the observation as recorded in the planning and review statement these can also be covered in the written feedback and the appropriate action taken in accordance with the regulations and guidance. A copy of the written feedback must be given to the teacher. The observer should give the original to the administrator supporting the DHT Teaching and learning, who will arrange for copies to be distributed. Copies should also be given to the person observed, HOD, and Head of sixth form (if a Yr12/13 lesson). This feedback must be stored confidentially. No other copies need to be kept.

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 append written comments on the feedback document. No written notes in addition to the written feedback will be kept.

A Head Teacher has a duty to evaluate the standards of teaching and learning and to ensure that proper standards of professional performance are established and maintained. The Head Teacher or designated members of the senior leadership team have a right to drop in to inform their monitoring of the quality of learning.

As part of agreed CPD teachers may arrange to carry out peer observations looking at a particular focus. Such observations will not form part of the appraisal or departmental self-review process but are purely for the teacher's personal use so copies will not be provided to the head unless the teacher wishes to do so. Written feedback will not be made using the learning observation forms but on forms provided by the teacher i/c Teaching and Learning which do not involve making an overall judgment about the lesson.