St Joseph's Catholic Primary School Worcester

'Following Jesus in all we do'

Staff Appraisal Policy

Contact Details:
Head teacher
Mrs Louise Bury
St Joseph's Catholic Primary School,
Chedworth Drive,
Warndon,
Worcester
WR4 9PG

Telephone: 01905 452772
Email: office@st-josephs-pri.worcs.sch.uk

The Governing Body of St Joseph's Catholic Primary School Worcester

Adopted this policy on 19th October 2017; Review October 2018

Following consultations with the recognised teaching unions

Preamble

This staff appraisal policy aims to comply with the prevailing legislative framework and incorporate good practice.

As a principal change to schools' current appraisal arrangements, the Teachers' Standards, introduced in September 2012, must now be incorporated into a school's appraisal arrangements. Where a school already has satisfactory staff appraisal and capability policy arrangements in place, there is no requirement to change such arrangements other than to include an additional statement that all teachers must be

Introduction

Under statutory regulations, appraisal arrangements for all teachers in maintained schools in England changed from 1 September 2013. The Education (School Teachers' Appraisal) (England) Regulations 2012, made under the Education Act 2002, came into force on 1 September 2012 and replace The Education (School Teacher Performance Management) (England) Regulations 2006; the new regulations can be found at

www.legislation.gov.uk/uksi/2012/115/pdfs/uksi_20120115_en.pdf

The new regulations will apply to any teacher employed for one school term or more, in a community, voluntary, foundation, community special or foundation special school or a maintained nursery school, whether employed by the governing body of that school or by the local authority to work in that school.

The new regulations place a **legal obligation** on qualifying schools to have an appraisals procedure in place for all teachers and a capability procedure in place for all staff.

The regulations do not apply to a teacher whilst that teacher is undergoing an induction period or whilst a teacher is the subject of a formal capability procedure. Support staff are not covered by the regulations but it would be both prudent and practicable for the governing body to agree and the head teacher to implement a staff development policy for non- teaching staff.

Appraisal

The governing body of school must appraise the performance of a head teacher. In turn the head teacher of a school is responsible for ensuring the review of the performance of every other teacher and member of support staff employed at the school.

Appraisal meetings should be held during normal working hours and should be scheduled for at least one hour or longer if necessary.

The purpose of the appraisal meeting is to review the employees current job, their performance and their future plans. More specifically, the meeting will also be an opportunity to discuss how the employee can contribute to the wider work of the school and to agree and set a number (typically 3)of objectives (there is no minimum or maximum objectives however).

The Appraisal Period

The appraisal period will be for 12 months and will begin on 1st September. The cycle will begin with a Planning Meeting and will end with a Review Meeting. Mid-year review meetings may also be held if agreed and considered necessary. Reviews from the previous year and the initial planning meeting must be completed by 31st October for teachers and for support staff and by 31st December for head teachers.

Where a teacher starts their employment or transfers to a new post within the school part way through a performance management cycle, the head teacher, or in the case where the employee is the head teacher, the governing body, shall determine appraisal arrangements for the remainder of the appraisal period, with a view to bringing their cycle in line with the cycle for other teachers and staff as soon as possible.

Where a teacher is employed on a fixed term contract for a period less than 12 months, the length of the appraisal period will be determined by the duration of the contract.

The Appraisers

All appraisers, including allocated members of the governing body, should be provided with appropriate training.

For the head teacher

The governing body is the appraiser for the head teacher, and to discharge this particular responsibility on its behalf, will appoint (typically) three governors. Head Teachers can raise an objection to the chair of governors, in writing and with good reason, outlining why appointed governor should be excluded from the appraisal process.

The governing body of a school must appoint an external adviser for the purpose of providing it with advice and support in relation to the appraisal of the head teacher. The qualifications and experience required of an external adviser are not set by regulation. It is for the governing body to decide who they wish to use as an external adviser, ideally with the agreement of the head teacher.

The external adviser is not responsible for determining a recommendation to the Pay Committee on whether an increment should be paid to the head teacher, following the review; this is a matter for the governor's panel alone. However, governors can ask for advice and should take account of any advice offered.

For all other employees

The head teacher is responsible for the appraisal of all other employees but may delegate this responsibility to others who will normally have line management responsibility for those they appraise.

See 2017/18 Appraisal Teams (Appraisal Teams are reviewed annually)

Teaching staff should be able to object to the appointment of the appraiser, on professional grounds, in writing to the head teacher who will consider this and make a decision. Where the objections are rejected by the head teacher, the teacher should advise in writing.

Objective setting

The setting and agreement of objectives is fundamentally important to the effective operation of a performance management system that aims to link individual performance and pay progression. The job description can be a particularly useful place to begin the process of identifying relevant objectives for each individual job holder. However the job description is just one 'reference document' that can be a helpful context to the process of setting and agreeing objectives. Reference will be made to the School Development Plan the Ofsted School Inspection Report and the Teachers' Standards.

In addition, it may be prudent to allow for some flexibility in the setting and agreement of objectives to enable objectives to be set and agreed around issues that are emerging for the school and that require some dedicated attention that is best articulated as one or as a set of objectives. On the grounds that emerging issues are unlikely to be known at the outset of an appraisal period, objectives may need to be adjusted throughout the appraisal period so that they remain relevant to the performance of the individual and to the priorities of the school. These will be revised by agreement through review meetings. This is considered to be perfectly standard practice; the ideal outcome for all parties is that the overall weight of objectives is broadly or proportionately the same at the conclusion of any subsequent 'objectives' discussion.

Objectives should be CSMART

C = Challenging
S = Specific
M = Measurable
A = Achievable
R = Relevant
T = Times

Objectives should also be fair and equitable when judged across employees with a similar roles and responsibilities. However, appraisal objectives will normally become more challenging as members of staff progress up their pay scale.

The governing body of the school must, before, or as soon as practicable after, the start of each appraisal period, in relation to the head teacher, inform the head teacher of the standards against which their performance will be assessed and set objectives for the head teacher for the appraisal period.

The head teacher of the school must, before, or as soon as practicable after, the start of each appraisal period, in relation to every teacher employed at that school, inform the teacher of the standards against which their performance will be assessed and set objectives for the teacher for the appraisal period. Head teachers may delegate this responsibility to the team of appraisers.

The objectives must be set as such that they will contribute to the improvement of the schools educational provision and performance and appraisers will therefore be expected to align individual objectives with the schools priorities.

Every effort should be made to achieve agreement on the head teacher's objectives; only in the last resort, should targets be imposed on the head teacher. Similarly, all appraisees should look to agree objectives; where agreement cannot be reached, the appraiser will make the final determination.

Objectives will be set out in a planning statement, along with details of any training and support which have been agreed. The planning statement should also specify the evidence that will be collected to support the review of performance including details of the arrangement for task or classroom observation, where relevant. Time scales can be included as appropriate.

Teachers Standards ***(see Appendix)***
The performance of all teachers regardless of their career stage, will be assessed against the Teachers' Standards. The standards define the minimum level of practice expected of trainees and teacher from the point of being awarded QTS.

The standards against which performance must be assessed in respect of a teacher are the set of standards articulated in the Teachers' Standards and any other set of standards relating to teachers' performance published by the secretary of state as the governing body or head teacher determine as being applicable.

A teacher will need to demonstrate that their practice is consistent with the definitions set out in Part 1 (Teaching) and Part 2 (Personal & Professional Conduct) of the Teacher Standards and the reviewer will gather evidence to confirm this.

Teachers
It is expected that all teachers with QTS should have met the standards. Teachers should therefore be evaluated against all the elements set out in the Teachers Standards. Opportunities for further improvements in specific areas of the Teacher Standards are included within the objectives as part of the performance management assessment criteria.

Head teachers
Teachers' Standards may be applied to Head Teachers' as well as to all other teachers. However, on the grounds that only a proportion of Head Teachers spend part of their scheduled week teaching governing bodies should exercise particularly careful judgement when assessing Head Teachers against Teachers' Standards. Governors must take account of the non-statutory standards for HT under the guidance of the Education Authority.

A full version of the Teachers' Standards can be found at
http://media.education.gov.uk/assets/files/pdf/t/teachers%20standards%20information.pdf

Gathering Evidence
As part of the overall appraisal process, it will be critically important for all members of staff who are subject to the school's staff appraisal policy to be clear about the evidence that will be required by their appraiser to enable the appraiser to assess their performance and make a substantiated and evidence-based, pay recommendation to the 'decision maker'. The Head teacher makes the recommendation to the Personnel Committee (A sub-c of the Finance Committee.

Judgements relating to performance should be supported by evidence, agreed at the beginning if the performance cycle. Evidence should show and demonstrate a contribution towards:

- An increasing positive impact in pupil progress
- An increasing impact on wider outcomes for pupils
- Improvement in specific elements of practice
- An increasing contribution to the work at the school
- Priorities in SDP
- An increasing impact on the effectiveness of staff

The evidence gathered by a member of staff will largely be determined by the nature and scope of the agreed objectives and / or the Teachers' Standards. Examples of evidence may include:

- Classroom observations
- Task observations
- Review of assessment results
- (review of lesson planning records) reviews of pupils work
- Internal tracking
- Moderation within and across schools
- Pupils Voice
- Parent Voice
- Senior Leaders Learning Walks
- Evidence supporting progress against Teachers' Standards

Classroom observations will be carried out by qualified teachers. At least five working days notice of the date and time of the observations will be given and verbal feedback provided by the end of the next school day in a suitable private environment. Written feedback will be provided within five working days. The appraisee has the right to amend written comments to the feedback document.

For appraisal purposes, the governing body (and the head teacher where applicable) is committed to ensuring that classroom and task observation is developmental and supportive and that those involved 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 nature of and arrangements for classroom / task observations will be negotiated to appraiser/appraise as part of the continuous process.

Where evidence emerges about the appraisee's performance, which gives rise to concern during the cycle, additional observations and / or drop-ins may be arranged during the cycle.

Reviewing Performance and the Annual Assessment – Teachers

At the end of the cycle, assessment of performance will be on the basis agreed at the beginning of the cycle. In determining an appraisal, the governing body or head teacher must assess the performance in the appraisal period, apply the relevant 'Standards', assess performance against agreed objectives and assess the professional development needs and identify any action that should be taken and finally, include a recommendation relating to pay.

A written appraisal report must be provided at the conclusion of the appraisal process – by 31st October for teachers and support staff and by 31 December for head teachers; the report must record the overall performance assessment and pay recommendation.

Good progress towards the achievement of a challenging objective, even if the performance criteria have not been met in full, may be assessed favourably. If agreement cannot be reached, especially on the outcomes of an appraisal meeting, the teacher may appeal to the head teacher or the head teacher may appeal to the governing body, whose decisions are final.

The overall assessment of performance and its subsequent performance rating for individual members of staff will be subject to a process of moderation by the appraisers, arrangements for which will be put in place by the head teacher with the approval of the governing body.

The final version of the appraisal documentation will be placed on the employees file along with a copy of their CPD. The sharing of such information is governed by the data protection principles under the Data Protection principles under the Data Protection Act 1998.

The governing body and head teacher will ensure that all written appraisal records are retained in a secure place for six years and then destroyed.

Link to staff development

The school's CPD programme will be informed by the training and development needs identified through the appraisal procedure. The governing body will ensure in the budget planning, that as far as possible, appropriate resources will be made available for any agreed training, support and continuing professional development.

Support to meet individual or collective development needs should be provided within the context of the school's development plan.

Conflict of Interest

In any circumstances where an individual believes that their participation in any part of the appraisal process amounts or may amount to a 'conflict of interest', they should declare this to their appraiser and / or absent themselves from any part of the appraisal process where they believe that a 'conflict of interest' would or is likely to prevail.

Pay progression and linked performance

The governing body must consider annually whether or not to increase the salary of teachers who have completed a year of employment since the previous annual pay determination and, if so, to what salary within the relevant pay ranges.

All the recommendations should be clearly attributable to the performance of an employee.

A. The decision, whether or not to award pay progression, must be related to a teacher performance
B. A pay recommendation must be made in writing as part of a teachers annual appraisal report
C. Where a teacher is not subject to either the 2012 or the 2011 regulations, the relevant body must determine through what process the teachers' performance will be assessed and a pay recommendation made for the purpose of making its decision on pay.
D. Continued good performance, as defined by an individual school's pay policy, should give a classroom or an unqualified teacher an expectation of a progression to the top of their respective pay ranges.
E. A decision may be made not to award pay progression, whether or not the teacher is subject to capability proceedings.

The relevant body must set out clearly in the school's pay policy how pay progression will be determined. The head teacher will be responsible for ensuring that appropriate arrangements are put in place to support the links between performance and pay and that rates of pay progression are affordable and comply with prevailing legislation (e.g. Equal Pay).

Where teachers are eligible for pay progression, the recommendation made by the appraiser will be based on an assessment of performance against agreed objectives. The decision made by the relevant decision making body will be based on the statutory criteria and guidance set out in the STPCD and the relevant teacher standards.
To move up the main pay range, one point at a time, teachers will need to have made good progress towards achieving their objectives and have demonstrated that they are competent in all elements of the Teachers Standards.

If the overall appraisal evidence shows that a teacher has demonstrated exceptional performance, the governing body will consider awarding enhanced pay progression, up to a maximum of one reference point.

The head teacher will consult with staff and union representatives on the establishment of appraisal and pay policies and will ensure that appraisers have the knowledge and skills to apply procedures fairly.

Teachers will work with their appraisers to ensure that there is sufficient evidence to support pay recommendations. Teachers will also keep records of objectives and review them throughout the appraisal period.

Applications to be paid on the Upper Pay Range
From 1 September 2013, any qualified teacher can apply to be paid on the Upper Pay Range. All applications should include the results of appraisals; where such information is not available, a written statement and summary of evidence that sets out how the applicant has met the assessment criteria will be sufficient. Teachers who have been absent through sickness, disability or maternity may cite written evidence over a three year period before the date of application.

To be assessed successfully, a teacher will be required to meet the criteria set out in the School Teachers' Pay and Conditions Document (STPCD):

- The teacher is 'highly competent' in all the elements of the Teachers' Standards;
- The teacher's achievements and contribution to the school is 'substantial' and 'sustained' - LEADERSHIP

Highly competent:- The teacher's performance is assessed as having excellent depth and breadth of knowledge, skills and understanding of the Teachers' Standards in the particular role they are fulfilling and the context in which they are working.

Substantial: The teacher's achievements and contributions to the school are significant, not just in raising standards of teaching and learning in their own classroom but also in making a significant wider contribution to school improvement which impacts on pupil progress and the effectiveness of staff and colleagues.

Sustained: - the teacher must have two consecutive successful appraisal reports and have make good progress towards their objectives; they will have been expected to have shown that their teaching expertise has grown over the relevant period and is consistently good to outstanding.

Staff, especially teachers, experiencing difficulties
When a member of staff is experiencing difficulties, support and guidance is provided through the appraisal process. Where it is clear that a member of staff's personal circumstances are leading to difficulties at work, appropriate support is offered at the earliest opportunity.

If long-term sickness absence appears to have been triggered by the commencement of monitoring or a formal capability procedure, the case will be dealt with in accordance with the school's absence policy and will be referred to the occupational health service who will assess the members of staff's health and fitness for continued employment and whether continuing with monitoring of formal procedures is deemed to be appropriate.

The appraiser identifies through the appraisal process or through other sources of information, parental complaints for example, that the difficulties experienced by a teacher are such that, if not rectified could lead to the capability procedure, the appraiser, or the HT, if applicable, will as part of the appraisal process, meet the members of staff to:

- Give clear written feedback to the teacher about the nature and seriousness of the concerns
- Give the teacher the opportunity to comment on the discussed concerns
- Give the teacher at least five working days' notice that a meeting will be held to discuss targets for improvement alongside a programme of support and remind the teacher that they have the right to be accompanied by a work colleague or trade union representative at any future meetings where capability will be discussed
- Agreed and establish in consultation with the teacher, an action plan with support that will help to remedy specific concerns
- Make clear, how progress will be monitored and when it will be reviewed
- Explain the implication and process if no, or insufficient, improvement is made

The teacher's progress will continue to be monitored as part of the appraisal process and a reasonable time given for the teacher's performance to improve. During this monitoring period, the teacher will be given regular feedback on progress and arrangements will be made to modify the support programme if appropriate.

If sufficient progress is made, the teacher should be informed of this at a formal meeting and the appraisal process will continue as normal. If no, or insufficient improvement has been made, the teacher will be invited to a transition meeting to determine whether formal capability proceedings will be invoked.

Transition to Capability
Performance concerns should be dealt with through the staff appraisal policy but if progress towards addressing performance concerns is insufficient or the concerns are sufficiently serious, a 'transition meeting' should be held; the expectation is that this meeting will reduce the likelihood of invoking the capability procedure or triggering a prolonged period of sickness absence.

In this event, further support should be granted through the appraisal procedure or, alternatively, the employee will be advised to consider the relative merits of resigning their post before the formal capability procedure is invoked.

The capability procedure applies only to teachers and head teachers where there are serious concerns about their performance that are not able to be addressed by the appraisal procedure.

The purpose of a capability meeting is to establish the facts and will usually be chaired by either the chair of governors or the head teacher. The subject of the capability meeting will be able to response to concerns about their performance and to present any relevant evidence.

Formal Capability Meeting
At least five working days' notice will be given of the formal capability meeting. The notification will contain sufficient information about performance concerns and the possible consequences to enable the teacher to prepare to present their case at the meeting. The notification of a capability meeting will be accompanied by copies of written evidence, details of the date and time of the meeting and will confirm the teacher's entitlement to be accompanied by a companion who may be a work colleague or a trade union representative.

The chair of the capability meeting will a) identify the teacher's professional shortcomings; b) give clear guidance on the improved standard of performance needed; c) explain any support that will be available to help the teacher improve to a point where they can be removed from the capability procedure; d) set out the timetable for improvement and explain how performance will be monitored and reviewed e) warn the teacher formally that failure to improve within the set period could lead to dismissal (in very serious cases, the warning could be a final written warning). Notes will be taken of the formal meeting and a copy sent to the member of staff.

Monitoring and Review Period following a Capability Meeting
A performance monitoring and review period will follow the formal capability meeting.

Formal Review Meeting
Following the conclusion of a monitoring and review period, the member of staff will be invited to a formal review meeting. At the formal review meeting, if the person conducting the meeting is satisfied that the teacher has made sufficient improvement, the capability procedure will end and the appraisal process will re-start. If some progress has been made and there is confidence that more is likely, it may be appropriate to extend the monitoring and review period. If no or insufficient improvement has been made during the monitoring and review period, the teacher will receive a final written warning.

Decision Meeting
At the decision meeting, if an acceptable standard of performance has been achieved during the monitoring and review period, the capability procedure will end and the appraisal process will re-start. If performance remains unsatisfactory, a decision, or recommendation to the Governing Body, will be made that the teacher should be dismissed or required to cease working at the school (consulting the Local Authority in those schools where the Local Authority is the teacher's employer).

Dismissal
Once the decision to dismiss has been taken, the governing body will dismiss the teacher with notice or once the governing body has decided that the teacher should no longer work at the school, it will notify the local authority of its decision and the reason for it. The local authority must dismiss the teacher within 14 days of the date of the notification.

Appeal
If a teacher feels that the decision to dismiss them is wrong or unjust, they may appeal in writing against the decision, setting out the grounds of the appeal. The teacher will be informed in writing of the results of the appeal hearing without unreasonable delay.

This process is clearly outlined in Diocesan HR capability documentation which is adopted annually by the Governing Body.