

Teacher appraisal policy

Rugby High School



Approved by:	Board of Trustees	Date: 27 th September 2023
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1. Aims

This policy aims to:

- Set out the arrangements for appraising teachers, including the process and the responsibilities of individuals
- Ensure consistency and fairness across the school
- Create a process where teachers’ professional development is supported and encouraged, in the context of the school’s latest Ofsted report, our school improvement plan and the Teachers’ Standards
- Ensure teachers have the skills and knowledge they need to fulfil and excel in their role and provide an excellent education to our pupils

The policy applies to all teaching staff employed by the school or local authority, except those on contracts of less than 1 term, those undergoing induction and those undergoing capability procedures.

Newly appointed colleagues will begin their formal appraisal cycle from the first day of the autumn term closest to their start date, but will be expected to carry out their duties in line with the description of their teaching and form tutor roles, agreed in their contract of employment from their employment start date in order to ensure that they consistently provide an excellent education to our pupils. Newly appointed teaching staff will be expected to engage with the school Continuing Professional Development (CPD) programme and be included in learning walks and lesson observations, and any other departmental or whole school quality assurance processes from the start of their employment. Note will be taken of the point in the school year at which the colleague joins the team to ensure realistic expectations of CPD hours undertaken. Colleagues may be subject to capability procedures if concerns are raised during any routine quality assurance process undertaken by their Curriculum Leader or by the Senior Leadership Team (SLT). Routine quality assurance can include learning walks and observations where appropriate, book scrutiny and student voice.

2. Legislation and guidance

As an academy, we are free to determine our own appraisal arrangements. However, where a teacher's contract specifically incorporates conditions from [The Education \(School Teachers' Appraisal\) \(England\) Regulations 2012](#), these will continue to apply due to [The Transfer of Undertakings \(Protection of Employment\) \(TUPE\) Regulations 2006](#), which protect employees' terms and conditions when a maintained school becomes an academy.

We have based this policy on the [model policy](#) produced by the Department for Education (DfE).

This policy complies with our funding agreement and articles of association.

3. Definitions

In this policy, the term 'teacher' refers to classroom teachers, middle and senior leaders, and the headteacher.

Where relevant, we have added further detail regarding arrangements for headteachers.

4. The appraisal period

The appraisal period will run for 12 months beginning on the first day of the Autumn term. Appraisals will be held during the first half of the Autumn term.

For teachers on fixed-term contracts of less than 12 months, the appraisal period will be determined by the duration of their contract.

Teachers who start at or leave the school during the appraisal period can have a longer or shorter appraisal period in that appraisal round.

It is intended that teachers will have had their annual appraisal meeting and received their appraisal report by 31 October.

It is intended that the Headteacher will have had their annual appraisal meeting and received their appraisal report by 31 December.

5. Setting objectives

Teachers' objectives will be set before, or as soon as possible after, the start of the appraisal period.

The Headteacher's objectives will be set by the governing board, in consultation with an appointed external adviser approved by the governing board.

Objectives will:

- Contribute to improving the education of pupils at the school and the implementation of any school improvement plans. To ensure this happens, guidance will be given to line managers in advance of the appraisal cycle, so that at least one of the objectives set will directly link to the school improvement plan.
- Be specific, measurable, achievable, realistic and time-bound (SMART)
- Be appropriate to the teacher's role and career experience
- Be revised if circumstances change throughout the year

When objectives are set, teachers will also be informed of the standards their performance will be judged against.

The appraiser and teacher will seek to agree the objectives but, if that is not possible, the appraiser will determine the objectives.

The appraiser and teacher will agree an identified pathway of personalised CPD which is appropriate to the teacher's role and career experience and aspirations, which will be undertaken alongside whole school CPD. At the start of the academic year the Directed Time Budget will indicate allocated hours for personalised CPD. Engagement with personalised and whole school CPD will be taken into account when reviewing pay progression. Teaching staff are expected to attend all whole school CPD sessions, and undertake their own programme of training relevant to their career. Full time and part-time staff will be informed of the number of CPD hours they should complete, at the start of the academic year.

6. Standards

Teachers will be assessed against the [Teachers' Standards](#).

For teachers wishing to pass on to the Upper Pay Scale, having reached M6, objectives set will enable them to demonstrate that they are meeting the teaching standards required of a teacher on the Upper Pay Scale, as detailed by the Expert Teacher Standards (referenced on Schoolip).

The headteacher, and other school leaders where relevant, will also be assessed against the [Headteachers' Standards](#).

7. Reviewing performance (including observation protocol)

We will use a range of evidence to review a teacher's performance:

- Formal and informal lesson observations and learning walks carried out by Curriculum Leaders or members of SLT. Teaching staff will be observed via learning walks and informal drop ins. Evidence of these will be considered during the appraisal process.
- Participation in or leadership of wider school activities, if applicable
- Performance of their pupils: that students taught by the appraisee are making expected progress through the curriculum, in line with curriculum expectations set by the department and approved by the department SLT line manager, and that for any student who has not made expected progress the teacher is expected to be able to evidence adaptive teaching strategies and interventions that have been put in place to support these students. At RHS expected progress is considered to be in line with the published range of expected KS3 levels and positive Progress 8 / SPI in SISRA at KS4 and positive VA at KS5.
- Reviews of planning, where appropriate, and evidence of effective monitoring, assessment and feedback on students' work.
- Adherence to departmental schemes of learning and curriculum sequencing
- Positive parent and pupil voice, if applicable
- Engagement with whole school and personalised CPD programmes
- Evidence collected on Schoolip to support progress towards objectives set at the start of the Appraisal process. Teachers should provide up to 3 pieces of evidence for each objective set, as appropriate to the objective. Teachers paid on the main pay scale and on UPS do not need to provide written evidence of all of the teachers' standards but must demonstrate these in their day to day practice. Any concerns that arise regarding teachers not meeting the teachers' standards will be addressed via the teacher's direct line manager and SLT link.

7.1 Observation protocol

We believe that observations and learning walks are an important way of assessing a teachers' performance. They can help identify a teacher's strengths and areas for improvement, and can help us identify areas of good practice that can be shared across the school. We believe that the purpose of all lesson visits is developmental and value the importance of the professional dialogue which will take place following each visit.

There will be formal observations, agreed between colleagues in advance, short 'drop in' observations and departmental and whole school calendared learning walks. Curriculum Leaders may also arrange learning walks within their departments to support the quality assurance of the teaching and learning within their subject areas. We will ensure that the total time any colleague is observed does not exceed three hours over the course of the academic year.

The Deputy Headteacher will keep a central log of lesson visits to ensure that teachers are not observed more than 3 times per year as part of learning walk or observation cycles, unless teachers choose to share practice through more regular lesson visits. Curriculum Leaders and Senior Leaders may carry out short 5 minute drop ins throughout the year, as detailed below.

All observations and learning walks, which may be considered as part of the appraisal process, will:

- › Be carried out in an objective, fair, professional and supportive manner, with the aim of developing practice.
- › Be carried out following discussion with the teacher being observed regarding the context of the class and the lesson observed, and agreement of the focus of the observation.
- › Be carried out by teachers with Qualified Teacher Status
- › Be followed up with a learning conversation within 48 hours of the observation at which the observer and colleague will discuss the lesson observed.
- › Remain confidential to those who need to know details as part of their jobs

For developmental purposes, or as part of the whole school CPD programme colleagues may be asked to or choose to carry out informal lesson drop ins or full lesson observations, these will not be included in the appraisal process but will support individual development and cross-curricular sharing of practice.

7.2 'Drop in' observations

Drop-in observations will usually be conducted by a member of SLT or a Curriculum Leader in order to monitor the quality of teaching and learning.

Notice of 'drop in' observations may not be given.

They will usually last around [5] minutes, and may involve the observer talking to pupils and looking at their work.

The frequency will depend on the individual teacher and the school's needs at the time.

Generally, verbal feedback will be given the following day.

We will use all reasonable endeavours to provide written feedback within [5] working days.

Please note that we also carry out drop-in observations where fellow teachers observe a lesson for their own professional development. Notice will be given but evidence will not be used as part of the appraisal process.

Both members of staff in this process may record the drop in as evidence towards their engagement with the CPD cycle.

7.3 Formal Learning Walks

Calendared learning walks will take place three times per year. Notice will be given.

These will be led by SLT or Curriculum Leaders and teaching staff will have the opportunity to accompany any learning walk.

During the 'Learning Walks' visitors will observe lessons for no more than 15 minutes and will, where appropriate, speak with students in the lesson and look at student work.

Learning walks may or may not be accompanied by a formal book trawl.

At each learning walk cycle SLT/ Curriculum leads will endeavor to see all members of teaching staff.

Accompaniment of a learning walk is encouraged for all members of staff and can be logged as evidence towards engagement with whole school CPD.

Following any learning walk, generally verbal feedback will be given the following day as part of a professional learning conversation.

We will use all reasonable endeavours to provide written feedback within 5 working days.

Learning walk feedback and comments will be documented on the RHS learning walk proforma and must be shared in a timely manner with teachers visited.

7.4 Lesson observations

Early career teachers (ECTs) and less experienced teachers who have recently started at the school will receive a number of formal observations to establish their strengths and areas for development.

All teachers new to the school will have a full lesson observation as part of their induction programme, this will be carried out by a member of the Senior Leadership Team.

The purpose of formal observations is to assess the teacher's performance and progress against their objectives and the relevant standards.

All teachers may request or arrange full lesson observations with the purpose of collaboration with colleagues.

Generally, verbal feedback will be given the following day.

We will use all reasonable endeavours to provide written feedback within [5] working days.

Lesson observation feedback and comments will be documented on the RHS lesson observation proforma and must be followed up with a professional dialogue which supports colleagues to improve their practice.

7.4 Additional observations

Additional formal observations will take place if:

- › The teacher requests them
- › There are concerns that the teacher's performance is not up to standard.
- › The teacher is subject to formal capability proceedings

The above protocols will still apply to these additional observations.

8. Annual assessment

Performance will be reviewed and addressed on a regular basis throughout the year in short termly meetings with the teacher's line manager.

The appraisal meeting is the end point of the annual appraisal process, and the start of the next annual appraisal process and will take place at the start of each [Autumn] term. In this meeting, the appraiser will:

- › Review the relevant evidence
- › Assess performance in the appraisal period against the relevant teacher standards
- › Assess performance in the appraisal period against objectives
- › Discuss the teacher's professional development needs and identify action that should be taken
- › Discuss the teacher's wellbeing, career aspirations and any difficulties they may be facing
- › If necessary, discuss underperformance and put a plan in place to address it. If a teacher continues to demonstrate serious underperformance and does not respond to support provided, they 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 they will be invited to a formal capability meeting. Refer to our capability policy for more information.

9. Conducting annual appraisal meetings

The headteacher's appraisal meeting will be conducted by the governing board. To support the headteacher appraisal, the governors will appoint an external adviser with relevant skills and experience. The adviser may be from the local authority or a neighbouring local authority, or be an external consultant.

The governing board will typically delegate the headteacher's appraisal to a sub-group of 3 governing board members with a wide range of experience and knowledge of the school. This will not include any staff governors.

The headteacher will decide who will appraise teachers. Unless there is a good reason not to, this will normally be the teacher's line manager. By way of example, a 'good reason' could be a poor or deteriorating

working relationship between the teacher and line manager, including where a formal grievance has been lodged by the teacher citing their line manager.

All appraisers will be provided with appropriate training.

Appraisal meetings will take place within the teacher's normal working hours and will typically last for at least an hour. Scheduling appraisal meetings for an hour and a half is therefore recommended.

10. Appraisal report

Teachers will be provided with a written report of their appraisal, which will be held on Schoolip. The report will be completed by the person who conducted the appraisal. We will use all reasonable endeavours to complete this on the day of the appraisal or within [5,] working days.

This will include:

- An assessment of the teacher's performance against their objectives and the relevant standards
- An assessment of the teacher's training and development needs, and the action that should be taken to address them
- Where relevant, a recommendation on pay progression

There will be space in the report for the teacher's own comments.

After the report has been issued, we will hold review meetings where teachers can discuss the contents of their report if they wish.

Teachers will digitally agree the appraisal report on Schoolip to say they have seen it and agree with its content. Teachers can appeal to the headteacher, and the headteacher can appeal to the governing board, if they disagree with the contents of the report and the pay recommendation it makes.

11. Concerns about a teacher's performance

If it becomes clear a teacher is having difficulties at any point during the appraisal period, they will be provided with additional support.

This will begin with a meeting with their line manager, where the problem will be discussed and potential solutions identified. A performance improvement plan may be created.

The nature of the support will be based on the individual's circumstances. For example, teachers whose difficulties are linked to a long-term health condition may be referred to the occupational health service. Teachers new to the school may be given a mentor or coach.

The concerns may be of a nature that would usually involve beginning the capability procedure. In these cases, refer to our capability policy.

12. Confidentiality

The appraisal process and relevant documents are strictly confidential. Only staff members who need the information in order to do their jobs will have access to the information.

Appraisal information will be anonymised when information is reported to the governing board.

Appraisal records will be kept securely on Schoolip.

13. Monitoring arrangements

The governing board will monitor and review the effectiveness of the appraisal arrangements. [The Headteacher or Deputy Headteacher] will monitor objectives and assessments to ensure consistency.

The Headteacher or Deputy Headteacher will sit in on appraisal meetings to support Line Managers who are new to the process, or who would like an additional colleague in the meeting. Any Line Managers conducting appraisal meetings may request the attendance of the Head or Deputy Head at appraisal meetings to support with the process.

This policy will be reviewed every [3] years.

[The governing board] will be responsible for approving this policy.

14. Links with other policies

This policy should be read in conjunction with our capability and pay policies.

The **capability policy** will be used where this appraisal policy has not been able to address concerns about a teacher's performance. It applies to all staff, not just teaching staff.

The **pay policy** sets out how pay increases will be awarded, based on the results of a teacher's appraisal.

Appendix 1: appraisal timeline

DATE	ACTION
<i>First day of autumn term</i>	<i>Appraisal cycle begins</i>
<i>September / October</i>	<i>Appraisal meeting held to review and close the previous appraisal period, and to set objectives for the coming academic year.</i>
<i>31 October</i>	<i>Appraisal process is completed for teachers, deadline for appraisal reports to be sent</i>
<i>31 December</i>	<i>Appraisal process is completed for the headteacher, deadline for appraisal report to be sent</i>
<i>Jan - February</i>	<i>Meetings held to review progress</i>
<i>Throughout the year</i>	<i>Monitoring takes place</i>

Appendix 2: A summary of key expectations of lessons: the expected standard

1. Teachers support students to make progress through the curriculum.
2. Lessons are carefully sequenced, and are taught in line with the curriculum plans.
3. Lessons are carefully planned to offer appropriate challenge to all students.
4. Assessment for learning strategies, including carefully targeted questioning, are used to ensure that all students can access the learning and make progress, including SEND and PP students.
5. Teaching is adaptive.
6. Teachers make reasonable adjustments to their planning and lesson delivery, in line with information shared on student passports.
7. Teachers have high expectations for their students, both in terms of learning and behaviour.
8. Students are engaged in their learning and can talk about how their learning fits with what they have learnt previously and how this fits with their future learning.
9. Instructions are clear, and the teacher checks understanding of these.
10. Formative and summative assessment is used appropriately, feedback is regular and enables the students to move forward.

