



# Guidance on Teacher and Support Staff Appraisals

October 2012

## **Guidance on Teacher and Support Staff Appraisal**

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### **Application of the Appraisal policies**

The Teacher Appraisal Policy applies to all Teachers including unqualified and those on employer based training routes. The Teachers Standards are aspirational for those who have not got QTS. Please refer to the Teacher Standards for further clarification.

### **Appointing Appraisers**

The head teacher may either be the reviewer of other teachers, including members of the leadership group, Advanced Skills Teachers, or may delegate this role in its entirety. The head teacher cannot retain elements of the process whilst delegating others as this is a holistic process that requires a consistent appraiser. Ideally this should be the line manager who will have received the appropriate training.

Any requests for a change to an appraiser must include details of the grounds for such a request. The head teacher (or the Chair of Governors where the request is from a head teacher) holds the ultimate responsibility for identifying an alternative appraiser.

Where an appraisee's request for change is not accepted, the reasons for this should be explained in writing by the head teacher (or in the case of the head teacher, the Chair of Governors) and be appended to the appraisal records together with the appraisee's request.

### **Guidance on Preparing for the Planning Meeting**

- Set dates well in advance
- Ensure that there is written confirmation of the meeting at least 5 days before it takes place
- Choose a meeting place which is private, quiet and where there are no distractions
- Ensure that all mobiles are switched off and that telephone calls are diverted
- Have comfortable chairs at the same height for both people
- Ensure both parties are relaxed, comfortable and understand the process

- Consider, as a backdrop to the discussions, the standards which apply to their current career stage and those to which they might progress, and, for teachers where there is a potential impact on pay progression, the relevant criteria for pay progression.

## **Planning and Review Meeting**

### **Review of the last cycle objectives**

- Set expectations for meeting at the outset including time allocations (meeting should take about an hour)
- Allow both appraiser and appraisee to bring in and refer to relevant information as appropriate
- Reflect on appraisee's achievement in the last performance management cycle, including against the performance criteria recorded in the planning and review statement
- Ensure that the appraisee receives copies of all relevant documentation and evidence and, where applicable, written feedback on classroom observations
- Identify any issues that have affected their performance, positively or negatively
- Consider any issues about the planned support they needed/ received
- Assess impact of the engagement in professional development, both their own and, as appropriate, their support for the professional development of others, recognising that it can take time for benefits to be realised fully and reflected in improved performance
- Reflect on how far they have met the agreed performance criteria
- Where appropriate, make a recommendation on the teacher's pay

### **Setting Objectives**

The head teacher has a duty to ensure that these procedures and processes are applied fairly and consistently across the school and with regard to equal opportunities considerations. Head teachers need to have in place procedures for monitoring and moderating the plans for the forthcoming cycle. As part of this the head teacher may review appraisal records within 10 days of completion.

The setting of objectives needs to be realistic and it would be appropriate to recognise and record in the appraisal records factors outside of the appraisee's control that might significantly affect success.

Where teachers have been awarded an allowance in line with STPCD or are an Post Threshold, Excellent or Advanced Skills Teacher, or for senior support staff then it may be appropriate that more than three objectives are set; however, any additional objectives should still meet the framework of Specific, Measurable, Achievable, Realistic and Time-bound, and reflect the need for a satisfactory work/life balance.

Some objectives may be achievable within the performance management cycle. Others may require a longer time span, in which case the record of objectives should show the milestones towards that objective to be achieved in the current cycle. Individuals should not be held accountable for progress towards objectives in cases where promised support has not been forthcoming.

Teachers should be appraised against the Teacher Standards for the academic year 2012/13 onwards. Where other sets of standards published by the Secretary of State are used, these should be clearly referenced in the appraisal records. Other sets of standards that might be applicable include:

- SENCO
- Advanced Skills Teacher
- Excellent Teacher

Support staff should be appraised against their job description and any professional standards that might be applicable; for example, standards for HLTA's, Administrators, etc.

### **Good practice in setting objectives**

- Follow the school policy on number of objectives set – A possible approach is:
  - Whole school objective
  - Team or departmental objective
  - Personal Development objective
- Remember objectives have to relate to school improvement and pupil progress, but you do not have to include a specific 'pupil progress' target, particularly for support staff where this may not be appropriate
- Objectives should be time bound, challenging, but achievable, and need to reflect the need for a satisfactory work/life balance
- After each objective has been agreed, ensure that performance criteria are written to describe success
- Agree actions to be taken across the year for monitoring progress against these objectives and if possible put dates down on paper
- Remember classroom observations should ideally be no more than three hours in total
- Agree who should be responsible for the observations (it need not always be the appraiser)

- Agree CPD or professional development opportunities to support the achievement of these objectives
- Appraiser completes the Training and Development Form
- Summarise and feedback key decisions made to seek agreement
- Every effort should be made to agree the objectives, but where a joint determination cannot be made the reviewer will make the determination

### **Post Meeting**

- Ensure CPD Co-ordinator receives copy of each Training and Development Form
- Within five working days of the meeting taking place appraiser prepares a draft planning and review statement
- Copy passed to appraisee
- Within 10 working days appraiser prepares and signs the final version
- Appraisee may add comments
- Appraiser submits the signed statement to headteacher
- Within 10 working days of receipt of the statement the headteacher may review the statement, and may instruct the appraiser to make changes.

### **Possible sources of evidence relating to Appraisal Objectives**

- Data, both internal and external, on subject standards achieved
- Written feedback from specific individuals who have direct professional knowledge of the appraisees' work
- Classroom observation records
- Feedback notes and subsequent follow up work
- Evidence about the appraisee's engagement in professional development
- Feedback on the contribution the appraisee has made to the development of others

### **Classroom Observation**

- There should always be a clear rationale and focus for any classroom observation

- All observations should be undertaken in accordance with the regulations and the school's agreed protocol for the conduct of classroom observations as stated in the school's Teacher Appraisal Policy
- Wherever possible observations agreed should be proportionate, multi-purpose, and should provide monitoring information for a range of other necessary purposes, such as school self evaluation or a school improvement programme, as well as performance management
- Classroom observation is likely to be undertaken by the appraiser, but may include others who have appropriate professional expertise
- All observations of teachers must be carried out by observers with QTS (Qualified Teacher Status)
- Observers should have received preparation and possess the appropriate skills to provide constructive oral and written feedback and support
- Dates for observations should be set well in advance
- Observers should be given sufficient timetable release to feed back verbally as soon as possible. This should be immediate, but if not no later than the end of the following school day
- A short written record of the observation, feedback and any subsequent follow up work should be recorded. This written record should be given to the appraisee within five working days of the observation
- If concerns arise during the review cycle or the appraisee's circumstances change, there is scope, following appropriate discussion, to revisit the amount of classroom observation agreed at the beginning of the cycle. This should be recorded in a written addition to the review statement

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**MODEL PLANNING AND REVIEW STATEMENT**

**Date:**

**Appraisee's name:**

**Appraiser's name:**

Assessment of performance for the appraisal cycle just ended and recommendation for pay progression (where appraisee is eligible)

Objectives for next cycle including any relevant whole school/ year/ team/faculty objectives:

Extent, pattern and focus of planned classroom observation (if applicable):

Other evidence:

Support
Timescales for completion:

**Signed (Appraisee)**

**Signed (Appraiser):**

Appraisee Comments:



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**Training and Development Form**

A copy of this Form should be sent to whoever in the school is responsible for planning the training and development of staff

Training and Development needs:

Action to be taken

Appraiser signature ..... Date.....

Appraisee signature..... Date.....

Appraisee comments

Appraisal Grid

Objective	Activities	Success Criteria	Evidence Base	CPD opportunities