



## Highfurlong School 'Inspire, Challenge, Believe' Teacher Appraisal



Appraisal is a thorough yet supportive and developmental process designed to ensure that all teachers have the skills and support they need to carry out their role effectively. It helps to ensure that teachers are able to continue to improve their professional practice and to develop as teachers.

From 1<sup>st</sup> September 2012 new Regulations will come into effect with regard to Teacher Standards, Teacher Appraisal and Teacher Capability. All schools will need to review their current arrangements and make any necessary changes to ensure they meet the new Regulations. Please note appraisal applies to all teachers (where they are employed for one term or more) unless they are undergoing induction or the subject of capability procedures. Appraisal should not be confused with capability. Capability only applies to teachers about whose performance there are serious concerns that the appraisal process has been unable to address.

Below are some of the key points related to the teacher appraisal process:

- Performance Management will now be known as Appraisal ([The Education \(School Teachers' Appraisal\) \(England\) Regulations 2012](#))
- schools must have an annual appraisal process for teachers
- governing bodies and local authorities must have a written appraisal policy for their teachers (including headteachers) -
- teachers' performance will be assessed every year against the [relevant teacher standards](#), their objectives and their role in the school. Under the current arrangements, the standards are a "backdrop" to performance management discussions
- objectives set must contribute to improving the education of pupils
- the three hour limit on classroom observation (for performance management purposes) no longer exists
- teachers must be given a written appraisal report which sets out, an assessment of their performance, an assessment of their training and development needs and where relevant, a recommendation on pay progression (see exemplar template)
- governing bodies must appoint an external adviser to advise them with appraising the headteacher as part of the change to Ofsted inspections from September 2012, schools if asked will have to provide anonymised appraisal information to inspectors for them to see if the process is effectively used in the drive for school improvement

The governing body has a duty to ensure the performance of teachers at its school is managed and reviewed in accordance with the school policy and the Regulations. The governing body should also review the policy annually.

The head teacher is responsible for the appraisal of other teachers but may delegate this duty to other appropriate teacher, usually those with management responsibilities. They are also responsible for producing an annual report to governors about the operation of the appraisal policy, the effectiveness of the procedures and the teachers training and development needs.

### **Context for Appraisal**

Appraisal is a thorough yet supportive and developmental process, which assists teachers in improving their performance by concentrating on key objectives. It must include open and honest discussion between the appraiser and the appraisee. If done well all staff should be better able to help pupils achieve their potential (directly or indirectly), as well as gaining personal job satisfaction and progressing in their careers.

With regard to appraisals there are three key partners:

- the employee/appraisee - who should fully participate in the appraisal process, seek feedback and act upon it
- the manager/appraiser - whose role is to guide and support, give feedback and help set development objectives which should improve the performance of both the employee and standards
- the school - which should provide a system for employee development, a structure which affords opportunities and a culture which supports individuals' success

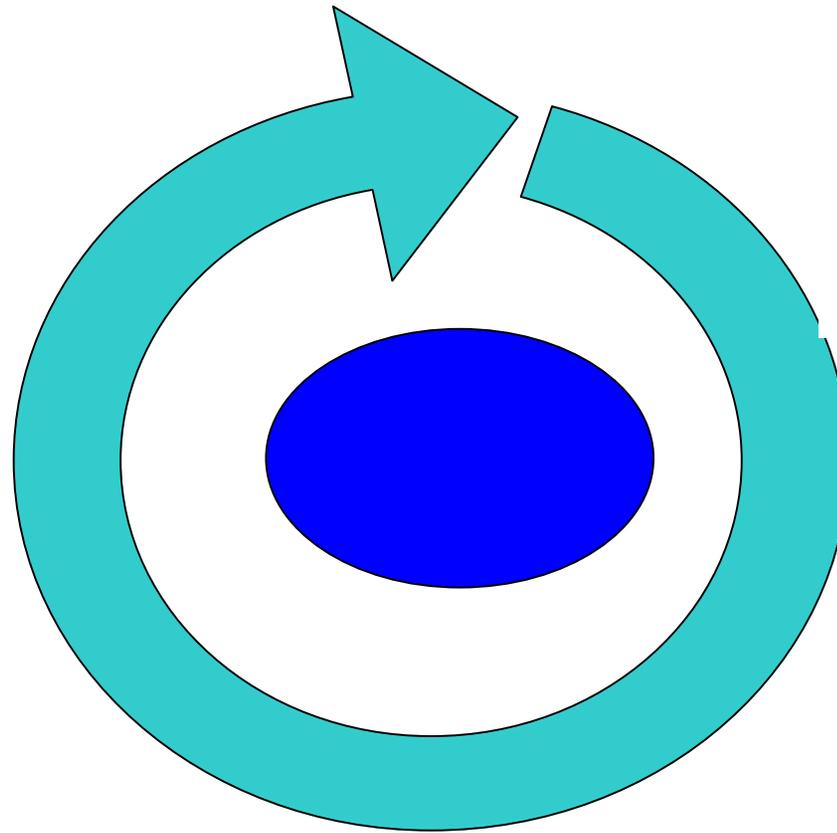
A truly valuable appraisal is actually an agreed summary of what has been happening since the last appraisal and what both the employee and the appraiser wish to be the case by the time of the next appraisal, linked to the school priorities, relevant standards and job role/career progression.

It is usual to talk about previously agreed objectives, and how well these have been met, and to explore and agree appropriate objectives for the next period, together with any development needs arising. As such, the appraisal process requires thorough preparation on the part of both appraiser and appraisee. Both need to be aware of statutory Regulations, teacher standards and the school's agreed appraisal policy. The appraiser also needs to have been appropriately trained and have the necessary skills and knowledge concerning the appraisal process to carry out the appraisal in addition to being sensitive to, and address, any doubts, fears or anxieties that the appraisee may have before the full appraisal discussion is broached. Wherever possible, the appraisal should be carried out by the employee's immediate manager, as they are the person most likely to have the greatest knowledge of the employee's performance and the requirements of their role.

All staff should have a copy of their current job description, which should be used as the starting point for any appraisal process. It is good practice to review job descriptions annually so that it properly reflects what the post holder is expected to do. If it is inaccurate this should be revised and if appropriate (support staff) submitted for job evaluation.

## The Appraisal Process

*The annual appraisal  
assessment/ review meeting*  
End of previous cycle  
progress, assessing  
achievements, pay decisions  
(where applicable)



*The planning meeting*  
Agreeing new objectives, assess  
against standards, agree evidence/  
success criteria, work development  
plans/CPD

Monitor and review progress  
throughout the year keeping  
professional dialogue ongoing and to  
include mid year review if applicable

## Appraisal Steps

### Step 1: The arrangements

Appraisal should be conducted in a setting that ensures privacy and allows sufficient time for a thorough discussion.

### Step 2: Preparation before the annual appraisal assessment/review and or planning meeting

The appraisal pre-meeting forms (copies attached) should form the basis of the discussion between the appraiser and the appraisee together with the job description. This will include:

- successes/achievements over the last review period
- progress towards objectives using appropriate evidence
- performance against relevant teacher standards
- any factors which have impacted on effectiveness including training/development over the last year
- review of current job description
- identification of future key areas for objectives linked to job role and experience
- future training and development needs
- any career goals/aspirations

### Step 3: Completing the review/planning meeting

- **Review of objectives and performance** - note key accomplishments and factors that have hindered or helped achievements
- **Employee development** - discuss the developmental progress since the last review and the training development opportunities that have occurred, its impact and future needs
- **Teacher standards** - for the review teachers are assessed against the relevant teacher standards (as identified at the planning meeting). For new appraisal cycle either teachers agree the standards against which they will be assessed or that need developing (refer to policy) as part of new objectives. (Template attached to support self review of teacher in advance)
- **Objective setting** - as part of the formal appraisal the appraiser and the appraisee will agree new/continuing objectives for the next review period linked to school priorities, job role and experience. These should be agreed and clearly defined so transparency about what success will look like, how progress will be measured and the evidence that will be used including classroom observations. These are completed on the school appraisal statement template (example copy attached). Please note appraisers who conduct teaching observations of teaching must have QTS
- **Additional notes/ comments** - any other actions arising, including, where appropriate actions by the manager/appraiser to support appraisee

- **CPD/training and development needs** - should be jointly identified and noted on the appraisal statement

### **Setting Performance Objectives**

Objectives agreed as part of the appraisal meeting, need to be appropriately challenging, brief, easily understood and linked to improving the progress and well being of pupils at the school i.e. SMART. During the appraisal cycle both parties have a responsibility to ensure that what is agreed, is delivered and that there is on going professional dialogue throughout the year.

SMART objectives are:

- **Specific** .....be precise about what is going to be achieved?
- **Measurable**...what evidence, data will you use and what impact will it have?
- **Achievable**...are you attempting too much?
- **Realistic**.....have you identified the support you will need?
- **Time bound**...is there a clear date for completion

### **Professional development and training (CPD)**

Enabling staff to develop to their full potential is a core part of the appraisal process and embraces a wide range of approaches Professional development should be linked to school improvement priorities and to the ongoing professional development of individuals, relevant to job role and experience. The school culture should encourage all teachers to take responsibility for improving their teaching through appropriate professional development. Prior to requesting training it will be useful for all staff to look at the training available.

### **Step 4: After the review/planning meeting - completion of the documentation**

The appraiser should complete an appraisal statement and submit to the appraisee for them to sign/comment. The appraisee should sign and return to the appraiser ASAP. Appraisal reports should include:

- details of the teachers objectives
- assessment of the teacher's performance, 'their role and responsibilities against the objectives and relevant standards - Outstanding' , 'Good', 'Requires Improvement' or 'Inadequate' see below and Highfurlong School Pay Policy
- assessment of teacher's training and development and the steps taken to address them
- a recommendation for pay progression where relevant - refer to Highfurlong School Pay Policy

Judgments will be properly rooted in evidence and linked to the appraisal process. As a teacher progresses through the Main Pay Range, this evidence should show:

- an increasing positive impact on pupil progress
- an increasing impact on wider outcomes for pupils
- improvements in specific elements of practice identified to the teacher, e.g. behaviour management or lesson planning
- an increasing contribution to the work of the School
- an increasing impact on the effectiveness of staff and colleagues

For the purposes of this policy:

**‘Outstanding’** occurs when a teacher exceeds the Teachers’ Standards and their appraisal objectives for example:

His/Her performance is not only good but also good enough to provide coaching and mentoring to other teachers by demonstrating to them effective teaching practice and how to make a wider contribution to the work of the school, in order to help them meet the relevant standards and develop their teaching practice

**‘Good’** occurs when a teacher meets the standards and will have made good progress towards / met their objectives for example

- Plays a critical role in the life of the school
- Provides a role model for teaching and learning
- Makes a distinctive contribution to raising of pupil standards; take advantage of appropriate opportunities for professional development and use the outcomes effectively to improve pupils’ learning

**‘Requires Improvement’** occurs when the teacher’s performance falls some way short of standards and/or objectives. When this occurs the recommendation should make clear that there is no pay progression, but without implying the need for capability procedures.

**‘Inadequate’** occurs when the teacher’s performance falls short of acceptable professional standards and objectives are not met. When this occurs the school should be initiating capability procedures.

Once signed the appraiser should pass a copy on to the headteacher and any training needs to the CPD leader. The appraiser and appraisee should each retain a signed copy of the completed appraisal statement form and the CPD form. All documentation will be confidential and kept for a minimum of 6 years in the school.

### **Monitoring - key functions**

The appraiser may monitor the appraisee's performance through different methods including:

- Self assessment by the teacher
- Review of pupil progress and attainment targets
- e.g. marking, assessments e.g. marking, assessments
- Work scrutiny
- Performance data, student and parental feedback.
- task observations for other standards
- discussions with the appraisee /discussions with colleagues

Evidence from monitoring should always be shared with the appraisee during the year, so that there are 'no surprises' at the end of the cycle i.e. there should be ongoing professional dialogue.

### **Mid year review**

- To check on progress against the agreed objectives
- To check overall performance against the role and relevant professional standards
- To ensure that development and support opportunities necessary to meet the performance/success criteria are provided
- To discuss any issues arising during the year
- To collect evidence in support of the final annual assessment/review, which may form part of a Professional Development Portfolio

There may be occasions when it is necessary to review what has been agreed in the appraisal statement during the cycle. For example, where the appraisee's post and/or responsibilities have changed or if there have been difficulties in accessing agreed support or where the appraisee has been on maternity or long-term sickness absence. Where this is the case with the agreement of both parties, the objectives should be changed.

### **Feedback**

Feedback is a two way process and where constructive forms an essential element of appraisal and ongoing professional dialogue. Feedback can be defined as:

- motivational feedback - identifies what is working well and has a positive impact in order to encourage continued high performance and positive behaviour

- developmental feedback - highlights performance and behaviours, which have a negative impact, and encourages change

The focus should be on facts and not personality. This ensures that feedback is specific, is understood, that examples are given and clarification provided if necessary. This enables the appraiser and the appraisee to communicate in a positive, open way and that trust is developed. It is useful therefore if both the appraiser and the appraisee consider areas that have gone well in addition to challenges that have been faced before the meeting and make a note on the pre-review meeting form (see attached). Feedback should also be ongoing and not just confined to formal review. Combined with other management skills, it supports the resolution of performance problems in a timely and effective manner.

### **Addressing Poor Performance**

The process the school will follow needs to be clear in the appraisal policy. In short where concerns are raised there should be the opportunity to put in place robust objectives with identified support for the employee to achieve as part of the appraisal process. The purpose is to create a course of action that will assist the employee in correcting the performance issue(s). A written document should be produced that outlines the performance issues(s), identifies next steps, support and/or training, states a reasonable timeframe for demonstrating improvement, and describes the consequences for successful or unsuccessful completion. If the appraiser is satisfied that the teacher has made or is making sufficient progress, appraisal will continue with remaining issues being addressed through appraisal. If after the set time sufficient progress has not been, the school should have a clear process in place to move from appraisal to capability. The teacher should be notified in writing that the appraisal system will no longer apply and performance will be managed under the capability process.

### **Confidentiality**

The whole appraisal and the statements/evidence generated under it should be treated with strict confidentiality. Information relating to CPD will be shared with the CPD Leader and in the event of an appeal information will be shared appropriately (HR can advise further). The school should retain the written appraisal report for a minimum period of 6 years.

### **General Diversity**

Appraisers must ensure that in the conduct of the appraisal process e.g. objective setting, performance review and development planning that the following are considered.

- Fairness: need to be aware of the potential for unconscious discrimination and to avoid assumptions about individuals based on stereotypes
- Consistency: all staff will receive the same entitlements. This will be continuously monitored through regular and routine quality assurance
- Equality: all staff should be encouraged and supported to achieve their potential through agreeing objectives, undertaking development and having their performance assessed

- Compliance with all the requirements of equalities legislation
- A clear timetable for the appraisal progress

## Teacher Appraisal Roles and Responsibilities

	<b>Appraisee</b>	<b>Appraiser</b>
<b>Before the meeting</b>	<ul style="list-style-type: none"> <li>• Carry out a self-review reflecting on:               <ul style="list-style-type: none"> <li>- your current role/job description</li> <li>- key successes, achievements, challenges</li> <li>- progress towards objectives</li> <li>- assessment against the teacher/standards</li> <li>- impact of training and development on performance</li> </ul> </li> <li>• Collate evidence as agreed at the planning</li> <li>• Think about possible future objectives and training and development needs</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the wider perspective of the priorities and developments for the school</li> <li>• Be familiar with the school's appraisal policy/process</li> <li>• Ensure a sound knowledge of the role and work of the appraisee</li> <li>• Consult the current job description of the appraisee and relevant standards</li> <li>• Consult previous appraisal records (where applicable)</li> <li>• Gather and review appropriate evidence and ensure that all evidence has been shared with the appraisee prior to the meeting</li> <li>• Agree a mutually convenient time and place</li> </ul>
<b>During the meeting</b>	<p><b>Review of previous year's objectives</b> Discuss the following:</p> <ul style="list-style-type: none"> <li>• key successes, achievements over appraisal cycle</li> <li>• progress towards objectives using appropriate evidence</li> <li>• performance against relevant teacher standards</li> <li>• any factors which have had an impact on effectiveness</li> <li>• impact of support and training/CPD</li> </ul> <p><b>Planning future objectives</b> Discuss the following:</p> <ul style="list-style-type: none"> <li>• future objectives linked to job role, experience school priorities, teacher standards and future career progression</li> <li>• the support, professional learning and development activities needed to meet objectives</li> <li>• agree performance/success criteria and evidence which will be used to assess performance including classroom observation</li> </ul>	<p><b>Review of previous year's objectives</b> Discuss the following:</p> <ul style="list-style-type: none"> <li>• the appraisee's work over last appraisal cycle - successes, achievements</li> <li>• any factors which have had an impact on effectiveness</li> <li>• progress towards their objectives using appropriate evidence</li> <li>• performance against relevant teacher standards</li> <li>• impact of support and training/CPD</li> <li>• agree a recommendation on pay for eligible teachers</li> </ul> <p><b>Planning future objectives</b> Discuss the following:</p> <ul style="list-style-type: none"> <li>• future objectives linked to job role, experience, school priorities, teacher standards and future career progression</li> <li>• support, professional learning/development activities needed to meet objectives</li> <li>• agree evidence/success criteria and evidence which will be used to assess performance including classroom observation</li> <li>• Keep an accurate record of the discussion in order to complete relevant documentation</li> </ul>
<b>After the meeting</b>	<ul style="list-style-type: none"> <li>• Develop skills and practice related to the objectives</li> <li>• Participate in interim discussions to review progress</li> <li>• Ensure reviewers are made aware of any concerns at the time they arise about progress or provision of support or training</li> <li>• Keep a copy for own records</li> </ul>	<ul style="list-style-type: none"> <li>• Write the appraisal statement</li> <li>• Copy to appraisee to agree and sign before passing a copy to the HT and training needs to CPD leader</li> <li>• Monitor and review progress throughout the year towards the agreed objectives, ensuring provision of planned support and development</li> <li>• File documentation (to be kept for minimum of 6 years)</li> </ul>



Highfurlong School  
'Inspire, Challenge, Believe'  
Teacher Appraisal Record



Name.....

Role.....

Date.....

KEY OBJECTIVES for FORTHCOMING YEAR Objectives		Notes on how the objectives might be achieved	By When?
A			
B			
C			
KEY OBJECTIVES for PREVIOUS YEAR Objectives		Evidence/ Barriers	
A			
B			
C			



Highfurlong School  
 'Inspire, Challenge, Believe'  
 Teacher Appraisal Statement 2013-14



Name/appraisee:	Post held:
Name and role of line manager/appraiser:	
Date of planning meeting:	Date of review:
Wishes to be considered for post threshold      Yes/No	JD reviewed Yes/No

Objective	Success criteria	Evidence including lesson observations	Training and development needs/	Teacher standards will meet
1.				
Comments: When setting objectives think about baseline evidence i.e. where are the pupils/teachers now, where do they want/need to be and how will they get there. At the end of the cycle the same evidence can be measured to show impact Mid year/end of year review (Progress (so far)? Impact?)				
2.				

