



Newdigate C of E aided Infant School



Newdigate C of E (Endowed) Infant School

Teacher Appraisal Policy

Agreed by staff:	November 2016
Agreed by Governors:	November 2016
Review Date:	November 2018



In God's hands we learn and grow

Newdigate Infant school aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice.

<http://www.newdigate.surrey.sch.uk/>



Teacher Appraisal Policy

1. Introduction and Purpose of Policy

This policy sets out the framework for a clear and consistent assessment of the overall performance of teachers and for supporting their development within the context of the school's plan for improving educational provision and performance, and the standards expected of teachers.

The appraisal system in this school is intended to be a supportive and developmental process designed to ensure that teachers:

- have the skills and support they need to carry out their role effectively;
- can continue to improve their professional practice and to develop as teachers.

This policy applies to all teachers (including the headteacher) employed by the school except those on contracts of less than one term, those undergoing induction (i.e. NQTs) and those who are the subject of capability procedures.

The Governing Body is mindful of its obligations under the Equality Act 2010 and this policy will be applied fairly and consistently to all teaching staff employed at the school, with the exceptions outlined above.

2. The Appraisal Period

The appraisal period will run for twelve months from 1st November to 31st October.

Teachers who are employed on a temporary or fixed term contract likely to last for less than one year will have their performance managed in accordance with the principles underpinning this policy. The length of the appraisal period will be determined by the known or likely duration of the contract.

3. Appointing Appraisers

The Headteacher will be appraised by the Governing Body, supported by an external adviser who has been appointed by the Governing Body for the purpose.

The task of appraising the Headteacher, including the setting of objectives, will be delegated to a sub-group consisting of the Chair and two other members of the Governing Body (minimum if necessary of 2 Governors).

The Headteacher will determine who will appraise other teachers.



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4. Setting Objectives

The Headteacher's objectives will be set by the Governing Body after consultation with the external adviser.

Objectives for each teacher will be set before or as soon as practicable after, the start of each appraisal period. The objectives set for each teacher will be 'SMART' (i.e. specific, measurable, achievable, realistic and time-bound) and will be appropriate to the teacher's role and level of experience. It may be determined that specific objectives require a longer time span than a single appraisal period, in which case appropriate milestones towards the achievement of such objectives will be built in, in order to monitor progress within each appraisal period.

The appraiser and teacher will seek to agree the objectives. Where this is not possible, the appraiser will determine the objectives. Objectives may be revised if circumstances change.

The objectives set for each teacher will, if achieved, contribute to the school's plans for improving the school's educational provision and performance and improving the education of pupils at the school. This will be ensured by assessing all objectives against the school improvement plan.

Before, or as soon as practicable after, the start of each appraisal period, each teacher will be informed of the standards against which that teacher's performance in that appraisal period will be assessed.

5. Reviewing Performance

5.1 Classroom Observation

This school believes that observation of classroom practice and other responsibilities is important both as a way of assessing teachers' performance in order to identify any particular strengths and areas for development they may have and of gaining useful information which can inform school improvement more generally. All observation will be carried out in a supportive fashion.

Teachers' performance will be regularly observed but the amount and type of classroom observation will depend on the individual circumstances of the teacher and the overall needs of the school. Classroom observation will be carried out by those with QTS. In addition to formal observation, head teachers or other leaders with responsibility for teaching standards may "drop in" in order to evaluate the standards of teaching and to check that high standards of professional performance are established and maintained. The length and frequency of "drop in" observations will vary depending on specific circumstances.

Teachers (including the head teacher) who have responsibilities outside the classroom should also expect to have their performance of those responsibilities observed and assessed.

5.2 Development and Support

Appraisal is designed to be a supportive process which will be used to inform continuing professional development. The school wishes to encourage a culture in which all teachers take responsibility for improving their teaching through appropriate professional development. Professional development will be linked to school improvement priorities and to the ongoing professional development needs and priorities of individual teachers.



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5.3 Feedback

Teachers will receive constructive feedback on their performance throughout the year and as soon as practicable after observation has taken place or other evidence has come to light. Feedback will highlight particular areas of strength as well as any areas that need further development. Where there are concerns about any aspects of the teacher's performance the appraiser will arrange to meet the teacher to:

- give clear feedback to the teacher about the nature and seriousness of the concerns;
- give the teacher the opportunity to comment and discuss the concerns;
- agree any support (e.g. coaching, mentoring, structured observations), that will be provided to help address those specific concerns;
- make clear how, and by when, the appraiser will review progress;
- explain the implications and process if no – or insufficient – improvement is made.

The appraisal plan will be revised as necessary to reflect any changes, such as to the objectives or planned development activities.

When progress is reviewed, if the appraiser is satisfied that the teacher 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.

5.4 Transition to Capability Procedures

If the appraiser is not satisfied with progress, the teacher will be notified in writing that the appraisal system will no longer apply and that their performance will be managed under the capability procedure. They will be invited to a formal capability meeting in accordance with the school's adopted procedure.

5.5 Annual Assessment

Each teacher's performance will be formally assessed in respect of each appraisal period. In assessing the performance of the headteacher, the Governing Body will consult the external adviser.

This assessment is the end point to the annual appraisal process, but performance and development priorities will be reviewed and addressed on a regular basis throughout the year in interim meetings.

The teacher will receive as soon as practicable following the end of each appraisal period – and have the opportunity to comment in writing on – a written appraisal report. Teachers will receive their written appraisal reports in the Autumn term. The appraisal report will include:

- details of the teacher's objectives for the appraisal period in question;
- an assessment of the teacher's performance of their role and responsibilities against their objectives and the relevant standards;
- an assessment of the teacher's training and development needs and identification of any action that should be taken to address them;
- a recommendation on pay where relevant;

The assessment of performance and of training and development needs will inform the planning process for the following appraisal period.



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6. Confidentiality

The appraisal process will be treated with confidentiality. However, the desire for confidentiality does not override the need for the headteacher and governing body to quality assure the operation and effectiveness of the appraisal system.

7. Monitoring and Evaluation

The Governing Body and headteacher will monitor the operation and effectiveness of the school's appraisal arrangements.

8. Retention

The Governing Body and headteacher will ensure that all written appraisal records are retained in a secure place for six years and then destroyed.

9. Review

The Governing Body of Newdigate CE Infant School adopted this policy in December 2016. It will continue to be reviewed on an annual cycle.