

Introduction and Purpose of Staff Appraisal Policy

This policy sets out the framework for a clear and consistent assessment of the overall performance of staff at Kings International College and for supporting their development within the context of the school's plan for improving educational provision and performance, the national standards expected of teachers and the role expectations of support staff.

The appraisal system in this school is intended to be a supportive and developmental process designed to ensure that all members of staff:

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

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

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

Appraisal means a shared commitment to high performance. We aim to focus our attention on raising the quality of teaching to benefit pupils, teachers and the school. Due to the abolition of the default retirement age, appraisal is a key factor in continuation of service.

2. The Appraisal Period

The appraisal period will run for twelve months from October to October. For support staff appraisals are to be completed by November. Support staff joining the school in the middle of the year may have their appraisal staggered throughout the year. For teachers who join or leave the school during the year they will have their appraisal period lengthened and/or shortened according to when they join or leave the school.

Employees who are engaged 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 and the School Improvement Advisor, 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 at least **two** members of the Governing Body.

The Headteacher/Deputy Headteacher with responsibility for appraisal and staff development will determine who will appraise other members of staff.

Each appraiser will normally have no more than 6 members of staff to appraise unless there are extenuating circumstances.

4. Setting Objectives

4.1 General

Objectives for each member of staff will be set before, or as soon as practicable after, the start of each appraisal period. The objectives set for each appraisee will be 'SMART' (i.e. specific, measurable, achievable, realistic and time-bound) and will be appropriate to the individual'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 appraisee will seek to agree the objectives. Where this is not possible, the appraiser will determine the objectives. Objectives may be revised if circumstances change.

4.2 Teaching Staff

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

Objectives for each teacher are set at the beginning of the appraisal period. The majority of staff will have between 3 as a minimum and 6 maximum, objectives set. In the case of middle management/SLT this is likely to be 6.

Objectives must contribute to improving the education of pupils at the school and the implementation of the school improvement plan. This will be ensured by setting objectives against the Schools Development Plan. All teaching staff will retain pupil progress as their first objective.

Teachers are informed of the standards against which their performance will be assessed (all teachers must be assessed against the national teacher standards; the Headteacher (or governing body as appropriate) must consider whether certain teachers should also be assessed against other sets of standards published by the Secretary of State that are relevant to them).

4.3 Support Staff

It is recognised that the process of objective setting will be more appropriate to some support staff roles than others and that therefore it may not be practicable in all cases to set formal objectives. Although the appraisal process may require adaptation for different roles, the Governing Body will continue to ensure that all employees have the opportunity to have their performance reviewed on an annual basis.

Objectives will relate to the school's plans for improving educational provision where relevant to the individual's role; otherwise (or in addition) they may relate to progress in a specific task and/or professional development. The number of objectives set for support staff will depend on the role they are employed for.

Relevant occupational or professional standards may be used as a backdrop for the appraisal discussion where appropriate.

5. Reviewing Performance

5.1 Reviewing Teachers' Performance

Classroom Observation

We believe 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. Teachers can, however, expect to be formally observed on a maximum of 3 lessons (appraiser and appraisee to agree the length and focus) in any appraisal cycle. Formal lesson observation weeks are calendared in advance. Classroom observation will be carried out by those with QTS. In addition to formal

observation, lesson observations undertaken for quality assurance or other purposes, may be used with the appraisal cycle. 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.

Learning walks and work scrutiny all form part of regular observation of classroom practice. The school has a policy of visiting lessons every day so teachers should be expected to be visited any lesson.

In planning observation, we will follow these principles:

- the teacher will be informed in advance of any Performance Management lesson observation. The teacher will provide a lesson plan for the observer
- the nature of the observation will depend on its purpose; to be agreed prior to the observation
- full, constructive and timely feedback offers an opportunity to discuss what went well, what might be done better or differently next time. When giving feedback, the team leader should take into account the range of activities carried out by the teacher and the time spent on each activity.

We will use our lesson observation sheets and the school agreed proforma. Other styles of lesson observation proforma may be used for developmental purposes. The teacher and Professional Support Manager retain copies of the proforma.

Other Responsibilities

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

5.2 Reviewing Support Staff Performance

The process of reviewing support staff performance may involve a mixture of informal and formal evidence gathering and assessment. For teaching assistants, data will normally consist of evidence of student work or progress. For other support staff there may be evidence from project documentation or from co-workers, customers or managers which can feed into the process.

5.3 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 members of staff take responsibility for improving their performance through appropriate professional development. Professional development will be linked to school improvement priorities and to the ongoing professional development needs and priorities of individual members of staff.

5.4 Feedback

All members of staff 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 individual’s performance the appraiser will arrange to meet the member of staff to:

- give clear feedback about the nature and seriousness of the concerns;
- give the member of staff the opportunity to comment and discuss the concerns;
- agree any support (e.g. coaching, mentoring, structured observations for teachers), 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 appraisee 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.

5.5 Transition to Capability Procedures for Teaching Staff

If the appraiser is not satisfied with progress, the member of teaching staff 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.

Transition to Capability Procedures for Support Staff

Following the appraisal meeting, the appraiser will complete the appraisal form and provide a copy initially to the appraisee to allow him/her to comment on the content before it is finalised. If the appraisee does not agree with the content, he/she should initially discuss this with the appraiser. If this fails to achieve an outcome the appraisee is satisfied with, he/she may raise the matter with the appraiser's line manager or the Headteacher. In the event of continued dissatisfaction, the employee may seek to raise the matter formally, in accordance with the school's grievance procedure. Where the appraiser is the Headteacher, disagreement over the content of the completed appraisal form may be referred to the chair of governors.

Underperformance of a member of support staff will be addressed through the school's procedures for the management of capability, during which time this policy will be suspended.

5.6 Annual Assessment

Each member of staff'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. (mid year reviews will normally take place in Term 2).

The appraisee 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 by 31 October (31 December for the Headteacher). The appraisal report will include:

- details of the individual's objectives for the appraisal period in question, including a brief overall review of the appraisal period and of each objective set.
- an assessment of the appraisee's performance of their role and responsibilities against their objectives and,
 - for teachers, the relevant standards or,
 - for support staff, their job description and any occupational or national standards deemed relevant;

- an assessment of the appraisee'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.

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.

- Quality Assurance procedures is scheduled in the calendar.
- The Headteacher / Deputy Headteacher may review all teachers' objectives (or a sample) to check consistency of approach and expectation between different appraisers;
- The appraisers may wish to make recommendations on pay recommendations;
- All appraisers will receive training to ensure they are familiar with the Teacher Standards and the school's approach to appraisal and objective setting on an annual basis;
- The Headteacher may be required to provide the governing body with a written annual report on the appraisal process.

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.