



Charles Dickens Primary School

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Teacher Appraisal Policy

School ethos:

Creativity and excellence are at the heart of everything we do at Charles Dickens Primary School. Children are encouraged to work to the best of their abilities. However, we also want them to have lots of fun along the way. In order to enrich our exciting and diverse curriculum, we offer a continually expanding range of first hand learning experiences and extra-curricular activities, tailored to meet the needs of children at different stages of their school career. We believe that it is important that our classrooms look and feel vibrant and alive and that the creativity exudes from our displays and the presentations and performances of our children. All our children will always make or exceed national expectations of progress and all the staff will support their determination and ambition with outstanding teaching. Through every strand of school life, we aim to promote the spiritual, moral and cultural development of every child, alongside the academic, to prepare them for the opportunities, responsibilities and challenges that life offers.

Policy for appraising teacher performance

The Governing Body of Charles Dickens Primary School adopted this policy on 25th June 2013.

It will be reviewed in the academic year 2016-17

Contents

1. Introduction

- Purpose
- Application of the Policy

2. Appraisal

- Appraisal Period
- Appointment of Appraisers
- Objective setting
- Reviewing performance
 - Observation
 - Development and Support
 - Feedback
- Assessment
- Dealing with concerns in performance

I. Introduction

On 1 September 2013 this policy supersedes the previous performance management model policy and guidance, which had been designed to support the 2006 Regulations.

All text in bold indicates statutory requirements contained in the Appraisal Regulations or the School Staffing Regulations.

Purpose

This policy sets out the framework for a clear and consistent assessment of the overall performance of teachers, including the head teacher, and for supporting their development within the context of the Charles Dickens School's plan for improving educational provision and performance, and the standards expected of teachers. It also sets out the informal arrangements that will apply when teachers fall below the levels of competence that are expected of them.

Application of the policy

This policy covers appraisal, applies to the head teacher and to all teachers employed by the school or local authority, except those on contracts of less than one term and those undergoing induction (i.e. NQTs) and those who are subject to formal capability proceedings

2. Appraisal

Appraisal at Charles Dickens School will continue to be a supportive and developmental process designed to ensure that all teachers have the skills and support they need to carry out their role effectively. It will help to ensure that teachers are able to continue to improve their professional practice and to develop as teachers.

The appraisal period

The appraisal period will run for twelve months from 1 September to 31st August .

Teachers who are employed on a fixed term contract of less than one year will have their performance managed in accordance with the principles underpinning this policy. **The length of the period will be determined by the duration of their contract.**

There is flexibility to have a longer or shorter appraisal period when teachers begin or end employment with a school or local authority or when unattached teachers change post within the same authority.

Appointing appraisers

The head teacher will be appraised by the Governing Body, supported by a suitably skilled and/or experienced external adviser who has been appointed by the Governing Body for that purpose.

In this school the task of appraising the head teacher, including the setting of objectives, will be delegated to a sub-group consisting of two members of the Governing Body depending on the size of the Governing Body

The head teacher will decide who will appraise other teachers. Where this teacher is not the appraisee's line manager the teacher will have an equivalent or higher status in the staffing structure as the teacher's line manager. Where a teacher is of the opinion that the person to whom the head

teacher has delegated the appraisal's duties is unsuitable for professional reasons, s/he may submit a written request to the head teacher for that appraiser to be replaced, stating those reasons. A head teacher requesting an alternative appraiser should send the request to the Chair of Governors. 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)

Setting objectives

The head teacher's objectives will be set by the Governing Body after advice and support from the external adviser.

Objectives for each teacher will be set, following consultation with the teacher, before, or as soon as practicable after, the start of each appraisal period. The objectives set for each teacher, will be Specific, Measurable, Achievable, Realistic and Time-bound and will be appropriate to the teacher's role, level of experience and considering the professional duties and the teacher's work life balance. To this end the objectives will be clearly defined, with appraisers and appraisees clear what success will look like and how pay progression will be measured. The appraiser and teacher will seek to agree the objectives but, if that is not possible, the appraiser will determine the objectives. Where an appraisee's request for change is not accepted, the reasons for this should be explained in writing by the appraiser and be appended to the planning and review statement together with the appraisee's request. 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 standards of the school and pupil achievement. This will be ensured by quality assuring all objectives against the progress of pupils and quality of teaching.

They shall also take account of the teacher's professional aspirations and any relevant pay progression criteria. They should be such that, if they are achieved, they will contribute to improving the progress of pupils at the school

In line with the aspirations of the school, objectives should be reasonable and achievable. For classroom teachers, 3 objectives are considered the norm, while for those with management responsibilities 4 may be appropriate. However, the exact number will be agreed by both parties in the meeting and will further the professional excellence of the teacher and the progress and enjoyment of pupils at the school.

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. All teachers will be assessed against the set of standards contained in the document called "Teachers' Pay and Conditions" published in September 2013. The head teacher or governing body (as appropriate) will consider whether certain teachers should also be assessed against other sets of standards published by the Secretary of State that are relevant to them.

Reviewing performance

Observation

Staff and Governors of Charles Dickens School 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 will lead to the improvement of the quality of teaching and attainment of pupils. All observation will be carried out in a supportive and developmental fashion.

At Charles Dickens School, 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 and that those involved in the process will:

- give sufficient notice to the teacher but not less than 2 working days
- carry out the role with professionalism, integrity and courtesy;
- evaluate objectively;
- report accurately and fairly; and
- respect the confidentiality of the information gained.

Area for review

For the appraisal process, three observations per year will be the norm.

Other formal lesson observations and “drop in” observations will take place throughout the year to evaluate the quality of teaching and learning and to check that high standards of professional performance are established and maintained.

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

Development and support

Appraisal is a supportive process which will be used to inform continuing professional development. Charles Dickens School wishes to continue 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.

Feedback

Teachers will receive constructive feedback on their performance throughout the year and as soon as practicable after observation has taken place or when necessary on any occasion when other evidence has come to light. Feedback will highlight particular areas of strength as well as any areas that need attention.

Annual assessment

Each teacher's performance will be formally assessed in respect of each appraisal period. In assessing the performance of the head teacher, the Governing Body must seek advice and support from 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 which will take place termly.

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. At Charles Dickens School, teachers will receive their written appraisal reports by 31 October and their pay award recommendation (31 December for the head teacher). **The appraisal report will include:**

- details of the teacher's objectives for the appraisal period in question and whether or not they were met;
- **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 progression. The rationale for pay awards is contained within the Charles Dickens Pay Policy. Pay recommendations will be made by 31 December for head teachers and by 31 October for other teachers);**
- each teacher will be informed of the recommended salary (subject to agreement from the Pay and Personnel Committee) by the Headteacher, with reasons. The teacher then has 5 days to make written representations and / or request a meeting with the Reviewer. If written representations are made and / or a meeting takes place the Headteacher then informs the teacher of the final recommendation, whether or not this has changed, again giving reasons, which is to be put to the governing body. Each recommendation will be presented to the appropriate committee of the Governing Body.

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

Confidentiality

The appraisal processes will be treated with confidentiality. However, the desire for confidentiality does not override the need for the head teacher and governing body to quality-assure the operation and effectiveness of the appraisal system. The head teacher will review all teachers' objectives and written appraisal records personally, in order to check consistency of approach and expectation between different appraisers. The head teacher will decide on any pay recommendations that have been made. Appraisees will be told who has requested and has been granted access to assessments.

Dealing with Concerns in Performance

Where there are concerns about any aspects of the teacher's performance the appraiser will arrange a structured meeting with the teacher, giving them the right to be accompanied by a colleague, a trade union official, or a trade union representative who has been certified by their union as being competent, 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 (eg coaching, mentoring, structured observations), that will be provided to help address those specific concerns;
- The school will expect significant improvement against the objectives at the end of 4 weeks.
- if no – or insufficient – improvement is made by that time then capability procedures will be invoked

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.

If the appraiser is not satisfied with progress within the time specified, 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, and will be invited to a formal capability meeting. The capability procedures will be conducted as in School's Teacher Capability Policy.

General principles underlying the policy

Consistency of Treatment and Fairness

The Governing Body is committed to ensuring consistency of treatment and fairness and will abide by all relevant equality legislation.

Definitions

Unless indicated otherwise, all references to "teacher" include the head teacher.

Delegation

Normal rules apply in respect of the delegation of functions by governing bodies, head teachers and local authorities.

Monitoring and Evaluation

The governing body and head teacher will monitor the operation and effectiveness of the school's appraisal arrangements. The head teacher will provide the governing body with a written report on the operation of the school's appraisal policy annually. The report will not contain any information which would enable any individual to be identified.

Retention

The governing body and head teacher will ensure that all written appraisal records are retained in a secure place for six years and then destroyed.

Date: April 2014