



Teacher Performance Appraisal Policy

Woodard Academies Trust

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1. Woodard Academies Trust Statement of Intent

Woodard Academies Trust is committed to performance management as an holistic organisational style of management and process which contributes to the effective management and development of individuals and teams within Woodard Academies and Corporate Centre. Performance Management drives forward improvement and the provision of outstanding and inclusive education for children and young people. It is a focussed process linking to the Corporate Vision and Strategy and Academy Strategy and Improvement plans.

Woodard Academies Trust believes that performance management as an enabling and coaching process which supports individuals to develop and achieve their potential, celebrate success and fosters professional dialogue between colleagues. It brings with it a commitment to an entitlement to professional development and training which is delivered through a variety of means enabling individuals and teams to work effectively and reach their potential.

Woodard Academies Trust believes that performance management is a strategy which relates to every activity of the organisation and is set in the context of its human resources policies, culture, ethos and communications. The Performance Management process will consider the well-being of staff and use the process to ensure that WAT is exercising its duty of care to all staff.

It is a process through which excellent practice can be identified and where necessary, focussed support and guidance provided with an aim of enabling an individual to perform effectively. It also provides a platform to move to formal capability procedures if necessary.

2. Purpose of the Teacher Performance Appraisal Policy

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

The Appraisal system in this Academy 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 and progress as teachers

Each Academy will set the time for appraisal review and planning meetings during directed time.

3. Application of the policy

This policy applies to all teachers employed by Woodard Academies Trust, except those on contracts of less than one term, those undergoing induction (i.e. NQTs) and those who are subject to the Teacher Capability Procedure.

4. The Appraisal Period

The appraisal period will run for twelve months from 1st September to 31st August. Planning and Review meetings will take place in the autumn term and be completed before 31st October in the review year.

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.

5. Appointing Appraisers

The Principal is responsible for appointing Appraisers. Teacher Appraisers will be a qualified teacher and it is likely to be the teacher's line manager. The number of appraises that a line manager/appraiser will have is not specified but it is recommended that this is no more than six people.

6. Appraisal Review Meeting

The Appraisal Review meeting provides an opportunity to review performance at the end of an appraisal cycle and look forward to the year ahead. The meeting may be two parts of one meeting, or it may be more practical to meet once for review and second time for planning. (The details of the cycle will be determined at Academy level).

The meeting is planned and led by the Appraiser.

Review:

- Review and reflection with discussion about achievements, areas for improvement and professional development activities.
- Assessment of performance against the Teacher Standards.
- Assessment of the achievement of objectives and the evidence to inform this.
- Review of the training and development during the period and the impact this has had on teaching and learning, skills and confidence
- Identification of areas for improvement and future development

Planning:

- Discussion and agreement of objectives

- Identifying future training and development needs, linking this to the Teacher Standards and the career aspirations of the teacher.
- Planning the focus for observation (see 7.1)

Appraisal Report:

- The Appraiser will prepare the appraisal report and this will be shared with the teacher.
- The Teacher may comment on the content of the appraisal report and this may lead to adjustment before the report is signed by both parties (see 9).

Note: Line managers will be provided with guidance and training with respect to their Appraisal responsibilities.

7. Setting objectives and assessment against standards

7.1 Objectives

The 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 **Specific, Measureable, Achievable, Realistic and Time-bound (SMART)** and will be appropriate to the teacher's role, career stage and level of experience and they will be linked to the relevant Teacher Standards.

The appraiser and teacher will seek to agree the objectives, but if that is not possible the appraiser will determine the objectives.

The number of objectives is not prescribed but in normal circumstances this will be three in number.

Consideration should be given to the needs of part-time staff and there should be flexibility in determining an appropriate number of objectives. The number of objectives should be proportionate to the size of part-time role. In such cases it may be appropriate for two or even one objective to be set.

Milestones or targets relevant to the objectives should be identified and the planning discussion should include the identification of the evidence of success. The appraisal documentation/system will support this dialogue.

Objectives may be revised if circumstances change and this should be done through a meeting between the appraiser and appraisee and any changes agreed should be noted on the appraisal documentation. (This may be a paper system or web-based system).

The Teacher's achievement against objectives will be reviewed at the end of each appraisal cycle.

The objectives set for each teacher will, if achieved, contribute to the Academy's plans for improving the Academy's educational provision and performance and improving the educational attainment and outcomes of pupils in that setting.

7.2 Assessment against Standards

Teachers will be assessed against the delivery of the Teacher's Standards (2012). Assessment will also consider the totality of a teacher's performance.

Where other sets of standards are used each teacher will be informed at the start of the appraisal cycle of the standards against which their performance in that appraisal period will be assessed. (For example, Teachers with senior leadership responsibilities may also be assessed against The Leadership Standards provided by the National College).

Teachers will be encouraged to self-review against the Teacher Standards in order that they can take an active part in identifying their strengths and those areas for development.

8. Reviewing Performance

8.1 Classroom observation

Observation of classroom practice and other responsibilities is important both as a way of assessing the performance of teachers' in order to identify any particular strengths and areas of development they may have and to gain information which can inform Academy improvement generally. All observation will be carried out in a professional and supportive fashion, with professionalism integrity and courtesy. They will be evaluated objectively and reported accurately and fairly and will take account of particular circumstances which may affect performance on the day.

Observations will be undertaken by staff with QTS, wherever possible this will be the appraising line manager. Those undertaking observations will have received appropriate professional skills and training to undertake observation and provide oral and written feedback.

Appraisal observations should be planned in advance at the review and planning meeting. This includes the focus for observation, the frequency and the time in the year when these will take place. Observations will be undertaken by the Appraiser.

Where it is not possible to set the actual observation date/time at the planning meeting, teachers should be given at least 5 days advance notice of an observation appointment.

For the purposes of appraisal, teachers will be observed on an appropriate and reasonable number of occasions. The length and number observations

will be appropriate for the experience and career stage of the teacher and the time will not be excessive.

In normal circumstances observation for appraisal purposes should be undertaken on no more than 3 occasions and used in a multi-purpose way where possible. This excludes:

- Peer observation for professional development purposes
- The observation of teachers undergoing Initial Teacher Training
- Observations of NQTs as part of their induction year
- Observation of teachers who are in receipt of additional focussed support to address performance concerns, within the appraisal process.
- Where a teacher requests additional observation visits
- Leadership drop-in to monitor and review teaching and learning within subjects

Focus of the Observation:

The focus of the observation will, as far as possible, be agreed by the appraiser with the teacher during the appraisal review/planning meeting. The observation should provide evidence of the teacher's performance against the Teacher Standards and provide evidence to inform achievement of objectives.

Observation Feedback:

For the purpose of professional development, feedback about lesson observations should be developmental, not simply a judgement using Ofsted grades. Feedback will highlight particular areas of strength as well as any areas that need attention.

Oral feedback following observations should be provided as soon as reasonably practicable, preferably within 24 hours of an observation.

Feedback should take place in a suitable and private environment. Written feedback notes should be provided to the teacher within 5 days and teachers should have an opportunity to append a comment on the feedback notes.

8.2 Development and Support

Appraisal is a supportive process which will be used to inform continuing professional development plans for individual teachers and for groups of teachers.

Woodard Academies Trust wishes to encourage a culture where teachers take responsibility for improving and developing their teaching through appropriate professional development. The appraisal documentation used by the Academy encourages the identification of training and professional

development needs and provides a mechanism for planning access to provision.

Professional development should be linked to the Academy improvement priorities and the developmental and aspirational priorities of individual teachers.

8.3 On-going Professional Dialogue

On-going professional dialogue is encouraged between appraiser and the appraisee. Teachers will receive constructive feedback on their performance throughout the year and as soon as practicable after observation has taken place or other evidence is available. (See 8.1).

9. Addressing performance concerns

9.1 Meeting with the teacher

Where there are concerns about any aspects of the teacher's performance the appraiser will arrange a planned and structured meeting with the teacher. The Principal may determine if it is appropriate for a nominated senior colleague to take on the appraiser responsibilities within the appraisal process, whilst the performance concerns are being addressed. The purpose of this meeting will be to:

- Give clear feedback to the teacher about the nature and seriousness of the concerns and what requires improvement.
- Give the teacher an opportunity to comment and discuss the concerns.
- Agree any support (eg coaching, mentoring, structured observations, training) that will be provided
- Make it clear how and by when the appraiser will review progress. The amount of time set should be determined on a case by case basis but should reflect the seriousness of the concerns.
- Explain the implications and process if no improvement or insufficient improvement is made.

The appraisal plan will be revised as necessary to reflect any changes, such as a revision to the objectives or planned development activities. Additional objectives may be set that are specifically relevant to supporting the teacher to meet particular national standards and in a way that is appropriate to the career stage.

9.2 Review of progress – Potential Outcomes

Teacher makes good progress:

Progress should be reviewed at a meeting between the teacher and appraiser. 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 the appraisal process.

Teacher does not make good progress:

If the appraiser is not satisfied with the progress made as a result of the support given, the teacher will be informed and 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 separate formal capability meeting conducted in accordance with the Academy's Capability Procedure.

10. Annual Assessment and Appraisal Report

All teachers' performance will be formally assessed in respect of each appraisal period. This assessment is at the end point to the annual appraisal cycle, but performance and development priorities will be reviewed and addressed on a regular basis throughout the year.

This will be through on-going professional dialogue and at a planned mid-year review meeting.

The appraisal report (paper document or a web-based system) will include the following:

Review

- An assessment of the teacher's performance of their role and responsibilities against their objectives and relevant standards in the past appraisal period.
- An assessment of the totality of the teacher's performance.
- A review of the evidence collected to inform the teacher's performance.
- A review of professional development undertaken and its impact on performance.
- A recommendation on pay progression, where this is relevant.

Planning

- The teacher's objectives for the appraisal period, how they will be measured, how they link to Teachers Standards, the evidence to be used and how the objective links to the Academy Improvement Plan and priorities.
- A statement of how the achievement of objectives, assessment against standards and the totality of performance in the forthcoming appraisal period will inform future pay progression. This will be in accordance with the Pay Policy

- A description of the teacher's training and development needs and an identification of the action that will be taken to address them.

Pay

- Pay decisions will be made in accordance with the WAT Teacher's Pay Policy
- Appraising managers will make recommendations for pay progression in accordance with the Pay Policy.
- Pay recommendations will be made based on the appraisal review statement which will summarise the evidence collected to support pay progression.
- Decisions are made by the Principal in accordance with the Pay Policy.
- Pay decisions should be made by 31st October and backdated to 1st September.

11. Appraisal Training

It is important that all staff with Appraiser responsibilities undertake relevant training in order to understand the appraisal policy and procedure and to develop the skills, knowledge and understanding to effectively undertake the appraisal planning and review meetings with their appraisee.

Appraisees should also attend training about the academy appraisal arrangements in order that they understand their role in the process, the expectations placed on them with respect to engaging with and taking responsibility for their personal and professional development and to ensure that they are clear about the various steps in the appraisal process. They also need to understand how they will be supported if their performance is a cause for concern.

12. Appraisal Documentation

The content of the appraisal report (whether on paper or using a web-based system) should be drawn up in discussion between the appraiser and appraisee although the responsibility for the completion of appraisal documentation rests with the Appraiser.

The Appraisee is required to respond to requests to review documentation and to make suggestions for edits, if required.

They may comment on the appraisal report and they are required to sign acceptance of the final version.

This process should commence at the planning and review meeting and it is good practice for Appraisal documentation to be fully completed within 10 working days of the planning and review meeting.

13. Confidentiality

The appraisal process will be treated with confidentiality and the review statements are confidential to the Appraiser, appraisee and Principal. However, the desire for confidentiality does not override the need for the Principal and the Academy Council to quality assure the operation and effectiveness of the appraisal system.

14. Monitoring and Evaluation

The Principal and the Academy Council will monitor the operation and effectiveness of the Academy's appraisal arrangements.

- This will include the sampling of objectives to ensure that they link to Academy priorities, are SMART and appropriate for the career stage of the teacher.
- An annual report to the Academy Council on the Appraisal training provided to staff and the identification of new staff that require induction and training regarding the Appraisal arrangements and to ensure awareness and understanding of the Teacher Standards.
- The provision of an annual report to the Academy Council on the appraisal process and its impact on teacher performance and standards of teaching and learning and the Academy professional development priorities that have been identified from the planning process.

15. Retention of appraisal records

Written and/or electronic appraisal records will be retained securely for up to 6 years in accordance with the principles set out within Data Protection Act. Appraisal records will be shared with new employers, if requested, with the agreement of the teacher.

16. Equal Opportunities

Woodard Academies Trust is committed to ensuring consistency of treatment and fairness and will abide by all relevant equality legislation. This policy will operate in accordance with the Trust's commitment to equality of opportunity and diversity.

17. Appeals

Where Teacher is dissatisfied with the Appraisal Process or the Appraisal Report, the expectation is that they should first seek to resolve their concerns with the Appraising Manager directly within 10 days of receiving their Appraisal Report.

Should it prove impossible to resolve matters through this route, the

Appraisee may Appeal in writing to the Clerk of the Academy Council within 10 days of the meeting with their Appraising Manager with respect to their concerns.

The Clerk to the Academy Council will arrange for a panel of Academy Councillors to hear the Appeal. Staff councillors should not be asked to serve on the panel.

The Appeal Hearing will be arranged as quickly as possible and within 20 working days of receipt of the teacher's written appeal.

18. Review

This policy was adopted by the Board of Woodard Academies Trust on 18th December 2013.

It will be reviewed by 18th December 2015.