

# **EASTCOURT INDEPENDENT SCHOOL**

## **APPRAISAL POLICY**

### **Aim**

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

### **Appraisal**

Appraisal in this school is a supportive and developmental process designed to ensure that all staff have the skills and support they need to carry out their role effectively. It helps to ensure that employees are able to continue to improve their professional practice and development. It is important to recognise that the objectives set for any member of staff will not represent the complete job that the individual is expected to perform. Reviewing performance is about measuring the progress made against the objectives set with appropriate support, which will represent key priorities for that individual, and in addition, assessing and recognising the overall performance of that person in the job, including an assessment against any relevant standards / accountabilities. There is no correct number of objectives to set for any member of staff. The number will depend on the role they undertake, the relevant priorities for that person at that time and the nature and complexity of each objective set.

### **1. The Appraisal Period**

The appraisal period runs for 12 months, from September to July. Staff 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 period will be determined by the duration of their contract.

### **2. Setting Objectives**

**2.1** The Headteacher's objectives are set by the Deputy Headteacher.

**2.2** Objectives for each member of staff are set at the start of each appraisal period. These objectives should be specific, measurable, achievable, realistic and time-bound and appropriate to their role and level of experience. The appraiser and appraisee seek to agree the objectives but, if that is not possible, the appraiser determines the objectives. Objectives may be revised if circumstances change.

**2.3** The objectives set for each appraisee contribute to the school's plans for improving educational provision and performance and improving the education of pupils at our school. This will be ensured by quality assuring a sample of objectives against the school improvement plan.

### **3. Evidence and Observation**

**3.1** Observation of classroom practice and other responsibilities are important both as a way of assessing particular strengths and areas for development and of gaining useful information which can inform school improvement more generally. All observation will be carried out in a supportive fashion.

**3.2** 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 is usually organised at least a week in advance.

**3.3** In addition to formal pre-arranged observations, "drop-in" observations take place in order to evaluate the standards of teaching / support 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.

**3.4** Observation is also a powerful way of identifying and sharing good practice and makes a valuable contribution to CPD.

**3.5** Staff who have responsibilities outside the classroom should also expect to have their performance of those responsibilities observed and assessed. A number of methods will be used in order to obtain evidence by which to assess an employee's performance. This will include their performance against their objectives and against the relevant standards / key accountabilities for their role.

**3.6** Where support staff are providing support to groups or individual pupils, the progress and attainment of those pupils may be taken into account in assessing the performance of the employee. This will only be used alongside other evidence which supports the level of contribution of the employee to the progress and attainment of pupils.

#### **4. Development and Support**

Appraisal is a supportive process which is used to inform continuing professional development. The school encourages a culture in which all staff take responsibility for improving their practice through appropriate professional development. Professional development is linked to school improvement priorities and to the ongoing professional development needs and priorities of individuals.

#### **5. Feedback**

**5.1** Staff receive constructive feedback on their performance throughout the year and as soon as practicable after observation has taken place (preferably on the same day, and no more than a week later) or other evidence has come to light. Feedback highlights particular areas of strength as well as any areas that need attention.

**5.2** Where there are concerns about performance, the appraiser will meet the appraisee formally to:-

- Give clear feedback about the nature of the concerns;
- Give them 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.

When progress is reviewed, if the appraiser is satisfied that the member of staff 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.

A member of staff may be considered to be underperforming where:-

- The standard of performance falls below that which is required to meet to make progress towards a specific performance management target; and / or
- The standard of performance falls below that which is required to meet the expectations of a particular role in their school; and / or
- The performance falls below the relevant standards / accountabilities for the role; and / or
- The overall school performance falls below that which is required (in the case of the Headteacher).

Staff with specific responsibilities are expected to meet the professional duties and standards relevant to their role as well as the core standards that apply to all teachers. If there is evidence to show that an employee is no longer meeting the expectations of their role, these concerns will be addressed with the individual promptly.

Where the school has clearly communicated a level of expectation, the Headteacher and senior managers may consider a member of staff to be underperforming if they are not reaching this level of expectation.

## **6. Transition to Capability**

If the appraiser is not satisfied with progress, or where the appraisal process raises serious concerns regarding an individual's performance that the appraisal process has been unable to address, the School's Capability Procedure will be invoked.

## **7. Bi-Annual Assessment**

**7.1** Each appraisee's performance will be formally assessed at the end of each appraisal period. This assessment is the end point to the annual appraisal process, however, performance and development priorities will be reviewed informally throughout the year, and formally as part of the mid-period review.

**7.2** Appraisal will result in a written self-evaluation form, constructed jointly by the appraisee and appraiser. The appraisal form will include:

- Details of their objectives for the appraisal period in question;
- An assessment of the appraisee's performance against their objectives and the relevant standards;
- An assessment of the appraisee's professional development needs and identification of any action that should be taken to address them.
- The assessment of performance and professional development needs inform the planning process for the following appraisal period. Decisions are made about continuing to work towards the same targets or introduce new ones.

## **Monitoring and Evaluation**

The Headteacher will monitor the operation and effectiveness of the school's appraisal arrangement.

## **Retention**

The Headteacher will develop procedures that enable all written appraisal records to be retained in the individual HR files.

Signed: *C.Redgrave*

Date: September 2019

Mrs.Christine Redgrave

Headteacher & Proprietor