



**LAURUS**  
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TRUST

## **Appraisal Policy**

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**Last Reviewed:** July 2019

**Next review Date:** July 2020

**Reviewed by:** The Laurus Trust

## **Purpose**

This policy sets out the framework for a clear and consistent assessment of the overall performance of teachers, including the Head of School, 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.

## **Application of the policy**

The policy, which covers appraisal, applies to the Head of School and to all teachers employed by the school and trust, except those on contracts of less than one term, those undergoing induction (*i.e.* NQTs) and those who are subject to the Capability Policy.

The Trustees will comply with the Education (Schools Teachers' Appraisal) (England) Regulations 2012 concerning the appraisal of teachers. Assessment will be based on evidence from a range of sources. Although the school will establish a firm evidence base in relation to the performance of all teachers', there is still a responsibility on individual teachers and appraisers to work together. Mandatory training will be provided for all appraisers. Teachers should also gather any evidence that they deem is appropriate in relation to meeting their objectives, the Teachers' Standards and any other criteria (*i.e.* application to be paid on Upper Pay Range) so that such evidence can be taken into account at the review.

The Heads of School will moderate objectives to ensure consistency and fairness; they will also moderate performance assessment and initial pay recommendations to ensure consistency and fairness.

Appraisal in Laurus schools is 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 secondary appraisal period will run for twelve months from 1 November to 31 October.
- The primary appraisal period will run for twelve months from 1 September to 31 July.
- The CEOs appraisal period will run from 1 January to 31 December.

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 for less than the usual appraisal period.

## **Appointing Appraisal Reviewers**

The task of appraising the CEO including the setting of objectives, will be carried out by a panel of three trustees.

The task of appraising the Executive Head Primary will be carried out by the CEO.

The task of appraising the Primary Heads of School, including the setting of objectives, will be carried out by the Executive Head Primary. Statements from the relevant schools local governing body (LGB) will be used to feed into the setting of objectives and the appraisal process.

The task of appraising the Secondary Heads of School, including the setting of objectives, will be carried out by the CEO. Statements from the relevant schools local governing body (LGB) will be used to feed into the setting of objectives and the appraisal process.

The Head of school will decide who will appraise other teachers. Reviewers will either be senior leaders or other teachers with line management responsibility. Training will be provided for all reviewers.

## Setting objectives

The CEO's objectives will be set by a panel of three Trustees and the Head of School's objectives will be set by the CEO after consultation with the relevant LGB and Executive Head Primary in the case of Primary Heads of School.

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, Measurable, Achievable, Realistic and Time-bound (SMART) and will be appropriate to the teacher's role and level of experience. The appraiser and teacher will seek to agree the objectives but, if that 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 students at the school.

This will be ensured by the moderation of all objectives by the Head of School or members of the Senior Leadership Team to whom this responsibility has been delegated. Quality Assurance procedures will further ensure that objectives are being met and are effectively contributing to the School Development Plan.

Under normal circumstances teachers will have a maximum of 4 objectives. **However, teachers who are found not to be meeting standards during the appraisal cycle may be given short-term objectives to meet as part of the additional support detailed below.**

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' Standards" published in July 2011.

Assessments will also be conducted (if appropriate) against:

- National Standards of Excellence for Headteachers (2015)
- SENCO standards
- Specialist Leader in Education Standards

The Head of School will be responsible for ensuring that the appraisal process operates consistently, that objectives are focused on school priorities and that they take account of the standards audit. All objectives will be referred to the Head of School prior to the commencement of the cycle of monitoring. Where the Head of School has concerns about the relevance of the objectives set, these concerns will be discussed with the appraiser and the objectives may require amendment following discussion with the teacher.

## **Reviewing performance**

### **Observation**

The Laurus Trust 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.

The timeline for lesson observations is outlined below.

### **Secondary**

Autumn Term: Key stage four or five observation – this observation will take place as part of the appraisal cycle.

Spring Term: Key Stage Three or Five observation or faculty review – this observation will take place as part of the appraisal cycle. The Spring Term cycle should be completed prior to half term wherever possible.

Summer Term: Key Stage Three or Five observation or faculty review.

- If a member of staff teaches one or three Key Stage(s), 2 formal observations will still take place;
- If a member of staff does not teach a particular Key Stage, then a different year group will be observed.
- A pre-observation conversation should take place before each formal observation. This should involve an analysis of the class data and give the member of staff an opportunity to provide some context;
- Exercise books and planning will be scrutinised as appropriate;

### **Primary**

One formal appraisal observation plus 4 subject observations will be carried out as identified in the school's Monitoring Schedule.

If the lesson is a cause for concern, the member of staff must be made aware. This applies to all types of lesson observation both formal and informal.

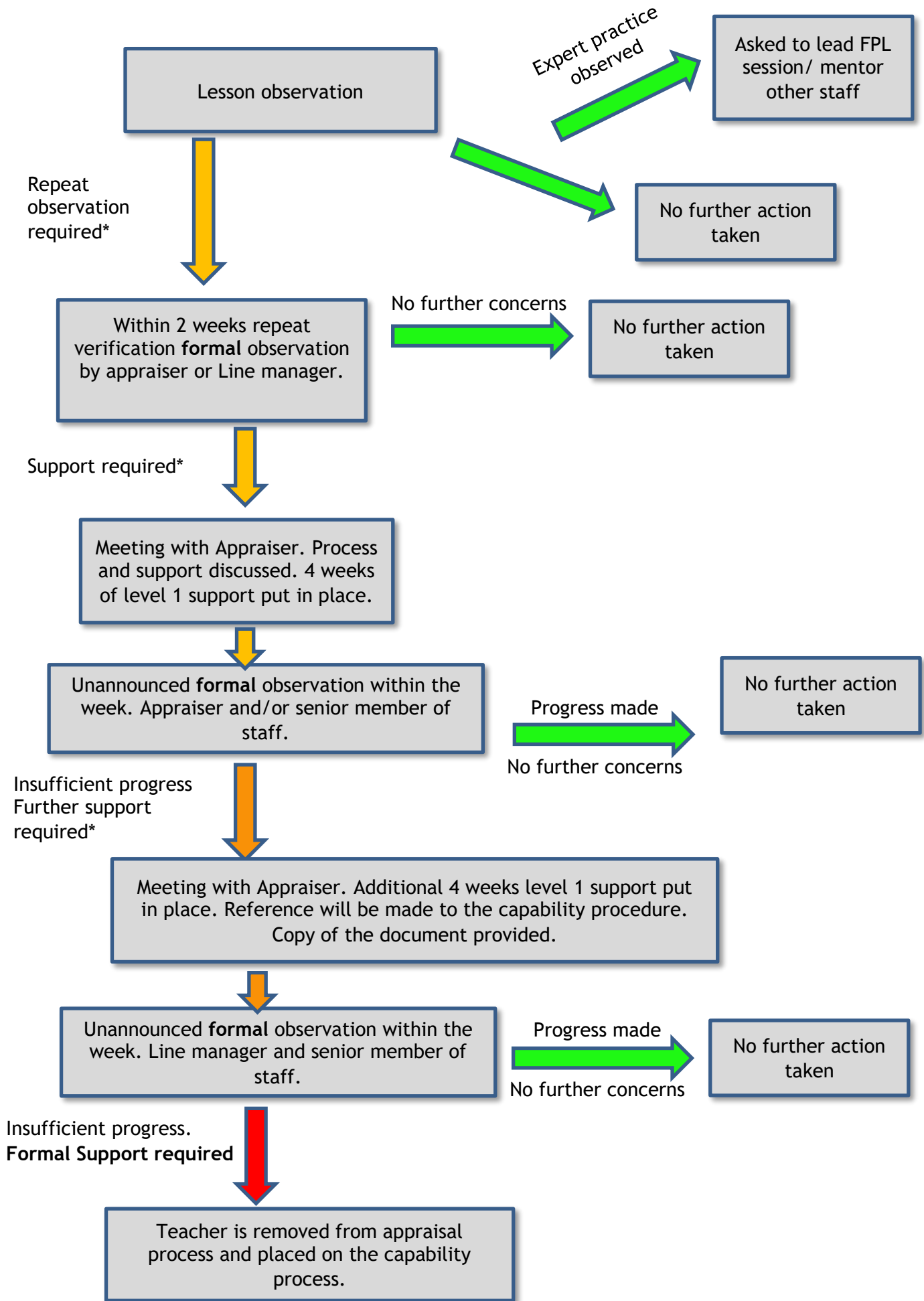
If a lesson is judged to be below the standard that is expected this will lead to an additional observation and may lead to a programme of support.

Lessons that raise 'serious concern'

If a lesson raises 'serious concerns about the progress/ safety of pupils/students, this automatically triggers an additional formal lesson observation. This will be a joint observation involving the Line Manager and a Senior Member of staff. In the interim period, level 1 support should be provided by the line manager as appropriate.

# Lesson Observation Outcomes Primary and Secondary

\* If any lesson is observed that raises 'serious concerns about the progress/ safety of students' then a support programme **must** be put into place.



In Laurus schools, 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, Heads of School or other leaders with responsibility for teaching standards may "drop in" or conduct informal observations 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"/informal observations will vary depending on specific circumstances.

Teachers (including the Head of School) 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. The school and Trust 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.

## 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 attention.

### Additional Support – Level 1

Where there are concerns about any aspects of the teacher's performance the appraiser will meet the teacher formally 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 **ensuring that the appraisee has a minimum of 7 weeks to demonstrate progress** (the process outlined in the flow chart above illustrates an 8-week timescale);
- explain the implications and process if no – or insufficient – improvement is made.

The above process will constitute the first step of the support process to tackle underperformance. Such concerns do not require a written warning or notice of a support meeting.

Whilst there is no right for representation at Level 1 support meetings, a teacher may wish to bring a colleague for support purposes.

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.

### Transition to capability

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, and will be invited to a formal capability meeting. Capability is dealt with in a separate policy.

### Annual assessment

Each teacher's performance will be formally assessed in respect of each appraisal period. The performance of the Head of School will be assessed by the CEO except that the performance of the Primary Heads of School will be assessed by the Executive Head Primary.

This assessment is the end point to the annual appraisal process, but performance and development priorities will be reviewed and addressed at a meeting half way



through the academic year or on a more regular basis if necessary. The CEO will be assessed by a panel of three Trustees

When assessing performance appraisers will take into account pupil/student results, stakeholder feedback, lesson observations, exercise books and planning, and any other relevant data or information.

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. In Laurus secondary schools, teachers will receive their written appraisal reports by 31st October, in primary schools it will be received by 30th September and the CEO will receive their report by the 31st December.

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 that is relevant (pay recommendations need to be made by 31 December for the CEO, by 31 October for secondary teachers and by the 31 September for primary teachers);

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

### **Process for moving up the pay scale.**

A move up the pay scale will depend on whether or not a member of staff has met appraisal objectives, the appropriate descriptors of the new standards and the other eligibility criteria detailed in the Pay Policy.

At the end of the cycle, the appraiser will write a summary of the teacher's progress during the year. This will include reference to the Teachers' Standards and any additional objectives.

A teacher will be eligible for annual performance pay progression where they:

- I. have been assessed as meeting the Teachers' Standards – parts 1 and 2, throughout the assessment period;

As a teacher moves up the main pay range, evidence should show:

- a sustained positive impact on pupil progress
- a sustained impact on wider outcomes for pupils
- any improvements in specific elements of practice identified to the teacher, e.g. behaviour management or lesson planning
- a sustained contribution to the work of the school
- an increasing impact on the effectiveness of staff and colleagues

**NB please see the Teachers' standards Amplification for detail.**

- II. have had positive lesson observations with no repeat observations required during the assessment period:

*Upper Pay Range teachers will be expected to increasingly demonstrate highly effective teaching overall*

- III. have been assessed as meeting the requirements of their job description/job role including TLR responsibilities;
- IV. where relevant meet their individual appraisal objectives;
- V. have demonstrated a personal responsibility for identifying and meeting their Professional Learning needs

**NB** in the case of Newly Qualified Teachers, whose appraisal arrangements are different, pay decisions will be made by means of the statutory induction process.

## **Evidence**

The evidence which will be considered in assessing performance will include:

- pupil progress data;
- quality of teaching against the Teachers' Standards, including observed practice;
- self-assessment;
- professional dialogue;
- received feedback;
- appraisal records;
- professional learning records.

In the case of Upper Pay Range teachers, there will be additional evidence of their contribution beyond their own classroom and their impact on the wider school.

## **Assessment**

**Additionally, UPS teachers will be able to demonstrate:**

Teaching is highly effective, over a sustained period;

Over a sustained period, an ability to support some pupils to exceed expected levels of progress/achievement;

Consistently taking responsibility for identifying and meeting their own professional development needs and using their learning to improve their own practice and pupils' learning;

Demonstrating that they have made an impact on the school beyond their own class/group(s) over a sustained period;

Demonstrating an ability to coach, mentor, advise and demonstrate best practice to, other teachers to enable them to improve their teaching practice;

Contributing to policy and practice which has improved teaching and learning across the school;

**Sustained means maintained continuously over a period of at least 3 school years.**

## **Appeals**

Appraisees have a right of appeal against any of the entries in the written appraisal report. Where the Head of School has not been recommended for pay progression he/she will be informed by the CEO/EHP.

The Heads of School will notify any teacher who has not been recommended for pay progression of the date when the Trustees meet to consider pay recommendations, following which the teacher (and Head of School when the Head has not been recommended for pay progression) may exercise the right of appeal, assisted by a companion who may be a colleague, a trade union official or a trade union representative.

## **Quality assurance**

Appraisal objectives will be moderated by the Head of School or member of the leadership team to whom this responsibility has been delegated. Staff targets should reflect and support all aspects of the School Development Plan.

Appraisers will meet on an annual basis to ensure that a consistent approach is adopted.

The Appraisal Policy and procedures will be monitored and evaluated by the Trustees. They will receive an annual report.

*This policy should be read in conjunction with the Trust's Pay and Capability Policies.*

## **General Principles Underlying this Policy**

### **Confidentiality**

The appraisal process will be treated with confidentiality. However, the desire for confidentiality does not override the need for the Head of school, CEO and Trustees to quality-assure the operation and effectiveness of the appraisal system

### **Consistency of Treatment and Fairness**

The Trustees 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 of School.

### **Monitoring and Evaluation**

The Trustees, CEO, Executive Head Primary and Heads of School will monitor the operation and effectiveness of the school’s appraisal arrangements.

### **Retention**

The Trustees, CEO, Executive Head Primary and Heads of School will ensure that all written appraisal records are retained in a secure place for six years and then destroyed.

## Equality Impact Statement

<p>Names and titles of people involved with this assessment</p> <p><b>Title of Policy - Appraisal</b></p>	<p><b>Emma Warrington SENDCO</b></p>												
<p>Impact assessment carried out with regard to identified characteristics</p>	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;">Race</td> <td style="text-align: center; padding: 5px;"><input checked="" type="checkbox"/></td> </tr> <tr> <td style="padding: 5px;">Disability</td> <td style="text-align: center; padding: 5px;"><input checked="" type="checkbox"/></td> </tr> <tr> <td style="padding: 5px;">Gender</td> <td style="text-align: center; padding: 5px;"><input checked="" type="checkbox"/></td> </tr> <tr> <td style="padding: 5px;">Age</td> <td style="text-align: center; padding: 5px;"><input checked="" type="checkbox"/></td> </tr> <tr> <td style="padding: 5px;">Religion &amp; belief</td> <td style="text-align: center; padding: 5px;"><input checked="" type="checkbox"/></td> </tr> <tr> <td style="padding: 5px;">Sexual orientation</td> <td style="text-align: center; padding: 5px;"><input checked="" type="checkbox"/></td> </tr> </table>	Race	<input checked="" type="checkbox"/>	Disability	<input checked="" type="checkbox"/>	Gender	<input checked="" type="checkbox"/>	Age	<input checked="" type="checkbox"/>	Religion & belief	<input checked="" type="checkbox"/>	Sexual orientation	<input checked="" type="checkbox"/>
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<p>Summary of any issues/proposed changes</p>													
<p>Date</p>	<p><b>23.10.18</b></p>												
<p>Date of next review</p>	<p><b>Sept 2019</b></p>												