

THE BIRMINGHAM FEDERATION OF MAINTAINED NURSERY SCHOOLS

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Teacher Appraisal Policy

The Education (School Teachers' Appraisal) (England) Regulations 2012, published to replace the 2006 Performance Management Regulations, introduced a requirement for all teachers to be assessed against the new Teachers' Standards, which also came into effect in September 2012, and against such other standards as are deemed applicable to the teacher (for example, the post-threshold standards for teachers on the upper pay range).

The Appraisal Regulations require governing bodies to adopt and make available to all teachers a document setting out the appraisal process. The Regulations do not prescribe much detail for the appraisal process, so model processes have been developed by local authorities, teachers' associations and the Department for Education.

The local authority has issued guidance, including a model policy statement and a model appraisal process. After the authority issued its guidance the Department for Education published additional information on the Teachers' Standards in relation to appraisal. These 'factsheets' are commended to schools. In January 2015 the Government published 'National Standards of Excellence for Head Teachers' These standards replaced the former Head Teacher standards dating from 2004. They are not mandatory and they are not to be used as a checklist or a baseline for the appraisal of Head Teachers. They are aspirational and challenging for Head Teachers, and are intended as a "helpful tool" for Head Teachers, governors and aspiring Head Teachers. They may inform appraisal and the kind of objectives to be set, but they are not to be used as "cut and paste" objectives. They should be helpful in setting a context

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and supporting continuous professional development within and beyond the school as part of the national self-improving school system.

The guidance on Head Teachers' standards state that the teachers' standards "provide a foundation upon which the standards for Head Teachers are built" and also reminds Head Teachers that Part 2 of the Teachers' Standards (personal and professional conduct) automatically apply to them.

Additional guidance prepared in relation to the Performance Management Regulations and now updated to reflect the Appraisal Regulations

Advice to appraisers and teachers on the appraisal process

Appraisal aims to raise pupils' achievement and attainment by assessing performance and supporting teachers' development needs within the School Improvement Plan and their own professional needs.

Preparation

As an appraiser you will need to consider the:

- - School Improvement Plan/ School Evaluation Form
- - monitoring/evidence gathering/observation already taking place in school to ensure that where possible and relevant these are used for performance management purposes
- - reviewee's job description
- - the Teachers' Standards and other standards applicable to the particular teacher
- - School's Appraisal policy and process, also policies on pay and CPD
- - pay point that the teacher is currently on and any relevant pay progression criteria

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- - the timing and venue of the planning meeting; this should be uninterrupted, in directed time (1265 hours), not during lunch breaks or PPA time and adequate notice (for example at least five working days) should be given

As a teacher subject to appraisal you will need to consider:

- - what you would like to achieve in the next cycle, taking account of the School Improvement Plan/School Evaluation
- - what professional development and support might help you to develop your practice further
- - your professional aspirations

At the Planning Meeting

The appraiser will consider, determine and record:

- - the teacher's objectives
- - work assessment arrangements; when, amount, purpose, etc.
- - any other evidence to be taken into account in assessing performance
- - the performance criteria for the above (i.e. what success will look like)
- - time scales for the achievement of the objectives
- - the teacher's training and development needs and actions to be taken to address them
- - support that will be provided and timescales

These should to be determined having regard to:

- - the teacher's job description
- - any relevant pay progression standards/criteria
- - any relevant whole school or team activities specified in the SIP
- - the teacher's professional aspirations

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- - what can reasonably be expected of a teacher in that position given the need for a satisfactory work/life balance
- - If agreement cannot be reached then the appraiser sets the objectives and determines how performance against these and the relevant standards will be assessed.

After the Planning Meeting

Under the Appraisal Regulations the appraiser is responsible for informing the teacher of the standards and objectives applicable to that teacher. Before doing so, the appraiser is recommended to prepare a draft statement including this information and invite comments from the teacher.

The appraiser is recommended to consider any comments from the teacher on the draft before giving the information required by the regulations to the teacher

The appraiser should also ensure that the training and development needs of the teacher are given to the person responsible for providing training and professional development within the school.

During the Appraisal period

- - There is no statutory requirement to hold formal meetings during the appraisal period. However, there should be professional dialogue and it is recommended that a mid-cycle review is undertaken.
- - There should not be any surprises at the review meeting. Teachers will be deemed to have maintained good performance and to have met the Teachers' Standards unless written evidence is provided to the contrary as soon as possible during the appraisal process.
- - The appraiser should give written feedback within 5 working days of any classroom observation, ideally oral feedback by the end of the next working day

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- - The appraiser should share evidence with the teacher as the evidence is collected in accordance with the details in the statement
- - Should an issue arise from the evidence the appraiser should identify it clearly and discuss it with the teacher. It may well be that the reviewer can agree through informal discussion the actions needed, because the current arrangements are adequate to resolve the issue.
- - Either the appraiser or the teacher can request a revision meeting during the appraisal period if the teacher's circumstances or responsibilities change, or the teacher is absent for a long period of time. Where the appraiser has sufficient concerns about the teacher not completing the appraisal period successfully then the appraiser must convene a revision meeting to ensure that the teacher is fully aware of the concerns. Following this meeting an addendum to the original statement may be written by the appraiser, recording revisions to the original statement. The teacher can add comments and the appraiser should then inform the Executive Head Teacher of the changes and the reasons for them.
- - At the revision meeting additional work observations can be arranged along with any additional support. This should be detailed in an addendum to the original statement and a copy should be given to the Executive Head Teacher.

Preparation for assessment

- - Teachers may want to consider the following to help them prepare:
- - Reflect on your achievements, including matching them against the performance criteria
- - Focus on how your teaching has improved and the difference it is making to your pupils

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- - Ensure that you have copies of the relevant documentation and evidence, including written feedback from classroom observations
- - Identify any issues which have affected your performance, positively or negatively
- - Consider any issues about the planned support
- - Assess the impact of engagement in professional development
- - Consider your career aims and, as appropriate, associated development needs

Assessment and the appraisal report

- - At or near the end of the appraisal period the appraiser and teacher should meet to review performance throughout the appraisal period against the criteria specified in the planning statement, including both the required standards and objectives.
- - The appraiser is responsible for appraising the performance of the teacher by assessing the teacher's performance of his or her role and responsibilities during the appraisal period against the relevant standards and the objectives set.
- - The appraiser makes a recommendation on pay progression (the Executive Head Teacher then submits that recommendation to governors for a decision)
- - The appraiser should prepare a draft appraisal report including the results of the appraisal and any pay recommendation and give it to the teacher for written comment. If there are no objections to the report the appraiser will forward it to the Executive Head Teacher who will moderate the report and consider any recommendations for professional development and pay.

Guidance on setting objectives

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It is recommended that objectives should focus on the specific critical contribution(s) which the teacher makes to the school improvement plan and pupil progress, They should enable the teacher easily to prioritise his or her overall work within the appraisal period.

Objectives should be determined with regard to

- - the teacher's job description and level of accountability
- - the relevant standards
- - relevant pay progression criteria for eligible teachers
- - relevant whole school, phase, team, department, or faculty objectives
- - a satisfactory work/life balance
- - the teacher's professional aspirations
- - relevant professional standards

Although there is no statutory limit to the number of objectives set for a teacher Birmingham Local Authority's recommendation is that all teachers, including Executive/ Head Teachers, should have a sufficient number to encapsulate the most critical contribution(s) they must make to the school improvement plan but not so many as to make prioritisation difficult. This continues previous local best practice which supports the teacher and the reviewer who has to monitor and support each objective. The Regulations, particularly with their links to pay progression, make it imperative that appraisal is seen as a continuous process. If this process is not completed correctly it could have serious implications for both the appraiser and teacher. However, if appraisers understand their responsibilities, follow the guidance and engage in appropriate training appraisal and pay progression should proceed smoothly.

Appraisal evaluates teachers' performance

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This can, but not always, be linked to pupil outcomes. Schools generally have pupil progress objectives. The other objectives for teachers, whilst contributing to the school improvement plan, have the aim of developing teachers' professional skills and opening clear career pathways linked to the framework of professional standards. Neither at the review meeting during the appraisal period nor at the concluding meeting should there be any surprises. If the teacher is not on course to meet one or more of the objectives this should be addressed throughout the year and, if appropriate, additional support offered and monitored. If necessary a 'revision meeting' can be requested by either the appraiser or the teacher and, if appropriate, objectives can be changed or adjusted.

Examples of appraisal objectives

Examples of appraisal objectives are given in the guidance accompanying the Teacher model appraisal policy

Guidance on threshold and appraisal

The current post-threshold standards remain in place for the time being. Schools will use the outcomes of their last two performance reviews to assess whether a teacher meets the Teachers' Standards and the post-threshold standards. Teachers do not need to provide separate evidence in support of a threshold application, unless for some reason they have not been through the performance management process in two recent years. However, in keeping with the elective nature of the threshold, teachers are required by the School Teachers' Pay and Conditions Document to make a formal application for assessment to cross the threshold.

As the evidence for threshold assessment will be the teachers' last two performance management reviews, it is essential that teachers who intend to put themselves forward for threshold assessment as soon as they become eligible, and their

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appraisers ensure, through professional dialogue (e.g. at the planning and review meeting), that the appraisal criteria will provide the basis to enable an assessment to be made as to whether the post-threshold standards have been met throughout the preceding two years.

Guidance on threshold and professional standards

The framework of standards is progressive, reflecting the progression expected of teachers as their professional attributes, knowledge and understanding and skills develop and they demonstrate increasing effectiveness in their roles. Post-threshold Teachers are able to act as role models for teaching and learning, make a distinctive contribution to raising standards across the school, continue to develop their expertise post-threshold and provide regular coaching and mentoring to less experienced teachers.

The P10 Standard on coaching and mentoring needs particular attention as there will need to be a structure within the school to provide opportunities, and training where necessary, to reach this standard. For example, a post threshold teacher may be identified to coach and / or mentor a less experienced teacher to help the latter achieve his or her appraisal objectives.

The following examples of evidence for post-threshold standards may be helpful and are located in the document 'Post-threshold standards: examples of evidence' at the bottom of this page.

Upper Pay Range progression from 1st September 2014

The model pay policy reflects the new criteria for the Upper Pay Range which apply to pay progression at and after 1st September 2014.

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Guidance on extra support for teachers when concerns arise

The guidance is about using appraisal to support the management of underperformance and prevent capability issues.

Some teachers may need more support in managing their performance than others.

In some cases relevant outside influences are a factor and in others extra support is needed because a teacher appears to be having difficulty in meeting the Teachers' Standards, achieving the agreed performance management objectives or underperforming in other areas. Identifying and tackling such difficulties at an early stage can help prevent underperformance. Schools should therefore have in place robust arrangements for monitoring and assessing the appraisal process.

1. When an issue is identified

Use your professional judgement, collect evidence and give feedback to the teacher.

If you identify the issue clearly and address it with the teacher it might well be that you can agree through informal discussion the actions needed, because the current arrangements are adequate to resolve the issue.

If the issue of underperformance does not improve it will probably be necessary to hold a revision meeting to discuss and agree additional support and monitoring which should be reflected in a new statement and action plan.

2. If the issue lies outside the teacher's appraisal objectives and is not a disciplinary matter

Call a revision meeting and seek to agree to change the objectives to include the issue and reflect this in a new statement.

3. If specific support and guidance have not resolved the issue

Ensure that you have evidence of the process you have gone through in terms of:

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- - Identifying the issue
- - Addressing the issue with the teacher
- - Providing timely and appropriate support for the teacher
- - Monitoring the impact of support as outlined in the sections above.
- - Having done this, you should then refer the issue on to the Executive Head teacher. The Executive Head Teacher will then decide on the appropriate action.

Date Policy Adopted: 20.10.2020

Date for next renewal: Autumn Term 2021

Signed: _____

Sean Delaney
Chair of Governing Body

Signed: _____

David Aldworth
Executive Head Teacher