



# SIR THOMAS RICH'S

## Staff Appraisal Policy

The statutory framework for appraisal in England is provided by The Education (School Teachers' Appraisal) (England) Regulations May 2012 (Revised March 2019). These provide the minimum national framework with which schools should operate.

**Date reviewed:** July 2023

**Status:** Statutory

**Responsibility:** It is the responsibility of the Trustees' Personnel Committee to review the policy in the light of Government recommendations and monitor its implementation and execution

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## 1. Introduction

Appraisal is a process to support the development of all staff to improve teaching and to raise standards. This policy covers the Headmaster and all teachers except those on contracts of less than one term, and those in their first two years of teaching (i.e. ECTs) who are covered by separate procedures, and those who are subject to capability procedures.

## 2. The annual appraisal cycle

This process establishes that teachers are meeting all reasonable expectations in respect of the discharge of their responsibilities. It involves a three-stage annual review process. The appraisal period runs for twelve months from 1 October to 30 September. (For a teacher who is employed on a fixed term contract of less than one year, their appraisal period will be determined by the duration of the contract.)

### 2.1 Planning

Each teacher will discuss and agree three objectives with the appraiser who will record these in School IP. Teacher objectives will cover (a) pupil progress and standards of attainment or curriculum development, (b) CPD (c) ways of developing and improving the teacher's professional practice, or where appropriate, the teacher's role as Form Tutor and other responsibilities which they may have such as Head of Department, Head of Year, etc. The objectives should be set by 31 October.

Teacher objectives should be informed by the School's annual improvement plan and the Teachers' Standards (core and post-threshold) and take into consideration the training and development (CPD) needs of the teacher. The objectives set for each teacher will, if achieved, ensure a high standard of classroom teaching and pastoral care, and will contribute to the School's plans for improving the education of pupils at Sir Thomas Rich's.

In September, at the start of each appraisal period, each teacher will be informed of the Teachers' Standards against which that teacher's performance in that appraisal period will be assessed:

- set high expectations;
- promote good progress and outcomes by pupils;
- demonstrate good subject knowledge;
- plan and teach well-structured lessons;
- adapt teaching to respond to pupils' needs;
- make accurate and productive use of assessment;
- manage pupil behaviour effectively;

- fulfil wider professional responsibilities.

The appraiser will record the objectives which will apply for the review period on School IP. These will be jointly agreed if possible. If there are any differences of opinion about the objectives, the teacher may add comments to the written record of objectives.

## **2.2 Lesson Observation**

The appraiser will undertake classroom observation sufficient to make an informed judgement. It is reasonable to set a maximum of two hours for lesson observations for all aspects of appraisal throughout the year. However, in exceptional circumstances, or in the case of an individual teacher becoming subject to capability procedures, additional observation may be necessary.

There should be a balanced selection of lessons observed to reflect the range of the teacher's work. These may include peer observation but will normally include lesson observation by the teacher's line manager. The teacher should be informed in good time.

If the appraiser requires further information, written or oral, relevant to the teacher's performance from other people (e.g. Head of Year) the teacher will be consulted before the information is sought.

## **2.3 Reviewing Performance**

A mid-year review should be held, during which the appraisee should be reminded of what is being judged and what evidence is assessed (drawn from sources such as lesson observations, work scrutiny, performance data and student feedback). This is particularly important if there is any risk to pay progression arising from the teacher's performance.

Staff are reminded to upload to School IP evidence that supports the completion of their specific objectives on School IP.

Prior to the annual review meeting in September, both the member of staff and the appraiser will complete self-evaluation against the Teacher's Standards (and Leadership and Headship Standards where appropriate.) There are separate standards for support staff.

There will be an annual review meeting between the teacher and the appraiser during September of the autumn term which will use the recorded objectives as a focus to discuss achievements and to identify any development needs, including the proposed action, resources available within the school budget, development plan and professional development policy, and the support to be provided.

A review statement form will be completed on School IP by the appraiser at the review meeting recording the main points made and the conclusions reached. This should be completed by 31 October. The appraisal report will include:

- an assessment of the teacher's performance of their role and responsibilities against their objectives and the Teachers' Standards;
- an assessment of the teacher's professional development needs and identification of any action that should be taken to address them; and
- a recommendation on pay where that is relevant.

If it is not possible to complete the statement at the meeting it must be prepared by the appraiser within ten working days of the meeting. The teacher will have access to this statement in SchoolIP and may, within ten working days of first having access to the copy, add comments to it in writing.

The review statement form will prompt the appraiser to indicate whether pay progressions as an outcome of the appraisal process, is recommended. This should take into account the teacher meeting the Teachers' Standards (all 33 Standards, as described under the eight headings and, if appropriate, the ten Upper Pay Range criteria) and their appraisal objectives.

The review statement report will be saved on School IP and may be printed and provided as needed. There will be a copy given to the Headmaster and saved on a central file, to which the appraiser or Trustees responsible for making decisions regarding pay could request access.

All review statements will be kept on the central file for at least three years.

The training and development needs from the review statement will be given by the Headmaster to the Assistant Headteacher who is responsible for continuing professional development.

### **3. Leadership groups**

The Headmaster's objectives cover school leadership and management as well as pupil progress. The Headmaster is 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. This person is currently Dr S D Smallwood, Headmaster of Bishop Wordsworth's Grammar School, Salisbury. At Sir Thomas Rich's, the task of appraising the Headmaster, including the setting of objectives, is delegated to the Trustees' Personnel Committee.

A copy of the Headmaster's review statement will go to the Chairman of Trustees.

The Deputy Headteacher and Assistant Headteachers will have annual objectives set relating to pupil progress and school leadership and management. At Sir Thomas Rich's, the task of appraising the Deputy Headteacher and Assistant Headteachers, including the setting of objectives, is delegated to the Headmaster in conjunction with the Governors' Personnel Committee.

### **4. Complaint procedure**

Within ten working days of receiving their review statement:

- teachers can record their dissatisfaction with aspects of the review on the review statement. Where these cannot be resolved with the appraiser they can raise their concerns with the Headmaster. Where the Headmaster is the appraiser the teacher can raise the issue with the Chair of Trustees.
- the Headmaster can record his/her dissatisfaction with aspects of the review on the review statement. Where these cannot be resolved with the appointed Trustees, s/he can raise the concerns with the Chair of Trustees. Where the Chair of Trustees has been involved in the review process, the Governing Body should appoint a panel of three trustees who have not participated in the Head's review, to act as review officers. No trustee who is a teacher or staff member will be involved in the performance review.

The review officer will investigate the complaint within ten working days of referral and take account of comments made by the job holder. The review officer may decide that the review should remain unchanged or may add observations of his/her own. However, the review officer may decide, with the agreement of the person responsible for carrying out the initial review or in the Headmaster's case all the appointed Trustees, to amend the review statement or declare that the review statement is void and order a new review or part of the review to be repeated.

Where a new review of a teacher is ordered the Headmaster will appoint a new appraiser. In the case of the Headmaster, new Trustees will be appointed to carry out the review. Any new review, or part review, should be conducted within a further fifteen days.

This complaints procedure does not remove an employee's right of recourse to the grievance procedure at any stage.

### **5. Managing weak performance**

The appraisal process may identify deficiencies in a teacher's performance. This may result in a teacher not being eligible for pay progression. Where serious deficiencies are identified, the appraisal process will cease and the capability procedure will be adopted. At the initial stage of the capability procedure, the teacher and the teacher's representative will be provided with the evidence from the appraisal process which has prompted the implementation of the capability procedure.

## **6. Links between pay, career stages and appraisal**

### **6.1 Induction**

The final meeting of the induction period can be used to agree objectives and professional development opportunities as the first stage of the teacher's subsequent appraisal cycle.

### **6.2 Main pay scale**

Teachers' appraisal reports, where appropriate will contain pay recommendations. Final decisions about whether or not to accept a pay recommendation will be made by the Governing Body, having regard to the appraisal report and taking into account advice from the Headmaster. The Governing Body will consider its approach in light of the school's budget and ensure that appropriate funding is allocated for pay progression at all levels.

Pay progression is determined by the teacher's performance, measured against the Teachers' Standards and appraisal objectives.

### **6.3 Upper Pay Range**

The reviews of teachers who want to move to the Upper Pay Range may be used to inform the Headmaster's decision.

### **6.4 Performance pay points**

For teachers on the Upper Pay Range and teachers in the leadership group, performance reviews will form part of the evidence used to make decisions about the award of performance pay points.

Relevant information from the review statements may be taken into account by those who have access to them in making decisions and advising those responsible for taking decisions or making recommendations about performance, pay, promotion, dismissal, or disciplinary matters. Where review statements are used to inform decisions about performance, pay and promotion, to preserve confidentiality and to avoid proliferation of copies of the review statements, they will be tabled at the relevant meeting for reference and collected at its conclusion. Their use in disciplinary or dismissal procedures will be governed by the procedures agreed for addressing such matters.

## **7. Confidentiality**

All documents produced as part of the staff appraisal process will be treated as personal and confidential, and stored in School IP or kept in a secure place. The principles and provisions of the General Data Protection Regulation ("GDPR") and the Data Protection Act 2018.