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Cambridgeshire Educational Trust
Appraisal Policy for Teachers
Reviewed October 2017

Cambridge Educational Trust

Teacher Appraisal Policy

Why we have this policy

This policy sets out the framework for a clear and consistent assessment of the overall performance of teachers, including the head of school. It should support teachers' professional development and should enable teachers' performance to meet or exceed the Teachers' Standards.

The policy applies to the head of school and to all teachers employed by the school, except those on contracts of less than one term, those undergoing induction (i.e. NQTs) and those who are subject to capability procedures.

Appraisal 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. All teachers will have access to high quality training.

The Appraisal Period

The appraisal period runs for twelve months from 1st November to 31st October. The exception is the period for the head of school, which runs from 1st January to 31st December.

Teachers who are employed on a fixed term contract of less than one year are subject to this policy, with the length of the appraisal period being determined by the duration of their contract.

Appointing appraisers and the role of line managers

The head of school will be appraised by the CEO supported by 2 or 3 governors from the Local Governing Body.

Members of the Senior Leadership Team (SLT) will be appraised by the head of school and CEO.

Appraisal for other teachers will be led by members of SLTs across the trust. This will ensure consistency across and make the process transparent and fair.

Middle leaders have a key role to play in:

- supporting the professional development of colleagues;
- providing colleagues with opportunities to gather evidence for appraisal;
- reviewing the progress of colleagues during the cycle;
- informing both their colleagues and the senior team appraiser if they have concerns about the performance of colleagues they line manage and the nature of those concerns.

Objectives and the role of the Teachers' Standards in Appraisal

The head of school's objectives will be set by the CEO in consultation with the Local Governing Body.

All teachers are assessed annually against the 'Teachers' Standards'. Teachers are expected to meet all of the standards, with expectations of meeting the standards based on experience.

Teachers are also assessed on the objectives on CPD online.

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Deputy Heads and Assistant Heads will have whole school objectives in addition to the objectives set for all teachers.

Reviewing performance

Observation

All observation will be carried out in a supportive fashion. Teachers will be formally observed three times in the appraisal cycle (usually one per term, arranged in advance with the teacher), with observations lasting no less than 20 minutes. A teacher can request that an observer stay for longer or return to a lesson at a later point (e.g. where the lesson runs over a double period). A teacher can also request additional formal lesson observations from her/his appraiser. Teachers who have responsibilities outside the classroom should also expect to have their performance of those responsibilities observed and assessed through line management or other means.

Learning Walks

Learning walks could also form part of the evidence for appraisal but will not form part of the formal process. From visits, senior leaders can suggest to colleagues examples of where standards and/or objectives are being met or exceeded. These examples could be recorded by colleagues for their formal appraisal if they so wish.

Collecting and recording evidence for appraisal

As a trust, we use www.schoolcpd.com to record evidence. Teachers can also collect and present evidence for appraisal, other than that which they enter in www.schoolcpd.com.

Feedback and ongoing review

Teachers will receive constructive feedback on their performance throughout the year and as soon as practicable after an observation has taken place or other evidence has been assessed.

Appraisal can only be developmental if it takes place in an environment of trust and mutual respect and in view of this:

- appraisers will take account of a wide range of evidence when judging performance during the cycle;
- appraisers and line managers will use Ofsted language in feedback on lesson observations but not give an overall graded judgement of the lesson;
- appraisers and line managers will use the work students produce and feedback to students as an important part of observation of performance;
- feedback to teachers will highlight particular areas of strength, as well as any that need attention;
- coaching and informal developmental work between colleagues will be positively encouraged to help provide more evidence for meeting standards and objectives.

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;
- explain the implications and process if no – or insufficient – improvement is made.

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. Any observations made during this progress review will be in addition to the normal appraisal cycle.

Transition to capability

If the appraiser is not satisfied with progress, for example if the teacher has made no progress or insufficient progress in relation to the concerns raised by the appraiser, the teacher will be notified in writing that the appraisal system will no longer apply and that his/her performance will be managed under the capability procedure. The teacher will be invited to a formal capability meeting accompanied by a union official if applicable.

Annual assessment

Each teacher's performance will be formally assessed in respect of each appraisal period. The assessment is the end point to the annual appraisal process. The teacher and appraiser will meet to discuss and the teacher will have the opportunity to present evidence about the extent to which each objective and the Teacher Standards have been met or exceeded. If agreement can't be reached on the extent to which a standard or an objective has been met, the appraiser will have the final say.

Appraisal is linked to pay for teachers moving through the Main Pay Range, the Unqualified Teachers' Pay Range and those on the Upper Pay Range who aren't already at UPR3.

Appraisal Outcomes

There are 3 possible outcomes from teacher appraisal: 1. **As a 'best fit' judgement**, the teacher has exceeded the Teachers' Standards and has either met or has exceeded the specific appraisal objectives set for the cycle; 2. **As a 'best fit' judgement**, the teacher has met all of the Teachers' Standards and has met the specific appraisal objectives set for the cycle; 3. **As a 'best fit' judgement** the teacher has not met the standards and/or the specific appraisal objectives set for the cycle. These judgements are summarised as:

1. Exceeding the Standards
2. Meeting the Standards
3. Not meeting the Standards

A teacher can appeal against an appraisal judgement to the head of school in writing. The written appeal should set out the reasons why the appraiser disagrees with the appraiser's judgement. The head of school will review the judgement within 10 working days of receiving the written appeal, liaising with the appraiser and line manager as appropriate, and will respond in writing to the teacher within 20 working days of receiving the written appeal. The head of school's statement will set out:

1. The head of school's decision, either to uphold the appeal or to reject the appeal.
2. The head of school's reasons for the decision.
3. Any other actions the head of school will take or wishes the appraiser and/or teacher to take.

The head of school's decision is final; there is no right of appeal against it.

When the head of school is the appraiser, the same process will be followed with the appeal being made to the Chair of Governors, through the Clerk to Governors.

When an appeal against her/his appraisal judgement is made by the head of school, the Chair of Governors will appoint 2 or 3 governors who have not been involved in the head's appraisal to hear the appeal. Their decision is final; there is no right of appeal against it.