



**CHESTERTON  
COMMUNITY COLLEGE**

**Chesterton Community College  
Appraisal Policy for Teachers  
Reviewed Nov 2015**

# **Chesterton Community College 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 teacher. It should support teachers' professional development within the context of the School Improvement Plan and should enable teachers' performance to meet or exceed the Teachers' Standards (see Appendix 1)

## **Application of the Policy**

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

## **Supportive and Developmental**

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 and all teachers will be involved in coaching as part of the appraisal process.

## **The Appraisal Period**

The appraisal period runs for twelve months from 1<sup>st</sup> November to 31<sup>st</sup> October. The exception is the period for the head teacher, which runs from 1<sup>st</sup> January to 31<sup>st</sup> 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 teacher will be appraised by 2 or 3 governors from the Governing Body, supported by a suitably skilled and/or experienced external adviser who has been appointed by the Governing Body for that purpose.

Members of the Senior Leadership Team (SLT) will be appraised by the head teacher.

Appraisal for other teachers will be led by members of the SLT. This will ensure consistency across the school and make the process transparent and fair. Of the three required observations; one will be done jointly by the SLT appraiser and the Head of Faculty (HoF)/Head of Subject (HoS) for quality assurance and two will be done by the HoF/HoS.

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 teacher's objectives will be set by the Governing Body after consultation with the nominated external adviser.

All teachers are assessed annually against the 'Teachers' Standards' (most recently published in June 2013). Teachers are expected to meet all of the standards, with expectations of meeting the standards based on experience. Teachers are also assessed on the following objectives:

- contributions towards achieving the requirements of the School Improvement Plan;
- student attainment (see later in this document).

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

## **Reviewing performance**

### **Observation**

Observation of classroom practice and other responsibilities is important both as a way of assessing teachers' performance in order to identify 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. Teachers will be formally observed three times in the appraisal cycle, with observations lasting no less than 30 minutes. A teacher can request that an observer stays for longer or returns 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.

### **Lesson visits**

Lesson visits 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**

At Chesterton, we use [www.schoolcpd.com](http://www.schoolcpd.com) to record evidence of the progress made in relation to the Teachers' Standards. Teachers can also collect and present evidence for appraisal, other than that which they enter in [www.schoolcpd.com](http://www.schoolcpd.com).

## **Feedback and ongoing review**

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 been assessed. Verbal feedback will occur on the day of the observation and a written response within 5 working days.

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 (eg 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 (it will be necessary to allow sufficient time for improvement and the appraiser will decide on how long this will be after discussion with the teacher. The amount of time is up to the school but will not be less than a half term);
- 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.

## **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. The capability procedures

that will be applied are described in the Capability Procedure document on the school website ([www.chestertoncc.net](http://www.chestertoncc.net))

## Annual assessment

Each teacher's performance will be formally assessed in respect of each appraisal period. In assessing the performance of the head teacher, the Governing Body must consult their nominated external adviser. The assessment is the end point to the annual appraisal process. The teacher and appraiser will meet to discuss the final appraisal report. The teacher will have the opportunity to present evidence about the extent to which each objective and each Teacher Standard has 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. **The teacher will receive the appraisal report by 31<sup>st</sup> October (31<sup>st</sup> December for the head teacher)** and can comment in writing if he/she wishes. The report will include:

- an assessment of the teacher's performance against the Teachers' Standards and the common objectives for all teachers at the school;
- 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 this is relevant (NB – pay recommendations need to be made by 31<sup>st</sup> December for the head teacher and 31<sup>st</sup> October for other teachers).

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. See the school's Pay Policy for further details.

## Appraisal Outcomes

From September 2014, there will be 3 possible outcomes from teacher appraisal: 1. **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; 2. **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; 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. Meeting the Standards
2. Exceeding the Standards
3. Not meeting the Standards

The judgements are exemplified in Appendix 1.

A teacher can appeal against an appraisal judgement where the appraisal judgement affects a teacher's (or unqualified teacher's) pay. See the school's Pay Policy Annex 2 for details of how to do this.

Teachers and unqualified teachers who wish to appeal against their appraisal judgement where pay is not affected (eg the teacher is already at the top of the Upper Pay Range and believes she is exceeding the Teachers' Standards whilst the appraiser's judgement is that she is meeting them) should appeal to the head teacher in writing, within 5 working days of receiving the appraiser's judgement. The written appeal should set out the reasons why the appraiser disagrees with the appraiser's judgement. The head teacher 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 teacher's statement will set out:

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

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

When the head teacher 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 teacher, 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.

### **Teacher Appraisal: Common Objectives regarding student attainment**

- **For teachers who are teaching a Year 11 class or classes during the Appraisal cycle:**

I will achieve the Fischer D+ target for the majority of Year 11 students I teach;

- **For teachers who are not teaching a Year 11 class during the Appraisal cycle but are teaching a Year 10 class or classes:**

I will ensure that the majority of Year 10 student I teach is on track to achieve their Fischer D+ target at the end of Year 11;

- **For teachers who are not teaching a Year 11 or Year 10 class during the Appraisal cycle:**

I will ensure that the majority of students I teach in... (2 named classes agreed with line manager) makes at least two sub-levels of progress during the year, so they are on track to achieve their Fischer D+ target at the end of Year 11

Note: It will be important for colleagues to discuss with their appraiser the progress of individual students during the appraisal cycle. In the best fit judgements made at the end of the cycle, reasons why individual students may have not achieved or may have exceeded their targets will be part of the appraisal judgement reached.