



Chiltern Way Academy Trust

Turning Futures Around

Teachers' Appraisal Policy

Responsibility for this policy (job title): Vice-Principal

Responsibility for its review: FGP

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Introduction

The Trust Board is committed to ensuring the development of the Academy to promote pupil progress by adhering to a supportive performance management cycle for all staff known as **Appraisal**.

The Trust Board is committed to ensuring consistency of treatment and fairness. It will abide by all relevant equality legislation, including the duty to make reasonable adjustments for disabled teachers. The Trust Board is aware of the guidance on the Equality Act issued by the Department for Education.

Revised appraisal arrangements came into force with effect from 1 September 2012. They are set out in the Education (School Teachers' Appraisal) (England) Regulations 2012 (the Appraisal Regulations) which replace the Education (School Teacher Performance Management) (England) Regulations 2006 (the 2006 Regulations).

Text in bold indicates statutory requirements contained in the Appraisal Regulations or the school Staffing Regulations.

Policy for appraising teacher performance

The Trust Board of Chiltern Way Academy adopted this policy on 2nd December 2020.

Purpose

This policy sets out the framework for a clear and consistent assessment of the overall performance of teachers, including the CEO, and for supporting their development within the context of the academy'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 CEO and to all teachers employed by the academy or local authority, except those on contracts of less than one term and those undergoing induction (ie NQTs).

Under the 2012 appraisal regulations, the policy does not apply to any teacher whilst that teacher is subject to capability procedures. In such circumstances the appraisal policy must be suspended.

Appraisal

Appraisal in this academy will be 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 appraisal period

The appraisal covers the previous academic year; the reviews will take place in July.

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.** Objectives will be adjusted and agreed with the appraisee to reflect the time frame within which the Teacher has to complete them.

Appointing appraisers

The CEO will be appraised by the Trust Board, supported by a suitably skilled and experienced external adviser who has been appointed by the Trust Board for that purpose.

In this Academy the task of appraising the CEO, including the agreeing of objectives, will be delegated to a sub-group consisting of three members of the Trust Board. Under exceptional circumstances two Trustees would be considered a quorum to conduct the performance management.

The CEO will appoint suitably trained teachers with QTS to carry out appraisals. Director of Schools and Heads of Campus will share the teacher reviews with Assistant Heads and senior teachers.

Any reasonable objections to the allocated appraiser (including the CEO's) will be considered and if warranted the academy will appoint another appraiser.

For copies of the Performance Management Forms see Appendix 3.

Setting objectives

The CEO's objectives will be set by the Trust Board after consultation with the external adviser.

The CEO's objectives will relate to the successful development of the Trust.

Objectives for each teacher will be set before or as soon as practicable after, the start of each appraisal period.

Wherever possible objectives should be agreed. If there are any differences of opinion about setting the objectives appraisees may add comments to the written record of objectives.

Teachers – Main pay scale and Unqualified Scale

Teachers will have three targets for the PMR process:

- Progression target.

This target is related to students progress and teachers must show that through triangulation of observations, student voice, learning walks and book scrutiny that student progress over time is good or better.

- Teaching and Learning (whole academy development)

This target will be academy specific and will depend on the needs of the academy at the time. This will be set at the start of the PMR process.

Teachers will need to provide evidence that they have met this target consistently to meet this aspect of their PMR.

- Teaching and Learning (teacher individual development)

This target will be agreed between the teacher and their line manager. This target is specific to the teacher and should focus on one development area related to teaching and learning.

Teachers performance in lesson observations, learning walks, book trawls and other teaching and learning monitoring events should be considered when creating this target.

Classroom observations will be carried out by a qualified teacher. If a teacher experiences problems in behaviour management, a skilled and experienced behaviour manager will conduct classroom observations in order to deliver meaningful feedback.

UPS 1 - UPS 3 / Leadership Teachers

Teachers on the UPS scale will have three teaching and learning targets. The first one is linked specifically to whole academy development. This target will require the UPS teacher to support other teachers (main pay scale and unqualified) to complete their whole academy development teaching and learning target. This may include delivering CPD sessions to support staff in teaching and learning and mentoring/coaching specific staff members to help them to develop their practice in regards to the whole academy development target.

The second teaching and learning target for UPS teachers will be to help support teachers (main pay scale and unqualified) to develop their individual development target. This may include delivering CPD sessions to support staff in teaching and learning, and mentoring/coaching specific staff members to help them develop their practice in their individual development target.

The third is a development target.

TLR/leadership responsibilities

A target will be set in line with specific management responsibilities.

New teacher

New teachers that start in September or during the academic year will have three targets related to teaching and learning. The first target is 'Apply the principles of positive behaviour support consistently, both in lessons and around the academy.' The second target will be 'Develop knowledge of student's individual SEN, and demonstrate a range of strategies to support them in lessons.' The third target will be the whole academy development target – see 'Teachers PMR'. Teachers joining after September will have their targets moderated to reflect the time available to complete the objectives.

Pay increment

In order for a teacher to receive a pay increment they must pass all aspects of their PMR. In addition to this they must also have met the required standards relevant to the next pay band. These standards are available in the appraisal policy (Appendix 1). These should be referred to during the PMR process.

Arrivals during the cycle

In order to be considered for performance related pay Teachers must have been employed in the school for at least two terms prior to the end of the academic year.

Where a teacher works part-time the agreed objectives will take account of this.

Objectives will be Specific, Measurable, Achievable, Realistic and Time-bound 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 consult with the Heads of Campus to determine the objectives. Under exceptional circumstances objectives may be revised. This process can be initiated by appraisee or appraiser. The final decision over whether objectives should be revised rests with the CEO.

The objectives set for each teacher will, if achieved, contribute to the academy's plans for improving the academy's educational provision and performance and improving the education of pupils at this academy. This will be ensured by quality assuring all objectives against the academy/campus development plans. They must promote pupil progress.

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. In addition to the objectives set all teachers will be assessed against the set of standards contained in the document called Teachers Standards Career Stage Expectations (Appendix 1).

The CEO will moderate a sample of planning statements to check that the plans recorded in the statements of teachers at each campus:

- are consistent between those that have similar experience and similar levels of responsibility;
- comply with the academy's performance management policy, the regulations and the requirements of equality legislation

SEN allowances (Appendix 2)

Although not a formal part of Appraisal the Trust Board recognises that the appraisal period is a suitable juncture to review progress associated with the bands related to the SEN allowance.

Pay Progression

Teachers' Pay Scales

The School Teachers' Pay and Conditions Document lists the pay scales for the Leadership Group and Leading Practitioner Range. It gives a national minimum and maximum for the pay ranges for Unqualified Teachers, Main Scale Teachers and Upper pay Range Teachers. The Trust Board determines the pay scales and will review them on an annual basis. The values of the pay scales adopted by the Trust Board of this School are shown in Appendix 1a of the pay policy.

Pay Progression is performance related and as such will be based upon the assessment of the teacher performance in relation to their skills and will be properly rooted in evidence and will be aligned to the relevant career stage expectations as set out in Appendix 1.

The decision made by the Pay Review Committee will be based on the recommendations for pay progression made by the designated appraiser which in turn will be based on the assessment of teacher's performance against the agreed objectives and meeting the required standard. The decision made by the Pay Review Committee will be based on the statutory criteria and guidance as set out in the School Teachers' Pay and conditions Document (STPCD).

Progression within a pay band will be subject to a review of the teacher's performance set against the annual appraisal objectives and the Teacher Standards. The Pay Review Committee will award one increment within the band for sustained high quality performance in line with school expectations. For exceptional performance the Pay Review Committee may consider awarding two increments.

Teachers Absent due to sickness or maternity leave

The school will exercise its discretion to consider performance over a lesser period where a teacher has been absent for some of the relevant period. It is expected that a teacher will have been working at the academy for at least 26 working weeks during the academic year in order for meaningful assessment of performance to be made.

Under the Equality act 2010 a teacher cannot be denied progression because of maternity. Where a member of staff is on maternity leave or experiences a period of absence due to disability during the appraisal cycle the school will make adjustments so that their performance during their period of attendance can be taken into account. Where the appraiser is aware of the appraisee being pregnant prior to the start of the appraisal cycle targets should be adjusted and agreed with the appraisee accordingly to take this into account.

NQTs

In the case of NQTs, pay decisions will be made by means of the statutory induction process.

On successful completion of the NQT year a teacher will have a minimum entitlement to be appointed on pay point 2 of the Teacher Band 1.

Upper Pay Range Teachers

A teacher being considered for a move onto the Upper Pay Range must be able to demonstrate that they are highly competent and have met the expectations as set out in the school's Professional Career Stage Level descriptors for Upper pay teachers. To be assessed successfully, a teacher will be required to meet the criteria set out in the school teachers' pay and conditions document (STPCD):

- The teacher is 'highly competent' in all the elements of the teachers' standards
- The teacher's achievements and contribution to the school is 'substantial' and 'sustained'

Highly competent

The teacher's performance is assessed as having excellent depth and breadth of knowledge, skills and understanding of the teachers' standards in the particular role they are fulfilling and the context in which they are working.

Substantial

The teacher's achievements and contribution to the school are significant, not just in raising standards of teaching and learning in their own classroom but also in making a significant wider contribution to school improvement which impacts on pupil progress and the effectiveness of staff and colleagues.

Sustained

The teacher must have had two consecutive successful appraisal reports and have made good progress towards their objectives; they will have been expected to have shown that their teaching expertise has grown over the relevant period and is consistently good to outstanding.

Applications for progression to Upper Threshold will be considered from Accomplished Teachers who have been in Band 2 for one year or more and whose last two performance appraisals support their progression.

Applications must be submitted in writing to the Head of Campus, together with relevant supporting evidence, by 1st July for consideration in the same academic year. If successful, the pay increase will apply from the beginning of the next academic year.

For teachers on the Upper Pay Range (Band 3) progression will be considered after 2 years of sustained high quality performance.

Unqualified teachers

Wherever possible the academy seeks to employ suitably qualified teachers, where an unqualified Teacher is appointed to a curriculum subject they will be placed on a fixed term contract that will be subject to review a minimum of two months prior to the end of the contract and if the contract ends in the summer term three months prior to the end of the contract. The expectation is for all unqualified teachers to be working towards QTS. For non-curriculum, specialist, skilled or vocational education instructors a permanent contract may be awarded on the UQ pay scale.

Where performance has not been of a sustained high quality the Trust Board may decide that there should be no pay progression. In such circumstances where a teacher's performance is not at the required level or there is significant cause for concern this will be addressed with the teacher during the annual appraisal cycle and support offered. If performance does not improve the capability procedure will follow.

Reviewing performance

Observation

This academy 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 academy improvement more generally. All observation will be carried out in a supportive fashion. Those involved in the process will:

- carry out the role with professionalism, integrity and courtesy;
- evaluate objectively;
- report accurately and fairly; and
- respect the confidentiality of the information gained.

In the academy, 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 academy. Classroom observation will be carried out by suitably trained appraisers with QTS. In addition to formal observation, CEOs or other leaders with responsibility for teaching standards may "drop in" 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” observations will vary depending on specific circumstances.

Additional monitoring of teaching and learning may also take place such as pupil work scrutiny, analysis of assessment results or examination of lesson planning.

Teachers (including the CEO) who have responsibilities outside the classroom should also expect to have their performance of those responsibilities observed and assessed.

In order to keep classroom observations to a minimum, and to support efforts to deliver the academy’s commitment to streamlining data collection and minimizing bureaucracy and workload burdens on teachers, the information gathered will be used for multiple purposes, including informing school self-evaluation and school improvement strategies.

Before any classroom observation is conducted, there will be an opportunity for the reviewer and teacher to discuss the context of the lesson to be observed.

At least five working days’ notice of the date and time of the observation will be given and verbal feedback provided by at least by the end of the next school day and written feedback within five working days, unless circumstances make this impossible.

Review

Prior to conducting PM meetings Assessors must be conversant with the following:

- Job descriptions
- Appraisal, SEN and pay policies
- Current salary
- Allowances

Development and support

Appraisal is a supportive process which will be used to inform continuing professional development. The academy 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 academy 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. Feedback will highlight particular areas of strength as well as any areas that need attention. 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 may be appropriate to revise objectives, and it will be necessary to allow sufficient time for improvement. The amount of time is up to the academy but should reflect the seriousness of the concerns*);
 - 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.

In the event that the appraiser is not satisfied that sufficient improvement has been made, the schools capability policy will be invoked.

Annual Assessment

Each teacher's performance will be formally assessed in respect of each appraisal period. In assessing the performance of the CEO, the Trust Board must consult the external adviser.

This assessment is the end point to the annual appraisal process, but performance and development priorities will be reviewed and addressed on a regular basis throughout the year in interim meetings which will take place *once a term and within Teacher's directed time*.

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 this academy, teachers will receive their written appraisal reports by 31 October (31 December for the CEO). **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**

All appraisal documents shall remain confidential with access limited to Senior Leadership, the teacher and the appraiser.

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

Monitoring and Evaluation

The Heads of Campus will provide the Pay Review Committee with a written report on the operation of the academy's appraisal policy annually.

Retention

The Trust Board and CEO will ensure that all written appraisal records are retained in a secure place for six years and then destroyed.