



# APPRAISAL POLICY

Approved by:

Full Governing  
Board

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September 2022

# **SOUTHROP C. OF E. PRIMARY SCHOOL**

## **Appraisal Policy**

**September 2021**

### **1. Statement of Intent**

An appraisal is a regular review of your performance against a set of agreed criteria, objectives or standards. It will enable staff and their appraiser to discuss how they do their job, to what standard they do it, and what development they need to either help them do it better, differently or to achieve particular goals

It applies to all staff in the school, excluding those on contracts of less than one traditional term or two new terms; those undergoing induction (probationary period for support staff and NQT period for teachers); and staff who are subject to the capability procedure

### **2. Equalities**

2.1 Nothing in this policy is intended to put at a disadvantage any group of pupils or others in its implementation based on their disability, gender, race, religion or beliefs, sexual orientation or age.

### **3. How often will there be appraisals?**

3.1 All staff will have an appraisal once a year. However it is good practice to meet regularly throughout the year to discuss performance, this will be done termly.

3.2 The school has decided that the annual appraisal cycle will be:-

- In July for teachers
- By 31<sup>st</sup> December for the Head teacher
- By 30<sup>th</sup> September for support staff

3.3 For support staff, although not a legal requirement, appraisal is part of good management practice.

### **4. Who will carry out appraisals?**

4.1 Whatever the role, appraisal enables clear communication between staff and co head teachers.

4.2 The staffing structure demonstrates which co head will carry out each member of staffs appraisal.

4.3 The co head teacher will be appraised by a sub-group of the governing body, supported by a suitably qualified and/or experienced external adviser who has been appointed by the governing body for that purpose. The sub-group will normally consist of 2 or 3 members of the governing body, who will not be members of the school staff.

4.4 If there are objection to the allocation of an appraiser, you should explain your reasons, in writing, to the co head teachers (Chair of Governors in the case of the head teacher), who will consider the situation. However, the decision lies with the head teacher (Chair of Governors).

## **5. What will be discussed?**

5.1 For support staff there will be a discussion regarding your role(s) in school. This may cover how your role has changed or may change but there will be:-

- a review of your standard of work and whether or not it meets expectations;
- unless this is your first appraisal, a review of how well you completed last year's objectives;
- if you are supporting pupils' learning, a review of how well this is working;
- consideration of any training or development needs;
- smart objectives for the coming appraisal period.

5.2 For teachers the appraisal will consider the whole role that you undertake in school. Teachers who hold additional responsibility, for example, a Teaching and Learning responsibility (TLR), as SENCo, or on the Leadership pay range, (including the head teacher), will have these duties and responsibilities included, and it could form the basis for one or more of your objectives. The discussion will also consider:-

- how your role has changed or may change;
- unless this is your first appraisal, your appraiser will review with you how well you have performed in completing last year's objectives;
- your assessment against the Teachers Standards, or appropriate standards if you do not hold QTS;
- any training and development to meet the needs of the service and support the teacher's continuous professional development;
- the progress of the pupils assigned to you;
- Objectives for the coming appraisal period;
- whether you have successfully met your objectives and relevant standards, and how this will affect your pay.

## **6. What are the objectives?**

6.1 Objectives set will be appropriate to the role a member of staff has in school and their level of skills, experience. An objective may be about doing a job better, or it may be a particular project or task, but it should contribute to educational provision, pupil outcomes, and continuous school improvement, either directly or indirectly, depending on the role.

6.2 For teachers there will normally be three objectives, set before or as soon as practicable after the start of the appraisal period. One of the objectives should focus on CPD.

6.3 Objectives for support staff are not as prescriptive, but it would be appropriate to follow the same pattern as for teachers.

6.4 The appraiser will look to agree the objectives with the staff member, if this is not possible, the final decision will be with the appraiser.

## **7. Absences**

7.1 Attendance may be an area of concern and can affect the outcome of the appraisal. However the circumstances for each individual will be different and these will need to be taken into consideration.

7.2 Performance should be considered both prior to and on return from maternity leave. Where there has normally been good or better performance whilst at work, it is reasonable to expect that this would have been the case.

7.3 With sickness absence not related to maternity the situation is more complex. Intermittent or long-term absence is likely to impact on individual and school performance, and may need to be dealt with as a performance issue under the school's sickness absence or attendance policy. The school will have due regard to any disability or other condition which affects your attendance and performance at work. Staff should ensure that the co - head teacher is made aware of any such condition as it arises.

## **8 What happens if expectations are not met?**

8.1 Throughout the year, as part of the regular meetings points for improvements will be noted and suggestions and support will be provided. However when a concern arises, if a meeting is not scheduled, then the line co head teacher should arrange a meeting as part of the appraisal process to discuss the concerns.

8.2 It is likely that objectives will be revised to reflect the areas for development. Appropriate support will also be discussed and how this will be put in place.

8.3 As well as clear expectations and support, timescales will be set, and, if not already arranged, a date set for the next meeting. This will be part of the normal appraisal process, but will review whether or not you have addressed the areas of concern.

8.4 If concerns remain, a co-head teacher will arrange a structured meeting to establish an action plan.

The meeting will:-

- Give clear feedback about the nature and seriousness of the concerns
- Clarify what action and support has already taken place
- Give an opportunity to comment and discuss the concerns
- Agree any support that will be provided to help address the concerns
- Make it clear how progress will be monitored and when it will be reviewed
- Explain what will happen next if no, or insufficient improvement is made.

8.5 If after the monitoring period no, or insufficient improvement has been made, a notification of a formal meeting where capability procedures will be considered.

8.6 Depending on how serious the concerns are, or if there are recurring concerns about performance, the co-head teacher may decide to move straight to the capability procedure as soon as the concerns have been identified.

## **9 Pay changes linked to appraisal**

9.1 For teachers pay will be linked to your appraisal. Targets will be set for the first academic term for assessment the following July. The Pay Policy sets out the criteria that are needed to achieve a pay increase and progress through the pay range; or achieve a change in pay range.

9.2 Teachers are entitled to receive an annual statement of pay and this will confirm any change as a result of your appraisal.

9.3 Support staff receive an increment at 1<sup>st</sup> April each year until the maximum of the grade is reached. Particular arrangements apply for support staff that commence their employment on or after 1<sup>st</sup> October. Should performance fall below the expected standard and you become subject to formal performance (including capability) procedures, incremental progression is likely to be withheld.

## **10. Complaint about appraisal**

10.1 The first stage is to discuss with your appraiser the decisions about your performance that have been made and to understand the evidence on which those decisions are based.

10.2 If you can demonstrate that evidence used for the appraisal was inaccurate or incomplete, then you should make this information available to your appraiser, who can then review the assessment and decide whether or not they need to change the appraisal outcomes.

10.3 If you remain unhappy with the decision, you should write to the head teacher (Chair of Governors in the case of the head teacher) who will arrange for the situation to be reviewed. If you are unhappy about a pay decision arising out of appraisal this can be dealt with through the pay appeal process as detailed in the pay policy.

## **11. Confidentiality**

11.1 All appraisal information and documentation will remain confidential to the member of staff and the appraiser.

11.2 In certain circumstances, such as concerns about performance or an appeal, it may be necessary to share the documentation on a confidential basis with those involved in taking the matter forward under the terms of this or a related policy e.g. a governors' panel.

11.3 Ofsted are entitled to see anonymised appraisal information, as are the governing body for monitoring purposes.

## **12. Other documents**

- Teachers' pay policy
- Code of Conduct and Confidential Reporting Procedure (Whistleblowing).

- Capability of Staff policy
- Teachers standards