



SOHO PARISH PRIMARY POLICY

Appraisal (Staff)

Last reviewed:	Dec 2021	Next review date:	Dec 2024
Committee responsible:	Resources	Written by:	Louise Ritchie

1. Purpose

This policy sets out the framework for a clear and consistent assessment of the overall performance of staff, including the head teacher, and for supporting their development within the context of the school's plan for improving educational provision and performance, and the standards expected.

2. Application of the policy

The policy applies to all staff employed by the school or local authority, except those on contracts of less than one term, those undergoing induction (ie NQTs or student teachers) and those who are subject to the associated *capability procedure* (see *Capability Policy*).

Appraisal in this school will be a supportive and developmental process designed to ensure that all members of staff have the skills and support they need to carry out their role effectively. It will help to ensure that staff are able to continue to improve their practice and to develop.

3. The appraisal period

The appraisal period will run for twelve months

- from 1st September to 31st August each year for teachers
- from 1st January to 31st December each year for support staff

Staff members 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.

Where a member of staff starts their employment at the school part-way through a cycle, the head teacher or, in the case where the employee is the head teacher, the governing body shall determine the length of the first cycle for that member of staff, with a view to bringing his/her cycle into line with the cycle for other members of staff as soon as possible.

4. Appointing appraisers

4.1. The head teacher

The headteacher will be 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. In this school the task of appraising the head teacher, including the setting of

objectives, will be delegated to a sub-group consisting of three members of the Governing Body.

4.2. Other staff

The head teacher will decide who will appraise other teachers and support staff.

5. Setting objectives

5.1. Responsibility

The head teacher's objectives will be set by the Governing Body after consultation with the external adviser. Objectives for others member of staff will be set by the head teacher or their delegate.

5.2. SMART Objectives

The objectives set for each staff member will be Specific, Measurable, Achievable, Realistic and Time-bound and will be appropriate to their role and level of experience.

The agreed objectives will contain a description of what success may look like. Where use of numerical targets is appropriate, these will be reasonable, in the circumstances in which the staff member works and it will be recognised that factors outside their control may affect success.

5.3. Agreeing and moderating objectives

The appraiser and staff member will seek to agree the objectives. The school operates a system of moderation to ensure that all appraisers are working to the same standards. Targets will be moderated across the school to ensure that they are consistent between staff members with similar experience and levels of responsibility. Should the objectives not be agreed, the final decision on allocation of objectives rests with the head teacher, or the head teacher's performance management group in the case of the head teacher.

Objectives may be revised if circumstances change.

5.4. Objectives for support staff

The objectives set for each member of support staff will, if achieved,

- a) contribute to the school's plans for improving the school's educational provision and performance,
- b) contribute to improving the education of pupils at that school, and
- c) take into account the professional aspirations of the member of staff.

This will be ensured by quality assuring all objectives against the school improvement plan and any relevant Support Staff Standards.

Before, or as soon as practicable after, the start of each appraisal period, each support staff member will be informed of the standards against which that person's performance in that appraisal period will be assessed, as outlined in the relevant Pay policy.

All support staff will be assessed against the duties and standards outlined in their job description contained in their contract, together with any published person specification advertised for their job.

Assessment may also be made against nationally published standards such as, but not limited to, the National Occupational Standards relevant to their role. The head teacher or designated appraiser will need take into account any other sets of standards published by the Secretary of State that are relevant to them.

5.5. Objectives for teachers

The objectives set for each teacher will, if achieved:

- a) contribute to the school's plans for improving the school's educational provision & performance,
- b) contribute to improving the education of pupils at that school, and
- c) take into account the professional aspirations of the teacher.

This will be ensured by quality assuring all objectives against the school improvement plan and relevant Teachers' Standards.

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, as outlined in this policy and the relevant Pay policy.

5.6. Teachers' standards

Additionally, all teachers will be assessed against the Teachers' Standards contained in the School Teachers' Pay and Conditions Document 2015 (or updated version thereof). The head teacher or governing body (as appropriate) will need take into account any other sets of standards published by the Secretary of State that are relevant to them.

Appraisers will use their professional judgement and common sense to assess teachers to a level that is consistent with what should reasonably be expected of a teacher given their role and level of experience.

As a supplementary guide, appraisers also use evidence from monitoring to assess teachers against the Soho Parish teaching standards (Appendix 2). This framework is based on the teaching standards and allows for teachers to progress from 'qualified' to 'accomplished' to 'expert' teacher, depending on their identified skills and the extent to which they impact on pupils in and beyond their classroom. A 'qualified' teacher is likely to be at the start of their career and meeting all of the teaching standards consistently. Teachers who are working within 'accomplished' are generally towards the top of the main scale and are highly effective classroom practitioners. At 'expert' level, the teacher is working across, and sometimes beyond the school to impact pupil progress and attainment beyond their classroom.

6. Reviewing performance

6.1. Observation – general principles

We recognise that peer observation can be a valuable aid to support professional development and will strive to facilitate staff members and other relevant stakeholders (eg governors) to

observe teaching and learning where possible, subject to funding and appropriate release time being feasible, for the purpose of professional development.

6.2. Observation for the purposes of appraisal

This school believes that observation of classroom practice and other responsibilities is also vital both as a way of assessing teachers' and class-based support staff's performance in order to identify any particular strengths and areas for development they may have and of gaining useful information which can inform school improvement more generally.

The school wishes to encourage a culture in which all teaching staff take responsibility for improving their teaching and where being observed is seen as positive, routine and an opportunity to develop their practice further. To foster a staff culture of self-improvement, we believe that being observed "little and often" is more effective and less stressful than a few 'set-piece' formal observations, where much rides on the success of a single teaching session. Additionally, we believe that observations **can be planned, or may be** unannounced in order to gain the best understanding of what 'normal' teaching is like. **All observation will be constructive, supportive and developmental.**

Consequently observations will usually be informal "drop-ins" undertaken by the head teacher or other leaders with responsibility for teaching standards in order to evaluate the standards of teaching, performance of individuals against their individual targets and to check that professional standards (eg Teachers' Standards) are being upheld. Drop-ins may be agreed in advance or unannounced. **Other leaders** with responsibility for specific groups or curriculum areas (eg SEN, maths) may also undertake drop-ins to help evaluate the standards of teaching for their specific areas.

More formal, pre-agreed observations may also take place where appropriate eg as part of an individual support programme, to support a whole school objective or to prepare staff for external inspection.

All teachers and class-based support staff will be regularly observed, but the frequency, length and type of classroom observation will differ depending on the overall needs of the school and the individual circumstances of the staff member, including their experience, current performance and other relevant factors. Classroom observation will be carried out by those with QTS.

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

6.3. Development and support

Appraisal is a supportive process that will be used to inform continuing professional development. The school 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 school improvement priorities and to the ongoing professional development needs and priorities of individual teachers and support staff.

The school's CPD programme will be informed by the training and development needs identified as part of the appraisal process. The governing body will ensure in the budget planning that, as far as possible, resources are made available in the school budget for appropriate training and support agreed for appraisees, maintaining access on an equitable basis.

An account of the training and development needs of teachers, and whether agreed CPD was provided, will be reported regularly to the governing body for review.

With regard to the provision of CPD in the case of competing demands on the school budget, a decision on relative priority will be taken with regard to the extent to which:

- a) training and support will help the school to achieve its priorities; and
- b) CPD identified is essential for an appraisee to meet their objectives.

Account will be taken in a performance appraisal meeting of where it has not been possible for teachers to fully meet their performance criteria because the school has not been able to provide the necessary support.

6.4 Feedback

Teachers and class-based support staff will receive constructive feedback on their performance throughout the year and as soon as practicable after observation has taken place or other evidence has come to light. Feedback will be developmental not simply a judgement based on Ofsted grades.

Feedback will highlight areas of strength as well as any areas that need attention and will only be shared with others where appropriate (eg head teacher, line manager).

6.5 Concerns over performance/standards

Where there are concerns about any aspects of the member of staff's performance or that they are not meeting the relevant professional standards (eg Teachers' Standards), the appraiser will arrange to meet with them formally. The objective of the meeting will be to support the appraisee, wherever possible, such that performance improves and the problem is therefore resolved. The meeting will:

- give clear feedback to the appraisee about the nature and seriousness of the concerns;
- give the member of staff 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. In particular cases, it may be appropriate to revise objectives, and it will be necessary to allow sufficient time for improvement. The amount of time allowed for improvement will 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 member of staff 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.

6.6 Transition to capability

If the appraiser is not satisfied with progress the member of staff will be notified in writing that the appraisal system will no longer apply, that their performance will be managed under the formal capability procedures, and will be invited to a formal capability meeting. The formal capability procedures will be conducted as set out in the school's Capability Policy.

7. 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 will consult the external adviser.

This assessment is the end point to the annual appraisal process, but performance and development priorities will be reviewed on a regular basis throughout the year, with at least one interim review meeting.

The staff member 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 (see Appendix 1). In this school, teachers will receive their written appraisal reports by 31st October (31st December for support staff and the head teacher).

The appraisal report will include:

- details of the staff member's objectives for the appraisal period in question;
- a space for the member of staff to self-evaluate their performance
- **an assessment of the member of staff's performance of their role and responsibilities against their objectives and the relevant standards;**
- **an assessment of the staff member'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** (*NB – pay recommendations need to be made by 31 December for head teachers and by 31 October for other teachers*);

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

8. Monitoring and Evaluation

The governing body and head teacher will monitor the operation and effectiveness of the school's appraisal arrangements. This may include reviewing and moderating appraisal objectives.

The head teacher will report to the governing body on the operation of the school's appraisal and capability policies annually. Reporting will not identify any individual by name and will include an assessment of the impact of these policies on all protected characteristics as outlined in the Equality Act 2010.

The head teacher will report on whether there have been any appeals or representations on an individual or collective basis on the grounds of alleged discrimination.

9. Treatment of specific anomalous circumstances

- i) Part time staff and those employed in more than one school
 - performance management applies as for full time staff
- ii) Staff who join the school mid cycle
 - should have an Appraiser appointed
 - may request their previous Headteacher to forward documentation to the new school

- iii) Staff who are absent for a significant part of the cycle
 - overall review takes account of what is reasonable
- iv) Fixed term contracts of one term or more
 - as appropriate, conduct performance review as if they were permanent



Appendix 1:

Soho Parish Teacher Appraisal Report 2021-22

REVIEW:

SCHOOL YEAR: 2021-22

ASSESSMENT AGAINST OBJECTIVES:

Objective 1:

Fully achieved

Partly achieved

Not achieved

Comments:

Objective 2:

Fully achieved

Partly achieved

Not achieved

Comments:

Objective 3:

Fully achieved

Partly achieved

Not achieved

Comments:

ASSESSMENT AGAINST STANDARDS

Standards that apply (i.e., the Soho Parish Teachers' Standards and any other relevant standards):

Please see highlighted sheet

Comments:

RECOMMENDATION FOR PAY PROGRESSION (WHERE APPLICABLE)

Is pay progression being recommended?
(Recommendations are subject to headteacher approval)

If so, what is the recommended new salary?

Reasons:

PLANNING FOR THE SCHOOL YEAR:

OBJECTIVES

Steps to achieve, evidence to assess progress, and timescales:

-

Steps to achieve, evidence to assess progress, and timescales:

-

Steps to achieve, evidence to assess progress, and timescales:

-

STANDARDS

Standards to focus on:

(for example, Teachers' Standard 2: 'Promote good progress and outcomes by pupils')

Soho Parish Teaching Standards

Evidence to assess progress and timescales:

See targets

TRAINING AND DEVELOPMENT

Focus:

Action:

Support:

Timescales:

COMMENTS

Reviewer:

Signature:

COMMENTS	
Reviewee:	Signature:
Date:	

DATE OF NEXT MEETING:	OCTOBER 2022
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Appendix 2 – Soho Parish Teaching Standards



Soho Parish Teaching Standards

			Qualified Teacher	Accomplished Teacher	Expert Teacher	Relevant DFE teaching standards
Practice	1.1	Plan	With advice and support, write a plan for a given curriculum area which facilitates good learning.	Consistently write plans which facilitate good to outstanding learning across the curriculum.	Consistently write plans which facilitate outstanding lessons. Support colleagues to write plans which facilitate outstanding lessons. (moving into)	<i>Contribute to the design and provision of an engaging curriculum within the relevant subject area(s). Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired</i>
	1.2	Teach	Independently deliver good lessons.	Consistently deliver good lessons that demonstrate outstanding elements.	Deliver outstanding lessons. Support colleagues to deliver outstanding lessons. (moving into)	<i>Impart knowledge and develop understanding through effective use of lesson time Promote a love of learning and children's intellectual curiosity</i>
	1.3	Assess	Independently and accurately assess where children are in their learning.	Use a range of AFL strategies to determine where children are in their learning and provide timely feedback.	Support others in and beyond the school in accurate assessment.	<i>Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements make use of formative and summative assessment to secure pupils' progress</i>
	1.4	Feedback	Marking and feedback are in line with school policy.	Mark and feedback in line with school policy, with evidence of timely feedback used within lessons to move individuals and groups on.	Create a climate of effective feedback, where pupils are confident to give, accept and use feedback to move on. (moving into)	<i>Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.</i>
	1.5	Knowledge	Strong subject knowledge demonstrated.	Strong subject knowledge across the curriculum, with some areas of particular expertise.	Support colleagues in areas of expertise to develop a strong subject knowledge in particular areas. (maths)	<i>Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship</i>
	1.6	Reflect	Independently identify areas of practice that have gone well, and areas for improvement.	Adapt plans and demonstrate flexibility in response to a constant cycle of reflection.	Adapt lessons while teaching to meet the needs of all pupils based on continuous reflection.	<i>Reflect systematically on the effectiveness of lessons and approaches to teaching Be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these Demonstrate</i>

						<i>knowledge and understanding of how pupils learn and how this impacts on teaching</i>
Outcomes	2.1	Pupils' Work	Pupils' work demonstrates good progress.	Pupils' work over time demonstrates good progress with some making rapid progress.	Pupils' work over time demonstrates rapid progress relative to starting points.	<i>Be accountable for pupils' attainment, progress and outcomes guide pupils to reflect on the progress they have made and their emerging needs Encourage pupils to take a responsible and conscientious attitude to their own work and study.</i>
	2.2	Data	Assessment data demonstrates good progress for all groups.	Assessment data demonstrates good progress for all groups with some making rapid progress.	Assessment data demonstrates rapid progress for all groups.	<i>Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.</i>
	2.3	Use of data	With some support and guidance, assessment data is used to plan for different learners.	Assessment data is effectively used to plan for different learners, with specific targeting of underperforming groups.	Assessment data is used to determine key stage or school-wide issues, and plans are developed and implemented to impact on progress.	<i>Use relevant data to monitor progress, set targets, and plan subsequent lessons Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions</i>
	2.4	Adaptation	Teaching is adapted to suit the needs of learners	During lessons teaching is adapted to suit the needs of specific groups of learners.	Within lessons, teaching is expertly adapted and targeted to suit the needs of specific groups of learners.	<i>Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development</i>
Relationships	3.1	Pupils	Independently develop appropriate relationships with pupils in their care. Ensure pupils know they are liked and respected.	Recognise specific needs of pupils within own class. Develop a clear understanding of each pupil's emotional needs and preferences for learning and tailor learning experiences to these.	Recognise specific needs of pupils across the school and advise colleagues. Maintain excellent relationships with pupils who remain motivated to learn and love coming to school.	<i>Establish a safe and stimulating environment for pupils, rooted in mutual respect Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils. Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.</i>
	3.2	Pupil Behaviour	Teacher models expectations of behaviour in line with	Teacher creates a climate of mutual respect, demonstrating	Pupils take responsibility for their own actions and are	<i>Have clear rules and routines for behaviour in classrooms, and take</i>

			school behaviour policy. Pupils in class are compliant and follow school rules.	high expectations for behaviour at all times. Pupils are not just compliant, but fully engaged and motivated.	able resolve difficulties and explain the standard of behaviour expected in the school because of the climate created by the teacher.	<i>responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy</i> <i>Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly</i> <i>Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them</i>
	3.3	Pupil Needs	With advice and support recognise needs of pupils and where to access support for them. Know which colleagues to draw upon for needs of pupils.	Provide a curriculum which caters to the needs of all pupils, ensuring all groups of pupils and individuals make good progress.	Have an excellent understanding of the needs of all pupils. Deliver and evaluate teaching approaches to ensure rapid progress from all groups.	<i>Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.</i>
	3.4	Parents	Demonstrate appropriate relationship with parents of pupils in their care. Ensure communication is good with parents and that they are informed of their child's curriculum and progress.	Maintain excellent channels of communication with parents, ensuring that they are fully informed of their child's progress and understand what they are learning and how they can help.	Improve parents' ability to support their child's learning through specific support and guidance, general workshops or informative communications.	<i>Communicate effectively with parents with regard to pupils' achievements and well-being.</i>
	3.5	Stakeholders	Demonstrate effective working relationships with colleagues	Highly effective during team / staff meetings. Work with a range of professionals to ensure good outcomes for pupils.	Develop relationships with stakeholders beyond the immediate day to day working of the school, e.g governors, outside agencies, to ensure good outcomes for pupils across the school. - parents yes - governors focus	
Development	4.1	Deploy	With some support and guidance, effectively deploy support staff within the classroom	Effectively deploy support staff within the classroom to ensure all pupils make good progress.	Manage and develop a team and individuals to ensure all adults in the class know how to move children on and work effectively together. As a result pupils make rapid progress.	<i>Deploy support staff effectively</i>
	4.2	Develop	With some guidance and mentoring, identify strategies to develop	Identify strategies to develop areas for consistently good	Identify strategies to develop areas for consistently	<i>Develop effective professional relationships with</i>

			areas for improvement.	practice.	outstanding practice.	<i>colleagues, knowing how and when to draw on advice and specialist support take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues</i>
	4.3	Lead	With support and guidance, develop understanding of how to lead a curriculum area or other area of responsibility.	Independently lead a curriculum area or other area of responsibility, improving outcomes beyond own classroom.	Lead improvements across the school in a key area of School Improvement. Improvements lead to rapid progress across groups / cohorts.	<i>Make a positive contribution to the wider life and ethos of the school</i>