



The Whitby High School
A Specialist Technology College

APPRAISAL POLICY

2017/2018

Based



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THE WHITBY HIGH SCHOOL
TEACHER APPRAISAL POLICY

INTRODUCTION

The Governing Body of The Whitby High School has adopted this appraisal policy in accordance with the Education (Schools Teachers' Appraisal) (England) Regulations 2012. Sections in **bold** are required by those regulations.

APPLICATION OF THE POLICY

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

PURPOSE

This policy sets out the framework for a clear and consistent assessment of the overall performance of teachers and the Headteacher and for supporting their development needs within the context of the school's improvement plan and their own professional needs. Where teachers are eligible for pay progression, the assessment of performance throughout the cycle will be the basis on which the recommendation is made by the appraiser.

This policy should be read in conjunction with the school's pay policy which provides details of the arrangements relating to teachers' pay in accordance with the School Teachers' Pay and Conditions Document.

LINKS TO SCHOOL IMPROVEMENT

The Governing Body expect that objectives set for all teachers including the Headteacher, if achieved, will improve the education of pupils at our school and contribute to the implementation and achievement of the School Improvement Plan and any other plans adopted from time to time to improve the school's education provision and performance.

CONSISTENCY OF TREATMENT AND FAIRNESS

The Governing Body is committed to ensuring consistency of treatment and fairness in the operation of teacher appraisal.

To ensure this the following provisions are made in relation to moderation and quality assurance.

Quality assurance

The Headteacher has determined that he will delegate the appraiser role for some or all teachers for whom he is not the line manager.

The Headteacher will moderate a sample of appraisal reports to check that the objectives and standards recorded in the reports of teachers at the school:

- are consistent between those who have similar experience and similar levels of responsibility;
- comply with the school's appraisal policy, the regulations and the requirements of equality legislation

The Governing Body will review the quality assurance processes when the appraisal policy is reviewed.

APPOINTMENT OF APPRAISERS FOR THE HEADTEACHER

Appointment of Governors

In this school, **The Governing Body is the appraiser for the Headteacher** and to discharge this responsibility on its behalf may appoint 2 or 3 governors.

Where a Headteacher is of the opinion that any of the governors appointed by the governing body under this regulation is unsuitable for professional reasons, he may submit a written request to the governing body for that governor to be replaced, stating those reasons.

Appointment of External Adviser

The Governing Body will appoint an external adviser to provide advice and support in relation to the appraisal of the Headteacher. The Governing Body will consult the external adviser before setting the Headteacher's objectives.

APPOINTMENT OF APPRAISERS FOR TEACHERS

- The Headteacher must ensure that the appraisal of every other teacher employed in the school is carried out. The Headteacher may delegate this duty, to the teacher's line manager or another suitably qualified member of staff.
- The headteacher will be the appraiser for those teachers he directly line manages.
- Where it becomes apparent that the appraiser will be absent for the majority of the cycle the Headteacher may perform the duties himself or delegate them to another teacher. Where this teacher is not the appraisee's line manager the teacher will have a higher status in the staffing structure as the appraisee. The appraisal cycle will not begin again in the event of the appraiser being changed.

All those to whom the headteacher has delegated the role of appraiser will receive

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appropriate training for that role.

Where a teacher is of the opinion that another teacher to whom the Headteacher has delegated the role of appraiser is unsuitable, they may submit a written request to the Headteacher for that appraiser to be replaced, stating the reasons why.

THE APPRAISAL PERIOD

The appraisal period will be twelve months.

The appraisal cycle in this school will run from 1st November 2017 to 31st October 2018 for teachers, and from 1st January 2018 to 31st December 2018 for the Headteacher.

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 the provisions of this policy. **The length of the cycle will be determined by the duration of their contract.**

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

Where a teacher transfers to a new post within the school partway through a cycle, the Headteacher or, in the case where the teacher is the Headteacher, the governing body shall determine whether the cycle shall begin again and whether to change the appraiser.

STANDARDS

Teachers will be assessed against the “Teachers Standards” and any other standards relating to teachers’ performance published by the Secretary of State as the governing body or headteacher determines is applicable to the performance of any individual teacher. **Teachers will be informed of these at the start of each appraisal period.**

The Headteacher will be assessed against the National Standards for Headteachers and any other standards relating to teachers’ performance published by the Secretary of State as the governing body determines is applicable to their performance and **will be informed of this at the start of the appraisal period.**

OBJECTIVE SETTING

The objectives set will be rigorous, achievable, time-bound, fair and equitable in relation to teachers with similar roles/responsibilities and experience, and will have regard to what can reasonably be expected of any teacher at a given point of their career progression. For part-time teachers, appraisers will also have regard to that teacher’s hours of work as a proportion of full time colleagues. Governors also recognise the desirability of staff being able to achieve a satisfactory work-life balance. Objectives will take account of any relevant pay progression criteria and, where possible, the teacher’s

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professional aspirations. **They will be such that, if they are achieved, they will contribute to improving the education of pupils at the school and the implementation of any plans of the governing body or Headteacher designed to improve the school's education provision and performance.**

Objectives will be set before or as soon as practicable after the beginning of the appraisal period. The appraiser and appraisee will seek to agree the objectives but where a joint determination cannot be made the appraiser will make the determination and the appraisee may record their objections in the appraisal report.

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At The Whitby High school all teachers, including the Headteacher, will have three objectives

- all teachers will have a whole school objective set by the Headteacher
- SLT will have a school improvement objective set by the Headteacher
- all teachers, including the Headteacher, will have an objective linked to pupil progress at KS4 or KS5 to include a focus on reducing the differences in the performance outcomes between disadvantaged and other groups
- all teachers will set a target for their own professional development
- targets will reflect the career stage of the teacher

Though appraisal is an assessment of overall performance objectives cannot cover the full range of a teacher's roles/responsibilities. Objectives will, therefore, focus on the priorities for an individual for the cycle. At the review stage teachers will also be assessed against the Teachers Standards, school 'teacher dashboard' and any other standards relating to teachers' performance published by the Secretary of State as the governing body or headteacher determines is applicable to the performance of any individual teacher. Teachers will be informed of these at the start of each appraisal period. The **teacher dashboard** consists of data from the previous two years relating to attendance, pupil progress and lesson observations. Consideration will also be given to impact on the wider school and any disciplinary issues that may have occurred.

Colleagues who are paid on the upper pay scale should refer to the Whitby High School expectations (see Appendix 2) to ensure that the appraisal documentation includes evidence of performance to post-threshold Teacher Standards.

All detail of each appraisal will be documented using the BlueSky programme.

LESSON OBSERVATIONS

As part of the appraisal process all teachers, including the Headteacher (as applicable) will have their teaching observed once by the appraiser.

REVIEWING PROGRESS

Performance and development opportunities will be reviewed and addressed as necessary throughout the year. Feedback will be constructive and will highlight particular areas of strength as well as any areas that need attention. Observation feedback will be given in accordance with the timescales set out in the school's Lesson Observation Protocol, other feedback will be given as soon as practicable after any

issues relating to performance come to light.

Where there are concerns about any aspects of performance the appraiser (or another qualified teacher nominated by the Headteacher) will meet the teacher/Headteacher and

- give clear feedback about the nature and seriousness of the concerns;
- ask the teacher/Headteacher to comment on the concerns;
- review objectives and their timescales if appropriate;
- In the case of an unsatisfactory lesson observation, offer the appraisee the opportunity to have another lesson observed;
- discuss and agree any support (eg coaching, mentoring, structured observation), that will be provided to help address the concerns;
- set dates for further review of progress, allowing sufficient time for improvement.
- Explain the implications if insufficient progress is made which may include involvement in the capability process

The review of objectives and any support agreed will be set out in a clear action plan.

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.

All details of an appraisal review will be documented on the BlueSky programme.

Transition to capability

If the appraiser is not satisfied with the progress made during the review period above, the teacher will be notified in writing that the appraisal process will no longer apply and that their performance will be managed under the capability procedure, and will be invited to a formal capability meeting.

ANNUAL ASSESSMENT

At the end of the appraisal cycle, the appraiser(s) will meet the appraisee to assess the performance of the teacher or Headteacher against

- the “Teachers Standards”, school ‘teacher dashboard’ or the National Standards for Headteachers as applicable and
- any other set of standards relating to teachers’ or Headteachers’ performance published by the Secretary of State and about which the teacher has been notified at the beginning of the appraisal period,
- the teacher or Headteacher’s objectives and
- the teacher or Headteacher’s professional development needs.

The appraiser(s) will also, where relevant under the School Teachers’ Pay and Conditions Document, make a recommendation relating to the teacher or Headteacher’s pay.

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In relation to the teachers, the Headteacher will consult the team leaders when assessing performance. This will follow the schedule of :-

M1 - M2 Automatic movement onto next scale unless significant under performance in
M3 - M4 meeting the National Teachers Standards and appraisal objectives.
M5 - M6

M2 - M3 }
M4 - M5 } Movement onto the next scale if appraisal reviews of the previous two cycles demonstrate all objectives have been substantially achieved, national Teacher Standards have been met and the school's 'Teacher Dashboard' shows positive impact on pupil learning.

M6 - UPS1 Threshold application to include review of previous two appraisal cycles and lesson observations. The Headteacher will also utilise other relevant information.

UPS1 - UPS2

- Optional evidence provided by the teacher to demonstrate meeting of the Teaching Standards (Appendix 3)
- Evidence from previous two appraisal cycles
- School Teacher Dashboard
- Lesson Observations judge teaching to be at least good
- Evidence of substantial and sustained impact on pupil learning/experiences

UPS2 - UPS3

- Optional evidence provided by the teacher to demonstrate meeting of the Teaching Standards (Appendix 3)
- Evidence from previous two appraisal cycles
- School Teacher Dashboard
- Lesson Observations judge teaching to be at least good with outstanding elements
- Evidence of substantial and sustained impact on pupil learning/experiences

In relation to the Headteacher, Governors will consult the external adviser when assessing performance.

Assessment of performance against an objective will be on the basis of the performance criteria set at the beginning of the cycle. Good progress towards the achievement of a challenging objective, even if the performance criteria have not been met in full, will be assessed favourably.

The appraisal cycle is annual, but on occasions it may be appropriate to set objectives that will cover a period over more than one cycle. In such cases, the basis on which the progress being made towards meeting the performance criteria for the objective will be assessed at the end of the first cycle and will be recorded in the report at the beginning of the next cycle.

Mid-Term Review Meetings

Mid-term review meetings will take place between appraiser and appraisee to discuss progress towards meeting appraisal objectives and Teachers Standards. At least one such meeting will take place in the Spring Term. The appraisee may request additional

mid-term meetings.

APPRAISAL DOCUMENT

The appraisal document will contain comments by the appraiser relating to:

- the “Teachers Standards” and any other set of standards relating to teachers’ performance which the teacher was informed of at the beginning of the appraisal period,
- the teacher’s objectives, and
- the teacher’s or Headteacher’s professional development needs and any action that is to be taken to address these.

It is the responsibility of the appraisee to provide supporting evidence for the above. The report will also, where relevant under the School Teachers’ Pay and Conditions Document, record a recommendation relating to the teacher or Headteacher’s pay.

This will, where relevant, include a recommendation for pay progression in line with the Pay Policy

APPEALS

Where a member of staff is dissatisfied with the application of the appraisal process (except for decisions on pay) they have recourse to the school’s Grievance Procedure to pursue the matter.

Where a member of staff is dissatisfied with a recommendation or decision on pay, they have a right of appeal through the appeals mechanism of the School Pay Policy.

CONFIDENTIALITY

The appraisal process and the reports generated under it will be treated with confidentiality at all times. The appraiser, department leader and the Headteacher will have access to the appraisee’s plan and review recorded in her/his report. Where a teacher has multiple roles, their additional managers (as agreed at the start of the cycle) will also have access.

Access to the appraisal report of a teacher can be made available to Governors where they are being asked to make a decision on pay.

Appraisees will be told who has been granted access to their report.

Governors directly involved in the Headteacher’s appraisal and the external adviser will be provided with access to the Headteacher’s plan and review recorded in their report. Details of the Headteacher’s objectives will be reported to the full governing body as soon as practicable after the beginning of the appraisal cycle. Governors not directly involved in the Headteacher’s appraisal will be given access to the review of their performance, on request, and where they are being asked to make a decision on pay.

TRAINING AND SUPPORT

The school's CPD programme will be influenced by the training and development needs of teachers identified during the appraisal process.

The governing body will ensure in the budget planning that, as far as possible, appropriate resources are made available in the school budget for any training and support agreed for appraisees. It is recognised that priority may have to be given to the needs of a teacher causing concern or who has entered capability proceedings to ensure appropriate support for improvement is provided.

An account of the training and development needs of teachers in general, including the instances where it did not prove possible to provide any agreed CPD, will form a part of the Headteacher's annual report to the governing body about the operation of appraisal in the school.

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) the CPD identified is essential for an appraisee to meet their objectives; and (b) the extent to which the training and support will help the school to achieve its priorities. The school's priorities will have precedence.

Teachers should not be held accountable for failing to make good progress towards meeting their performance criteria where the support recorded in the appraisal report has not been provided.

MONITORING

The governing body will ensure that all teachers, including the Headteacher, have their performance appraised on an annual basis.

The Headteacher will provide the governing body with a written report on the operation of the school's appraisal policy annually. The report will not contain any information which would enable any individual to be identified. The report will include:

- the operation of the appraisal policy;
- the effectiveness of the school's appraisal procedures;
- the delivery of training and development opportunities against previously identified need.

EQUALITY ACT 2012

In accordance with its Public Sector Equality Duty, the Governing Body of School has given due regard to equality considerations in adopting this policy/procedure and is satisfied that its application will not impact adversely on members of staff who have a protected characteristic (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation) within the meaning of the Equality Act 2010

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In addition, the Governing Body is committed to promoting equality and will ensure that the appraisal process is fair and non-discriminatory and that monitoring data should be included in the Headteacher's report covering each of the protected characteristics within the Equality Act 2010.

The Headteacher will also report on whether there have been any appeals or representations on an individual or collective basis on the grounds of alleged discrimination under any of the protected characteristics.

REVIEW OF THE POLICY

The Governing Body will review the appraisal policy every school year.

The Governing Body will take account of the Headteacher's report in its review of the appraisal policy. The policy will be revised as required to introduce any changes in regulation and statutory guidance to ensure that it is always up to date.

The Governing Body will seek to agree any revisions to the policy with the recognised trade unions having regard to the results of the consultation with all teachers.

To ensure teachers are fully conversant with the appraisal arrangements, all new teachers who join the school will be briefed on them as part of their introduction to the school.

ACCESS TO DOCUMENTATION

Copies of appraisal documents, the school improvement and development plans are published on the school's computer network and/or can be obtained from the school office. Target setting documentation from Autumn Term 2017 and subsequent reviews will be completed on BlueSky.



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APPENDIX 1

(Appraisal Proforma)

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APPENDIX 2
(Upper Pay Scale Responsibilities)

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**THE WHITBY HIGH SCHOOL
UPPER PAY RANGE RESPONSIBILITIES**

Teachers paid on the Upper Pay Range must be highly competent in all areas of the Teachers' Standards and make a substantial and sustained contribution to the wider life of the school. Evidence that teachers paid on the upper pay scale are performing to the expected standards will be included in their appraisal documentation.

Staff paid on the Upper Pay Range points 1 and 2 must:

1.	Provide a role model for teaching and learning
2.	Contribute to the leadership and development of Teaching and Learning across the school, for example through membership of focus groups or working parties
3.	Consistently deliver well-planned lessons which allow for rapid progress from learners at all levels
4.	Seek appropriate CPD and use outcomes to effectively improve practice
5.	Make a distinctive contribution to the raising of student standards at departmental level
6.	Participate in regular extra-curricular, cross-curricular activities or additional academic support
7.	Take on an agreed coaching or mentoring role for students, student teachers or teachers
8.	Contribute to departmental self-evaluation activities

Teachers paid on Upper Pay Range 3 play a critical role in the life of the school. To be eligible for progression to UPR 3 a teacher must demonstrate consistently that they meet the threshold standards, that contributions in all areas are significant and they must contribute effectively to the work of the wider team.

Staff paid on UPR 3 will complete the above and one or more of the below:

1.	Undertake action research or policy development, which enhances practice or outcomes
2.	Undertake lesson observations and provide feedback and appropriate follow up and support (with guidance)
3.	Provide coaching and mentoring to other teachers, giving advice and support to help them develop their own practice
4.	Contribute to the planning and delivery of whole school CPD
5.	Engage in work scrutiny and other self-evaluation processes at departmental or whole school level
6.	Act as a team leader in the appraisal process
7.	Tackle an area of underperformance that the school needs to address

Alternative roles to the above might be agreed on an individual basis.

In this school, **highly competent** means performance which is not only good but also good enough to provide coaching and mentoring to other teachers, give advice to them to demonstrate to them effective teaching practice and how to make a wider contribution to the work of the school, in order to help them meet the relevant standards and develop their teaching practice.

In this school, **substantial** means of real importance, validity or value to the school; play a critical role in the life of the school; provide a role model for teaching and learning; make a distinctive contribution to the raising of pupil standards; take advantage of appropriate opportunities for professional development and use the outcomes effectively to improve pupils' learning.

In this school, **sustained** means maintained continuously over a long period 3 continuous school years.

Teachers should also refer to the Teacher Standards, the Appraisal Policy and Pay Policy.

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APPENDIX 3

(Teacher Standards Checklist)

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Teaching Standards 2014 – Self Review Template

This might be used in advance of the appraisal meeting to identify standards already met and areas for development. Where there are development needs this should form part of the discussion at appraisal and should be incorporated into the objectives, evidence/success criteria, training and support agreed. This can be used year on year (rather than starting a new one each year) unless an individual's job changes significantly.

Part one: Teaching

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils

Standard	Exemplification	Meet/ partially/ not	Notes/Evidence/ Dates
1. A teacher must set high expectations which inspire, motivate and challenge pupils	<ul style="list-style-type: none"> • establish a safe and stimulating environment for pupils, rooted in mutual respect • set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions • demonstrate consistently the positive attitudes, values and behaviour, which are expected of pupils. 		
2. Promote good progress and outcomes by pupils	<ul style="list-style-type: none"> • be accountable for pupils' attainment, progress and outcomes • be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these • guide pupils to reflect on the progress they have made and their emerging needs • demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching • encourage pupils to take a responsible and conscientious attitude to their own work and study 		
3. Demonstrate good subject and curriculum knowledge	<ul style="list-style-type: none"> • 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 • demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject • if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics • if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies 		
4. Plan and teach well-structured lessons	<ul style="list-style-type: none"> • impart knowledge and develop understanding through effective use of lesson time • promote a love of learning and children's intellectual curiosity • set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired • reflect systematically on the effectiveness of lessons and approaches to teaching • contribute to the design and provision of an engaging curriculum within the relevant subject area(s) 		

<p>5. Adapt teaching to respond to the strengths and needs of all pupils</p>	<ul style="list-style-type: none"> • 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 • 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 		
<p>6. Make accurate and productive use of assessment</p>	<ul style="list-style-type: none"> • 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 • use relevant data to monitor progress, set targets, and plan subsequent lessons • give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback 		
<p>7. Manage behaviour effectively to ensure a good and safe learning environment</p>	<ul style="list-style-type: none"> • have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy • have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly • manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them • maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary 		
<p>8. Fulfil wider professional responsibilities</p>	<ul style="list-style-type: none"> • make a positive contribution to the wider life and ethos of the school • develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support • deploy support staff effectively • take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues • communicate effectively with parents with regard to pupils' achievements and well-being 		

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