

# Performance Management / Staff Appraisal Policy



Approved by: R. King

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## 1. Aims

This policy aims to:

- › Set out the arrangements for appraising staff, including the process and the responsibilities of individuals
- › Ensure consistency and fairness across the school
- › Create a process where staff professional development is supported and encouraged, in the context of the school's latest Ofsted report and the school improvement plan
- › Ensure staff have the skills and knowledge they need to fulfil and excel in their role and provide an excellent education to our pupils

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 and those undergoing capability procedures.

All Early Career Teacher (ECT) do not follow the Performance Management process. All ECT will follow the ECT framework.

## 2. Legislation and guidance

As an academy, we are free to determine our own appraisal arrangements. However, where a teacher's contract specifically incorporates conditions from [The Education \(School Teachers' Appraisal\) \(England\) Regulations 2012](#), these will continue to apply due to [The Transfer of Undertakings \(Protection of Employment\) \(TUPE\) Regulations 2006](#), which protect employees' terms and conditions when a maintained school becomes an academy.

We have based this policy on the [model policy](#) produced by the Department for Education (DfE).

This policy complies with our funding agreement and articles of association.

### **3. Definitions**

In this policy, the term 'teacher' refers to classroom teachers, middle and senior leaders, and the Principal.

The term 'staff' refers to teachers and support staff. Where relevant, details have been added regarding arrangements for the Principal, teachers and support staff.

### **4. The appraisal period**

The appraisal period for teaching staff will run for 12 months beginning in September [the first day of the autumn term]. Appraisals will be held during the autumn term. Support staff are in line with the financial year of April to April.

For staff on fixed-term contracts of less than 12 months, the appraisal period will be determined by the duration of their contract.

A review of objectives will take place in January (window 2) and June (window 3) of each academic year. Upon window 3 closing, all performance management targets will be reviewed for potential pay increments, which will take place for September.

### **5. Setting objectives**

Staff will outline three targets / objectives set from the following key areas:

- › Professional Knowledge (subject, pedagogical or other knowledge relevant to the role)
- › Teaching / working practice
- › Team contribution (department, year team or other)

SLT will have five targets / objectives set, all of which are discussed with the Principal.

The appraiser and staff member will seek to agree the objectives but, if that is not possible, the appraiser will determine the objectives.

The Principals objectives will be set by the Chair of the Governing Board and line with the time scales set.

### **6. Standards**

The Duston School does not formally assess staff and teachers against the National Teacher Standards. ECTs will receive formal lesson observations as part of the framework they follow.

Formal observations can be used if a teacher is in need of support to improve their practice with the use of the Raising Teacher Standard (RTS) which is the first stage of support prior to capability.

### **7. Reviewing performance of staff and subjects**

We will use a range of evidence to inform us of standards of performance:

- › Formal and informal Quality Assurance walks
- › Performance of their pupils
- › Reviews of planning and marking
- › Review of works
- › Audits
- › External visits with formal feedback
- › Parent and pupil voice

- › Day to day working practice with colleagues

## **7.1 Learning Walk protocol**

We believe that learning walks are an important way of assessing the quality of Teaching and Learning. They can help identify a strengths and areas for improvement, and can help us identify areas of good practice that can be shared across the school.

There are formal learning walks (QA walks) however this is focused upon feedback towards the quality of lesson delivery within a subject rather than evaluating the strength of the teacher. Observers will look for trends of strengths and areas for improvement across a year group/subject area.

All learning walks will:

- › Be carried out in an objective, fair, professional and supportive manner
- › Be carried out by teachers with Qualified Teacher Status
- › Provide constructive feedback
- › Remain confidential to those who need to know details as part of their jobs

## **7.2 ‘QA Learning Walk’ observations**

QA learning walks will be conducted by senior leaders or middle leaders / Key Stage leads who have responsibility for that subject.

The learning walks will usually last around fifteen to thirty minutes, and will involve the observer talking to pupils and looking at their work.

The frequency will depend on the individual teacher and the school’s needs at the time.

Formal written feedback will be available for Senior Leaders and subject leads to view within the BlueSky platform.

Please note that we also allow drop-in observations where fellow teachers observe a lesson for their own professional development.

## **7.3 Formal observations**

The Duston School does not hold formal lesson observations with grading of teachers. ECTs will receive formal lesson observations as part of the framework they follow.

Formal observations can be used if a teacher is in need of support to improve their practice.

## **7.4 Additional observations**

Additional formal observations will take place if:

- › The teacher or staff member requests them
- › There are concerns that the teacher or staff performance is not up to standard (this may be triggered by poorly performing or poorly behaved pupils)
- › The teacher or staff member is subject to formal capability proceedings

The above protocols will still apply to these additional observations.

## **8. Annual assessment**

Performance will be reviewed and addressed on a regular basis throughout the year. There will be three Performance Management windows for all staff. Support staff reviews are from April to April.

A review of objectives will take place in January (window 2) and June (window 3) of each academic year. Upon window 3 closing, all performance management targets will be reviewed for potential pay increments, which will take place for September.

## **9. Conducting meetings**

The Principal will decide who will appraise staff. Unless there is a good reason not to, this will normally be the member of staff line manager. By way of example, a 'good reason' could be a poor or deteriorating working relationship between the staff member and line manager, including where a formal grievance has been lodged by the staff member citing their line manager.

Appraisal meetings will take place within staff normal working hours.

## **10. Appraisal report**

Staff will be provided with a written report on BlueSky.

This will include an evaluation of:

- › Professional Knowledge (subject, pedagogical or other knowledge relevant to the role)
- › Teaching / working practice
- › Team contribution (department, year team or other)

Staff can appeal to the Principal, and the Principal can appeal to the governing board, if they disagree with the contents of the report and the pay recommendation it makes.

## **11. Concerns about staff performance**

If it becomes clear a staff member is having difficulties at any point, they will be provided with additional support.

This will begin with a meeting with their line manager, where the problem will be discussed and potential solutions identified. If the concerns are deemed to be valid a member of staff will be placed upon the Raising Teacher / Staff Standards Programme which is a two-stage support programme. Staff are facilitated to engage with this through the reduction of their timetable, allowing them to access CPD or mentoring support across the school.

The nature of the support will be based on the individual's circumstances. For example, a teacher whose difficulties are linked to a long-term health condition may be referred to the occupational health service. Staff new to the school may be given a mentor or coach.

The concerns may be of a nature that would usually involve beginning the capability procedure. In these cases, refer to our capability policy.

## **12. Confidentiality**

The appraisal process and relevant documents are strictly confidential. Only staff members who need the information in order to do their jobs will have access to the information.

Appraisal information will be anonymised when information is reported to the governing board.

Appraisal records will be kept securely in the staff's personnel file.

## **13. Monitoring arrangements**

The governing board will monitor and review the effectiveness of the appraisal arrangements. A designated member of the Senior Leadership Team will monitor objectives and assessments to ensure consistency.

This policy will be reviewed every 2 years. The governing board will be responsible for approving this policy.

## **14. Links with other policies**

This policy should be read in conjunction with our capability and pay policies.

The **capability policy** will be used where this appraisal policy has not been able to address concerns with a teacher or staff members performance. It applies to all staff, not just teaching staff.

## Appendix 1: appraisal timeline

DATE	ACTION
End of June / July	Review of the current academic year objectives
First day of autumn term	PM cycle begins
Term 1	PM Cycle Window 1 Open
Term 3	PM Cycle Window 2 Open
Term 6	PM Cycle Window 3 Open Review of the current academic year objectives

### Support Staff

DATE	ACTION
April	Review of the current academic year objectives
First day of autumn term	PM cycle begins
Term 1	PM Cycle Window 1 Open
Term 3	PM Cycle Window 2 Open
April	Review of the current academic year objectives