



TEACHERS' PERFORMANCE MANAGEMENT POLICY

Approved and signed by the Board of Trustees

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CHANGES

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CONTENTS

1	Purpose
2	Application of the Policy
3	Teacher appraisal
4	The appraisal period
5	Appointing appraisers
6	Setting objectives
7	Reviewing performance
	7.1 Observation
8	Development and support
9	Feedback
10	Transition to capability
11	Annual assessment
12	Confidentiality
13	Equality and consistency
14	Retention of statements

Appendices

Appendix A: Career Stage Expectations

Appendix B: Teacher Standards

Appendix C: Procedure for Conducting National Standards Audits

Appendix D: Observation of Teaching and Leadership Practice

Appendix E: Provision of Additional Support Where National Standards Are Not Met

I PURPOSE

This policy sets out the framework for a clear and consistent assessment of the overall performance of teachers, including the Heads of School, and for supporting their development within the context of the Multi Academy Trust (MAT)'s plan for improving educational provision and performance, and the standards expected of teachers. It also sets out the arrangements that will apply when teachers fall below the levels of competence that are expected of them.

2 APPLICATION OF THE POLICY

- 2.1 The policy covers appraisal, applies to the Heads of School and to all teachers employed by the MAT, except those on contracts of less than one term, those undergoing induction (i.e. NQTs) and those who are subject to the MAT's **Capability Policy**.
- 2.2 Throughout this policy, unless indicated otherwise, all references to 'teacher' include the Heads of School.

3 TEACHER APPRAISAL

- 3.1 Appraisal in the MAT 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.

4 THE APPRAISAL PERIOD

- 4.1 The appraisal period will run for twelve months from 1 September to 31 August. The annual audit against national standards will be completed no later than 30th June in each appraisal period.
- 4.2 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.

5 APPOINTING APPRAISERS

- 5.1 The Heads of School will be appraised by the CEO, supported by a representative from the appropriate Local Advisory Board.
- 5.2 The CEO will be appraised by representatives from the Board.
- 5.3 The CEO will decide who will appraise teachers. In this MAT, this will normally be:

- The Head of School or
- A member of the Senior Leadership Team

6 SETTING OBJECTIVES

- 6.1 The Heads of Schools' objectives will be set by the CEO after consultation with the Board. Objectives will be focused on key school priorities, and take account of the relevant standards.
- 6.2 Objectives for each teacher, including the Heads of School, will be set before or as soon as practicable after, the start of each appraisal period. The objectives set for each teacher will be linked to the relevant standards, 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 determine the objectives, and the teacher may record their comments in writing as an appendix to the appraisal statement. Objectives may be revised if circumstances change.
- 6.3 The objectives set for each teacher, including the Heads of School, will, if achieved, contribute to the MAT's plans for improving the MAT's educational provision and performance and improving the education of pupils at that particular academy. This link will be made:
- by ensuring that the pupil progress objective (all teachers) addresses the key attainment priority identified by the School Improvement Plan
 - by ensuring that the professional development objective (all teachers) addresses the key development priority identified by the annual audit against Teachers' Standards (see Appendices A and B) and
 - by ensuring that the leadership and management objective (all teachers with paid leadership responsibilities) addresses the key development priority identified by study of the leader's effectiveness- with reference to any relevant leadership standards- in addressing key School Improvement Plan priorities. Where no national standards currently exist (e.g. for Assistant Heads of School), the CEO may develop appropriate standards for these roles by reference to the draft national standards produced by NCSL, or other such appropriate body.
- 6.4 Under normal circumstances teachers will have a maximum of 3 objectives. However, teachers who are found not to be meeting standards at the appropriate level for their career stage (Appendix A) by the annual standards audit (Appendices A and B) may be given as many additional objectives as are required to ensure that the most appropriate support can be provided. Teachers will be expected to show significant progress against the standards between each career stage defined in Appendix A.
- 6.5 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. All teachers will be assessed against the set of standards contained in the document called "Teachers' Standards" found on the gov.uk website. Assessments will also be conducted (if appropriate) against:

- National Head Teacher Standards (2004)
- National Standards for Subject Leaders (1998)
- Excellent Teacher Standards
- Advanced Skills Teacher Standards
- SENCO standards
- Draft National Standards for School Leaders (NCSL)
- School Leadership Standards

6.6 The CEO will be responsible for ensuring that the appraisal process operates consistently, that objectives are focused on school priorities and that they take account of the standards audit. All objectives will be referred to the CEO prior to the commencement of the cycle of monitoring. Where the CEO has concerns about the relevance of the objectives set, these concerns will be discussed with the appraiser and the objectives may require amendment following discussion with the teacher.

7 REVIEWING PERFORMANCE

7.1 OBSERVATION

7.2 This MAT believes that observation of classroom and leadership practice 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 MAT improvement more generally.

7.3 Detailed arrangements for the observation of classroom and leadership practice are set out in Appendix D.

8 DEVELOPMENT AND SUPPORT

8.1 Appraisal is a supportive process which will be used to inform continuing professional development. The MAT 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 as detailed in the section 3.4 on "Setting Objectives" above.

9 FEEDBACK

9.1 Teachers will receive constructive feedback on their performance throughout the year and as soon as practicable after observation and / or monitoring has taken place, or other evidence has come to light. Feedback will include discussion with the teacher, will highlight particular areas of strength as well as any areas that need attention and will determine any appropriate action required.

9.2 Where, following the audit against Teachers' Standards, or during the review cycle, there are concerns about any aspects of the teacher's performance these will be addressed via the procedure set out in Appendix E (Provision of Additional Support Where National Standards Are Not Met – National Standards Support Group)

- 9.3 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.

10 TRANSITION TO CAPABILITY

- 10.1 If the appraiser is not satisfied with progress, the appraiser will meet with the teacher and the teacher will be notified in writing that the appraisal process will no longer apply and that their performance will be managed under the MAT's teaching staff capability procedure. This will trigger the commencement of the formal capability procedure

11 ANNUAL ASSESSMENT

- 11.1 Each teacher's performance will be formally assessed in respect of each appraisal period. In assessing the performance of the Head of School, the CEO will consult with the Local Advisory Board.

- 11.2 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 by means of

- Lesson observations
- Monitoring 'drop in sessions'
- Planning and work scrutiny
- Pupil progress meetings
- Termly meeting with appraiser
- Mid-cycle review meeting with appraiser
- Observation / scrutiny of leadership and management activities where appropriate
- Other feedback obtained during the appraisal cycle relevant to the teacher's overall performance.

- 11.3 Within two months of the end of each appraisal period, the teacher will receive – and have the opportunity to comment in writing on - a written appraisal report. In this MAT, teachers, including the Head of School, will receive their written appraisal reports no later than 31 October. 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.

- 11.4 The assessment of performance and of training and development needs will inform the planning process for the following appraisal period.
- 11.5 Any recommendations on pay will be referred to the CEO before being referred on to the Board.

12 CONFIDENTIALITY

- 12.1 Access to the written appraisal report will normally be limited to the appraisee, the appraiser, the CEO and / or nominated member of the senior management team.

13 EQUALITY AND CONSISTENCY

- 13.1 As outlined in paragraph 3.4.6 above, the CEO will have overall responsibility for the quality assurance of the appraisal process across the MAT. This will include ensuring the consistency and equality of application of the process throughout the MAT. The Head of School may delegate responsibility for monitoring consistency and equality of application to a teacher member of the senior management team.
- 13.2 The Head of School will be responsible for reporting annually to the CEO, Local Advisory Board and the Board on any relevant issues, including those of underperformance, arising from the annual review cycle and on any action required to address those issues. The report will enable the Board to receive an overall general report of the process but will not include specific details relating to individual members of staff.
- 13.3 The Board is committed to ensuring consistency of treatment and fairness and will abide by all relevant equality legislation.

14 RETENTION OF STATEMENTS

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

