

# Kesgrave High School



## Appraisal and Performance Policy

### Policy Approval

Where	Chair	When
WGB	Sue White	29 September 2021

Chair of Governors	Sue White
Headteacher	Julia Upton

### Policy History

Issue No.	Author	Date written	Approved by governors	Comments
1	C Breckell	1 Sept 2021	29 Sept 2021	In absence of trust policy, continued use of school policy

## **1 Purpose**

Appraisal is part of the school's performance management process which is designed to help staff to meet the standards and requirements of their role and to reinforce the achievement of the school improvement plan and the school's values.

The Governing Body and the Leadership Team are committed to ensuring that students have the best opportunity to realise their potential. The performance management policy is designed to:

- Ensure that each individual understands the key goals of the school and clarify an individual's objectives and any team objectives.
- Reinforce the objectives of the school's improvement plan and the values of the school.
- Clarify individual priorities but also recognise that priorities may change during the school year.
- Develop an individual so that he can perform his role effectively to the standards expected and develop flexibility amongst staff to meet the needs of the school.
- Guide an individual in any career aspirations which he may have and, if practicable, provide opportunities for an individual to broaden his experience.
- Feed the outcome of appraisals into decisions on individual pay progression, if appropriate.
- Identify, if appropriate, performance issues and discuss ways to address those.

## **2 A Continuous Process**

Appraisal is not a once a year exercise but is part of the on going discussions between an individual and his/her manager(s) to ensure that team and individual performance stays on track. This is a two way process which requires:

- Individuals - to consider their achievements in the context of their individual and other objectives and how they will continue to improve their performance and deliver the requirements of their role. For teaching staff that will include continuing to improve their teaching practice. Although performance management is a two way process, the performance of an individual is heavily dependent on the effort and attitude of the individual.
- Managers – to provide constructive advice and support, when appropriate during the year to help an individual to achieve his objectives and standards.

Teaching staff are required to show that they meet the Teachers' Standards, apply effective teaching and learning practices and demonstrate the skills and conduct to appropriate professional standards relevant to their role. The Teachers' Standards will be a key reference source for assessing performance.

Support staff are expected to demonstrate competence appropriate to their role and any relevant professional and/or role standards.

## **3 Staff Covered**

The principles apply to support staff and all teaching staff, including the Head Teacher and School Leadership Team. Some points apply only to teaching staff to comply with statutory requirements.

The policy does not apply to:

- staff employed for less than one term,

- teachers' during their statutory induction period as different requirements apply.
- staff on probationary periods but they may be included at the discretion of their manager
- individuals on a government employment scheme or an apprenticeship programme who are subject to other performance management arrangements.
- an individual for whom the formal capability procedure has been implemented or who is on long term sick leave or other long term absence, garden leave or suspension.

The policy may be modified or suspended in particular cases.

## **4 Staying On Track – The Appraisal Process**

Principles are set out below to help in the appraisal process and performance management. These are for encouragement and guidance and are not intended to be contractual terms of employment. These may be amended or adapted from time to time or in particular instances.

### **4.1 The Appraisal Cycle**

Normally, appraisals for teaching staff will match the school year i.e. 1<sup>st</sup> September to 31<sup>st</sup> August.

The cycle for Support staff may be set at variable periods such as 1<sup>st</sup> April to 31<sup>st</sup> March or from 1<sup>st</sup> September to 31<sup>st</sup> August. Individuals will be notified of their appraisal period.

Staff who join the school part way through the appraisal year may be set objectives for the remainder of the year or for a longer period at the discretion of the Head Teacher. Staff whose contracts finish before the end of the school year will be assessed up to their termination date.

For some roles, it may be appropriate to set objectives for a longer period than a school year e.g. projects spanning a longer timescale such as the development of new services.

If an individual changes responsibilities part way through the year, his (new) manager will determine whether to modify the objectives in the current cycle or to adjust the length of the performance cycle to bring the individual's objectives into line for future years.

### **4.2 Overview of the Appraisal Process**

The appraisal process is likely to include the following elements:

- Review of school priorities and targets
  - carried out by the Governing Body, Head Teacher and Leadership Team as appropriate
- Setting of Faculty/Departmental/Team targets and requirements
  - Head Teacher and Leadership Team will agree these to reinforce the school's key objectives and standards.
- Setting of individual targets and indicators of success.
- Formal and informal tracking of progress, methods and discussions
- Summary of individual progress and development needs
- Evaluation of school/departmental progress and development priorities
  - carried out by the Governing Body, Head Teacher and Leadership Team as appropriate.

### 4.3 Setting of Objectives and Requirements

To help to achieve the school's goals, performance data and other sources of comparative information may be distributed to managers periodically. In setting objectives for the start of a year, managers are expected to use such data to inform action plans and objective setting for their team and individuals.

#### Who

The Head Teacher will be the appraiser for those teachers he directly line manages, other members of the School Leadership Team and any other roles that it is felt appropriate that the Head Teacher should review from time to time or regularly.

Objectives will be set by your manager and/or other person designated by the Head Teacher. The individual and his manager should seek to agree the objectives but should that not prove practicable, your manager will set your objectives. In doing so, managers will bear in mind the principles of fairness and realism.

If you report to more than one manager, you may be appraised by both managers or the Head Teacher may decide which manager should take the lead in your appraisal process.

The Head Teacher will have discretion to allocate reviews between line managers to balance out the work involved or as necessary e.g. the long term absence of a reviewer. If a reviewer is changed, the new reviewer should, if practicable, be at a peer level to or higher than the replaced reviewer.

A sub committee of 2 or 3 Governors will set the objectives for the Head Teacher. This panel of Governors may decide to draw upon the advice of an external adviser bearing in mind any policy/guidance given by the Governing Body

#### What

**Teaching Staff** - the objectives agreed with each member of the teaching staff will be based on:

- contributing to the improvement of the education of pupils at the school
- any plan of the Governing Body designed to improve the school's educational provision and performance including, for example, the School Improvement Plan.
- national and other educational strategies as may be implemented by the school from time to time
- the service and organisational needs of the school in developing, for example, flexible skills and income streams for the future.

Objectives should take account of the responsibilities of the individual's role. For example, if an individual has additional school wide or other responsibilities, the objectives should reflect those higher demands. Similarly, the Teachers' Standards should be interpreted to reflect the experience, role requirements and therefore what should be expected of a particular teacher.

Teaching staff should be informed of which standards will be applied to their role and therefore form part of their appraisal, for example, the Teachers' Standards.

**Support Staff** - in support roles, links will be made as far as practicable to the plans for school improvement and the improvement of pupils' attainments. It is recognised that in some roles the links will be indirect due to the nature of the role. Even so, support staff objectives should seek to reinforce organisational needs as above and organisational effectiveness.

All support staff have to complete the performance management cycle in order to progress through their grade scales.

At the end of the review period, the Headteacher will make a recommendation that they are able to recommend a pay progression of one increment or they are unable to recommend pay progression.

There is also scope to award a 'one off' non-consolidated increment where a significant piece of work has been undertaken during the review period, but this lies within the current grade.

Progression above the midpoint bar will be subject to the school identifying a business need to work 'above and beyond' the current job description, but not to the level of the next grade above.

**General** - As a guide, between 3 and 6 objectives may be set for a role. Those should be phrased in objective terms with clear measures of success. The latter should enable a member of staff to assess his own progress periodically in the course of the year and thus take corrective action or seek advice as appropriate.

Objectives will follow the SMART pattern.

- ⇒ Specific objectives - to avoid ambiguity.
- ⇒ Measurable – means of measuring and the source of measures to be stated.
- ⇒ Achievable - even if that is challenging.
- ⇒ Realistic in terms of achievability – with the resources available and skills of the individual.
- ⇒ Timescales and deadlines - clear and realistic.

The way in which objectives are achieved may be very important. In such cases, the objectives may contain behavioural and/or service quality measures so that the individual understands that both the end results and the means of achieving those are important

The mix and number of objectives will differ according to the role of an individual although staff with similar roles/responsibilities should be treated alike. Guidance may be issued at the start of a year as to the inclusion of specific objectives for all staff or for particular groups of staff

The objectives, the measures of success and timescales must be recorded in the objective setting format that will be issued from time to time.

## **When**

Setting objectives will be completed as soon as practicable at the start of the appraisal period.

Teaching staff - the aim will be to set objectives within the first two months of the appraisal year i.e. currently by 31<sup>st</sup> October. Annual reviews should be completed by 31<sup>st</sup> October for all staff except the Head Teacher for whom the completion date will be 31<sup>st</sup> December.

## **4.4 Tracking Progress and Performance**

**Individual responsibility** - each individual is responsible for familiarising himself with his objectives, the required standards and for checking his own progress in meeting those.

**Managers' responsibilities** - periodic discussions should be held with individuals during the year to encourage and check on progress and arrange and/or make assessments as approved.

A variety of assessment methods will be used including, but not limited to:

- Classroom observations and/or 'drop ins' and any observations by Ofsted.
- Performance data and progress of students.

- Review of students' work/workbooks.
- Results of student focus groups or similar.
- Peer and/or management assessments.

Other sources of data and assessments may be used as appropriate. The frequency of observations will take into account the significance of the need for improvement, the individual circumstances of the appraisee and the overall needs of the school.

Teachers who have responsibilities outside the classroom should expect to have their performance of those responsibilities observed and assessed in addition to classroom practices.

If their role involves close working with students, support staff could be assessed on, for example, performance data, peer and management assessments.

**Feedback** - individuals should receive feedback on their performance during the year and as soon as practicable after any observation.

Individuals should notify their manager if problems arise and not wait until the end of the year. This should help in giving advice and support or amending objectives if absolutely necessary.

#### **4.5 Appraisal Summary**

At the end of the appraisal year, the performance of each individual will be formally assessed. This is to draw together the progress etc. across the year and summarise achievements and any further development needs.

The outcome of this meeting should not come as a surprise as periodic feedback should have been given during the year. The individual will receive – and have the opportunity to comment on - a written appraisal report. The appraisal report will include:

- An assessment of the individual's performance against their objectives (and for teachers, the Teachers' Standards and any other relevant standards), having regard to their job description/role in the school.
- Identification of the individual's training and development needs and the actions that may be taken to address those.
- A recommendation on pay, if relevant; recommendations may or may not be acted upon as other factors also have to be considered e.g. affordability, contractual terms.
- Managers will be encouraged to also consider non-financial means of recognising individuals.

#### **Principles for Assessing Contribution**

- Objective data and evidence should be used as far as practicable.
- The spirit of performance management is to encourage the achievement of objectives. Sound progress towards the achievement of a challenging objective, even if not met in full, should be assessed favourably.
- The reviewer should assess each objective against the performance measures set at the beginning of the cycle or as subsequently amended. If an objective could not be achieved because of a change of circumstances outside the individual's control that should be taken into account to arrive at a reasonable assessment.
- Assessments should be fair and applied consistently to similar roles and circumstances; judgments and application of criteria should be made in a non-discriminatory manner.

The format for recording an appraisal summary will be notified to managers from time to time.

#### **4.6 Appeals Against Appraisal Summary Outcome**

Individuals may appeal against the outcome of a review. In the first instance, an appeal should be discussed with or placed in writing to the reviewer's manager. The appeal should refer to all the contested points as only one appeal will be allowed per annual cycle.

The final appeal in any case will be whichever occurs first of an appeal to the manager of the reviewing manager or to the Head Teacher. In instances of alleged bullying or harassment, the appeal may be taken straight to the manager of the reviewer but you should also refer to the Bullying and Harassment Policy.

### **5 Personal Development Needs**

During the year and as part of the appraisal summary, individual development needs will be discussed including, if appropriate:

- Development to improve teaching practices in the current role.
- Acquiring additional experience/skills for potential future roles.

It is recognised that not all development activities require financial resources as there are many forms of development such as project membership, coaching, mentoring, visits, guided reading. Managers will be encouraged to be creative in considering the means of effective development.

Development needs will be subject to the available budget and in the light of the key service priorities of the school.

### **6 Going off Track – Performance Issues**

During the year, if a member of staff falls short of the required standards, we would expect that such shortfalls would be addressed in day to day managerial discussions and/or periodic discussions relating to appraisal. Informal warnings may be given to alert the individual to the seriousness of the issues.

If those means are not effective in securing an acceptable improvement, then the issues will be considered under the appropriate process such as:

- The school's disciplinary procedure for conduct or related issues.
- The school's capability procedure if there are serious concerns about performance and/or competence due to capability, which can not be addressed effectively by or are not deemed appropriate to the appraisal process.
- The ill-health process, if appropriate to a particular set of facts.

### **7 Confidentiality and Effectiveness of Processes**

Appraisal records will be treated in confidence but, in some circumstances, details may be released to other interested parties. For example, managers may be required to make available the two most recent written appraisal reports of a teacher to any other schools to which the individual applies for work.

The Head Teacher will arrange for the effectiveness and consistency of the appraisal process to be monitored. The Governing Body and Head Teacher will monitor the

effectiveness and consistency of the appraisal and performance management policy and will amend or replace parts of or the whole of this document as and when appropriate.

Appraisal summaries and assessment records will normally be retained for a minimum period of six years after which they may be destroyed.

Adopted by the Governing Body  
Date