

## **Maple House School Teacher Appraisal Policy**

The Proprietor of Maple House School adopted this policy in October 2013 and will review it annually.

### **Application of the policy**

The policy applies to:

- The Executive Headteacher and Head Of Education
- To all teachers and teaching assistants employed by Maple House School except teachers 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 Executive Headteacher against the Teacher Standards and the level of performance required through the Maple House School's quality assurance processes. The policy supports staff development needs within the context of Maple House School's improvement plan and their own professional needs. Where staff are eligible for pay progression, the assessment of performance throughout the Appraisal cycle against the performance criteria specified in the Appraisal statement will be the main basis on which the recommendation is made by the reviewer.

This policy should be read in conjunction with the Maple House School teachers contract.

To comply with the requirement to show how the arrangements for Teacher Appraisal link with those for Maple House School improvement, Maple House School self-evaluation and Maple House School development planning and to minimize workload and bureaucracy the Teacher Appraisal process will be the main source of information as appropriate for Maple House School self-evaluation and the wider Maple House School improvement process.

Similarly, the Maple House School development plan and any Maple House School self-evaluation form are key documents for the Teacher Appraisal process.

All reviewers are expected to explore the alignment of the reviewees' objectives with the Maple House School priorities and plans. The objectives should also reflect the reviewees' professional aspirations.

The Proprietor 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, quality assurance and objective setting.

The Executive Headteacher will review all appraisal objectives to check that the

objectives and plans recorded in the statements of teachers at the Maple House School :

- are consistent between those who have similar experience and similar levels of responsibility and are in line with the Maple House School 's priorities and match the level of performance expected of the individual member of staff;
- comply with the Maple House School Teacher Appraisal Policy, the regulations and the requirements of equality legislation.

The Proprietor / Education Director will be involved in the Executive Headteacher's Appraisal or any appeal regarding the Executive Headteacher's Appraisal to ensure that the Executive Headteacher planning statement is consistent with the Maple House School improvement priorities and complies with the Maple House School 's Appraisal Policy and the Regulations.

The Proprietor will review the quality assurance processes when the Maple House School Teacher Appraisal Policy is reviewed.

The objectives set will be rigorous, challenging, 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 member of staff in that position given the desirability of the reviewee being able to achieve a satisfactory balance between the time required to discharge his/her professional duties and the time required to pursue his/her personal interests outside work, consistent with the Maple House School 's strategy for bringing downward pressure on working hours. They shall also take account of the member of staff's professional aspirations and any relevant pay progression criteria.

Appraisal objectives should be such that, if they are achieved, they will contribute to improving the progress of pupils in the Maple House School .

The reviewer and reviewee will seek to agree the objectives but where a joint determination cannot be made the reviewer will make the determination.

The Maple House School 's policy is:

- all staff, including the Executive Headteacher, will have no more than 4 objectives
- all staff, including the Executive Headteacher, will have an objective related to the quality of teaching
- all staff, including the Executive Headteacher, will have an objective related to pupil progress rates
- all staff, including the Executive Headteacher, will have a Maple House School Improvement objective where completion of the objective will contribute to significant and sustained contribution to a Maple House School improvement priority, as appropriate within the Maple House School Improvement Plan. This objective should be appropriate to the skills descriptors for the individual teacher within the Maple House School 's Skills Descriptors for different levels of

experience within the Maple House School .

- All Lead Teachers will have a Leadership Target related to their contribution to and impact upon School improvement through significant and sustained leadership.

Though the teacher Appraisal process is an assessment of overall performance of the Maple House School teaching staff and its Executive Headteacher, objectives cannot cover the full range of any employee's roles/responsibilities. Objectives will, therefore, focus on the priorities for an individual and Maple House School for the annual cycle.

At the review stage it will be assumed that those aspects of the teaching standards not covered by the objectives or any amendment to the statement, which may have been necessary in accordance with the provisions of the regulations, have been carried out satisfactorily. Evidence to establish whether other Maple House School Teaching Standards have been met may be required if the Teacher has not met the objectives set or where Maple House School quality assurance procedures identify performance below the level of the Maple House School Teaching Standards.

At the end of the cycle assessment of performance against an objective will be on the basis of the appraisal objectives 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.

### **Appeals**

At specified points in the Teacher Appraisal process members of staff and the Executive Headteacher have a right of appeal against any of the entries in their planning and review statements. Where a reviewee wishes to appeal on the basis of more than one entry this would constitute one appeal hearing.

Where a reviewee wishes to appeal against any aspect of the Teacher Appraisal process this should be put in writing to the Executive Headteacher.

The Executive Headteacher must be sent:

- Copies of all objectives.
- CPD proforma.
- Lesson Observation evidence.
- Annual Review Statement.

A sample of all the documents submitted will be scrutinized as part of Maple House School quality assurance. A copy of the CPD proforma will be provided to the Executive Headteacher to help plan appropriate CPD opportunities.

## **Training and Support**

The Maple House School CPD programme will be informed by the training and development needs identified in the training annex of the reviewes' planning and review statements.

The proprietor will ensure in the budget planning that, as far as possible, appropriate resources are made available in the Maple House School budget for any training and support agreed for reviewes, but it must be taken onboard from the outset that the majority of CPD needed to support progress will take place within the School and the Maple House School CPD programme.

An account of the training and development needs of reviewes in general, including the instances where it did not prove possible to provide any agreed CPD, will form a part of the Executive Headteacher's annual report to the proprietor about the operation of the performance management in Maple House School .

With regard to the provision of CPD in the case of competing demands on the Maple House School budget, a decision on relative priority will be taken with regard to the extent to which: (a) the CPD identified is essential for a reviewee to meet their objectives; and (b) the extent to which the training and support will help the Maple House School to achieve its priorities. Maple House School 's priori

## **Appointment of Proprietors**

In Maple House School the Proprietor/Education Director is the reviewer for the Executive Headteacher.

## **Appointment of reviewers of staff**

In the case where the Executive Headteacher is not the reviewee's line manager, the Executive Headteacher may delegate the duties imposed upon the reviewer, in their entirety, to the support staff's line manager. At Maple House School , the Executive Headteacher will be the reviewer for those reviewes he directly line manages and will delegate the role of reviewer, in its entirety, to the relevant line managers for some or all other reviewes.

Where a member of staff is of the opinion that the person to whom the Executive Headteacher has delegated the reviewer's duties is unsuitable for professional reasons, s/he may submit a written request to the Executive Headteacher for that reviewer to be replaced, stating those reasons.

Where it becomes apparent that the reviewer will be absent for the majority of the cycle or is unsuitable for professional reasons the Executive Headteacher may perform the duties himself/herself or delegate them in their entirety to another reviewer. Where this reviewer is not the reviewee's line manager the member of staff will have an equivalent

or higher status in the staffing structure as the reviewee's line manager.

The appraisal cycle will not begin again in the event of the reviewer being changed. All line managers to whom the Executive Headteacher has delegated the role of reviewer will receive appropriate preparation for that role.

### **The Teacher Appraisal Cycle**

The performance of teachers must be reviewed on an annual basis. Teacher planning documents and reviews must be completed for all teachers including the Executive Headteacher by 1<sup>st</sup> October.

The Teacher Appraisal cycle in this year, therefore, will run from October 1<sup>st</sup> to October 1<sup>st</sup> for all employees.

Members of staff who are employed on a fixed term contract of less than one year, will have their appraisal conducted 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 reviewee starts their employment at Maple House School part-way through a cycle, the Executive Headteacher or, in the case where the teacher is the Executive Headteacher, the proprietor, shall determine the length of the first cycle for that member of staff, with a view to bringing his cycle into line with the cycle for other teachers at the Maple House School as soon as possible.

Where a reviewee transfers to a new post within Maple House School part-way through a cycle, the Executive Headteacher or, in the case where the reviewee is the Executive Headteacher, the proprietor shall determine whether the cycle shall begin again and whether to change the reviewer.

### **Annual Assessment**

Each teacher's performance will be formally assessed in respect of each appraisal period. 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 in interim meetings that will take place termly.

The teacher 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. Lead Teachers will receive their written appraisal reports by 31<sup>st</sup> October (31<sup>st</sup> December for the Executive Headteacher). 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 Maple House School Quality Assurance Policy, Skills Descriptors for teachers and Teacher Standards;
- An assessment of the teacher's professional development needs and identification of any action that should be taken to address them;
- A recommendation on pay where that is relevant.

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

### **Retention of statements**

Performance management planning and review statements will be retained for a minimum period of 6 years.

### **Monitoring and Evaluation**

The proprietor will monitor the operation and outcomes of teacher appraisal arrangements.

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

### **Review of the policy**

The Executive Headteacher will review the Teacher Appraisal policy every academic year at its Autumn Term meeting. 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.

To ensure teachers are fully conversant with the Maple House School Appraisal arrangements, all new members of staff who join the Maple House School will be briefed on them as part of their introduction to the Maple House School .

### **Access To Documentation**

Copies of the Maple House School Development plan are published on the Maple House School 's intranet and/or can be obtained from the Executive Headteacher.

### **Feedback**

Teachers 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 highlight particular areas of strength as well as any areas that need attention. Where there are concerns about any aspects of the teacher's performance the appraiser will meet the teacher formally to:

- give clear feedback to the teacher about the nature and seriousness of the concerns;
- give the teacher 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. It may be appropriate at this point that objectives need to be revised and it will be

necessary to allow sufficient time for improvement if revision is necessary. The amount of additional time required depends upon 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 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 teaching staff should receive **at least one formal interim appraisal review**, at the mid-way point of the cycle and through line management processes informal feedback on performance occurs throughout the annual cycle. Where performance concerns are raised a formal appraisal review may need to take place more frequently so that staff are aware that their performance is not meeting the required standards and that they are at risk of not meeting their targets. Appropriate support can then be agreed and be put in place if it is deemed necessary to support an improvement in performance.

### **Classroom Observation Protocol**

Classroom observation evidence is essential for all teaching staff. The Proprietor is committed to ensuring that classroom observation is developmental and supportive and that those involved in the process will:

- carry out the role with professionalism, integrity and courtesy;
- evaluate objectively;
- report accurately and fairly; and
- professionally respect the information gained.

The amount of lesson observation required for the process will depend on the teacher's quality of teaching performance as judged through the Maple House School monitoring of teaching and learning. In Maple House School, the level of lesson observation will be determined by the Executive Headteacher in consultation with the reviewer and the Maple House School's quality assurance process for teaching. It should be noted that after three consecutive lesson observations that are judged to be 'required to improve' it is likely that a teacher would be placed on the Maple House School capability process.

The required amount of classroom observation, as judged by the teacher's current performance at the start of the appraisal process, will be included in the plan in the planning and review statement. Where evidence emerges about the reviewee's teaching performance which gives rise to concern during the cycle, the number of classroom observations may be revised to meet the requirements of a different level of performance. So, for example, if a teacher's performance moves from 'Good' to 'Required to Improve' the amount of lesson observation will be changed accordingly, as outlined in the Maple House School QA for Teaching Policy.

Information gathered during the observation will be used, as appropriate, for a variety of purposes including to inform Maple House School self-evaluation and Maple House School improvement strategies in accordance with Maple House School's commitment to streamlining data collection and minimising bureaucracy and workload burdens on

staff.

Classroom observations will only be undertaken by persons with QTS. In addition, in Maple House School, classroom observation will only be undertaken by those who have had adequate preparation and the appropriate professional skills to undertake observation and to provide constructive oral and written feedback and support, in the context of professional dialogue between colleagues. Oral feedback will be given as soon as possible after the observation and no later than the end of the working week. It will be given in a suitable, private environment. Written feedback will be provided within five working days of the observation taking place.

The Executive Headteacher has a duty to evaluate the standards of teaching and learning and to ensure that proper standards of professional performance are established and maintained. The Executive Headteacher, or staff designated by the Executive Headteacher, have a right to drop in to inform their monitoring of the quality of learning. All staff will be encouraged:

- To engage in peer observation of other staff to support the development of others and ensure their own continuing professional development.
- To be willing to allow others to observe their classroom practice to support the development of other colleagues.

With the exception of those who are qualified teachers by virtue of holding and maintaining Qualified Teacher Learning and Skills (QTLS) status, all teachers will be assessed against the set of teaching standards contained in the document called "Maple House School's Teachers' Standards" which make clear how the teaching standards apply to different levels of experience. The Executive Headteacher or proprietor (as appropriate) will consider whether certain teachers should also be assessed against other sets of standards published by the Secretary of State that are relevant to them. For teachers who are qualified teachers by virtue of holding QTLS status, it is for the proprietor or Executive Headteacher to decide which standards are most appropriate. Such teachers may be assessed against the Teachers' Standards, against any other sets of standards issued by the Secretary of State, against any other professional standards relevant to their performance or any combination of those three.

### **Transition To Capability Procedures**

If the appraiser is not satisfied with progress, the teacher will be notified in writing that the appraisal system will no longer apply and that their performance will be managed under the capability procedure and will be invited to a formal capability meeting. The capability procedures will be conducted as in the Maple House School Capability policy.



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## **Policy review**

This policy document will be reviewed by the Executive Headteacher on an annual basis to ensure it is up to date with current legislation and best practice.

Date approved: April 2014

Date last reviewed: September 2023

Next review (or before): September 2024

Signed: 

Position: Education Director

## **Staff Acknowledgement**

In signing this document I am confirming I have read the information and have an understanding of the procedures outlined within the information provided.

I have had the opportunity to discuss this document with a Senior Leadership member of staff to gain further clarity.

I also know that if I feel I need further guidance I know I can access through the Executive Headteacher.

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