

Cranbury College Appraisal Policy

June 2012

Introduction

At Cranbury College we are committed to appraisal as a device to develop all staff, improve teaching and to raise standards of achievement for all children. This policy covers all teachers including the Head Teacher (excluding teachers on hourly contracts and those in their induction year), HLTA's and Administrators.

Revised appraisal arrangements come into force with effect from 1 September 2012. They are set out in the Education (School Teachers' Appraisal) (England) Regulations 2012 (the Appraisal Regulations) which replace the Education (School Teacher Performance Management) (England) Regulations 2006 (the 2006 Regulations).

The Appraisal Regulations set out the principles that apply to teachers in all maintained schools and unattached teachers employed by a local authority

Schools and local authorities must stay within the legal framework set out in the Appraisal Regulations and in other relevant legislation that affects all employers (for example legislation on equality, employment protection and data protection).

Schools and local authorities must have an appraisal policy for teachers and a policy, covering all staff, which deals with lack of capability. Cranbury College has adopted the Department of education's model policy

Text in bold indicates statutory requirements contained in the Appraisal Regulations or the School Staffing Regulations.

The Management Committee of Cranbury College adopted this policy on-----
It will review it in July 2013

Purpose

This policy sets out the framework for a clear and consistent assessment of

- the overall performance of staff against the standards expected of their role and evidence of their impact on the education of young people they work with,
- staff development needs within the context of the College's plan for improving educational provision and performance

It also sets out the arrangements that will apply when staff fall below the levels of competence that are expected of them.

Part A - Appraisal

Appraisal in this College 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 staff are able to continue to improve their professional practice and to develop in their role.

The appraisal period

The appraisal period will run for twelve months from September to July each year

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.

Appointing appraisers

The head teacher will be appraised by the Management Committee, supported by a suitably skilled and/or experienced external adviser who has been appointed by the Management Committee for that purpose.

In this College the task of appraising the head teacher, including the setting of objectives, will be delegated to a sub-group consisting of two members of the Management Committee.

The head teacher will decide who will appraise other staff.

Setting objectives

The head teacher's objectives will be set by the Management Committee after consultation with the external adviser.

Objectives for each member of staff will be set before, or as soon as practicable after, the start of each appraisal period. The objectives set for each staff member, will be Specific, Measurable, Achievable, Realistic and Time-bound and will be appropriate to their role and level of experience. The appraiser and staff member will seek to agree the objectives but, if that is not possible, the appraiser will determine the objectives. Objectives may be revised if circumstances change.

The objectives set for each member of staff will, if achieved, contribute to the College's plans for improving educational provision and performance



This will be ensured through appraisers and appraisees agreeing objectives that;

- contribute to the college improvement plan departmental targets through a focus on the areas of expertise identified in the venn diagram above

- have evidence based measures (which for teaching staff must include, student progress data and evidence of quality teaching over time in a trawl of pupil work)
- raise individual performance against expected professional standards

Before, or as soon as practicable after, the start of each appraisal period, each staff member will be informed of the standards against which their performance will be assessed and the evidence they will be expected to produce to show this standard has been achieved. With the exception of those who are qualified teachers by virtue of holding and maintaining Qualified Teacher Learning and Skills (QTLS) status, all teachers must be assessed against the set of standards contained in the document called “Teachers’ Standards” published in July 2011.

The head teacher and Management Committee have the right to set additional professional standards relevant to our specialist setting. We believe that the ability to manage behaviour in line with our behaviour policy and training is an essential skill set for all our staff. Standards for behaviour management will be set as part of all appraisal.

Reviewing performance

Data analysis and progress monitoring

Progress meetings will be held on all sites by the teacher in charge following each key assessment. The purpose of these meetings will be to evaluate individual student, group and subject progress since the last assessment period against expected progress make plans for intervention where progress is not on track for any individual or group.

Progress expectations for groups and individuals will be set with all teaching staff in the first appraisal and will be discussed in all appraisal meetings in year

Observation

This College believes that observation of classroom practice and other responsibilities is important both as a way of assessing staff performance in order to

- identify any particular strengths and areas for development they may have
- gain useful information which can inform College improvement more generally.

All observation will be carried out in a supportive fashion. Three general observation periods will be set at the start of the year and all staff can expect to be observed during this time. Observation feedback will form part of the discussion during appraisal.

Additional classroom observations over the year will depend on the individual circumstances and development needs of staff and the overall needs of the College.

Classroom observation of teachers will be carried out only by those with QTS.

In addition to formal observation, head teachers or other leaders with responsibility for teaching standards may “drop in” in order to evaluate the standards of teaching and to check that high standards of professional performance are established and maintained. The length and frequency of “drop in” observations will vary depending on specific circumstances

Staff (including the head teacher) who have responsibilities outside the classroom should also expect to have their performance of those responsibilities observed and assessed.

Development and support

Appraisal is a supportive process which will be used to inform continuing professional development. The College wishes to encourage a culture in which all staff take responsibility for improving their work through appropriate professional development. Professional development will be linked to College improvement priorities and to the ongoing professional development needs and priorities of individual teachers. Individual development plans will be discussed at appraisal meetings . One evening a week from 3:00 to 4:00pm will be timetabled as professional development time for all staff. This time will be directed through individual development plans set at appraisal and by the management team.

Feedback

Staff 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 staff performance the appraiser will meet the individual formally to:

- give clear feedback to the individual about the nature and seriousness of the concerns;
- give the individual 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 to revise objectives, and it will be necessary to allow sufficient time for improvement. The amount of time is up to the College but should reflect 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 individual 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.

Transition to capability

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 part B of this policy and in line with RBC procedures.

Annual assessment

Each teacher's performance will be formally assessed in respect of each appraisal period. In assessing the performance of the head teacher, the Management Committee must consult the external adviser.

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 which will take place at least once every term

The teacher will receive as soon as practicable following the end of the appraisal period - and have the opportunity to comment in writing on - a written appraisal report. Staff will receive their written appraisal reports for the preceding year no later than the 31 October (31 December for the head teacher).

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 professional development needs and identification of any action that should be taken to address them in the future;**
- **a recommendation on pay where that is relevant (NB - pay recommendations need to be made by 31 December for head teachers and by 31 October for other teachers);**

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

Part B - Capability Procedure

This procedure applies only to HLTAs, administrators, teachers or head teachers about whose performance there are serious concerns that the appraisal process has been unable to address.

At least five working days' notice will be given of the formal capability meeting. The notification will contain sufficient information about the concerns about performance and their possible consequences to enable the teacher to prepare to answer the case at a formal capability meeting. It will also contain copies of any written evidence; the details of the time and place of the meeting; and will advise the teacher of their right to be accompanied by a companion who may be a colleague, a trade union official, or a trade union representative who has been certified by their union as being competent.

Formal capability meeting

This meeting is intended to establish the facts. It will be conducted by the Chair of the management committee (for head teacher capability meetings) or head teacher or senior managers for other staff. The meeting allows the staff member, accompanied by a companion if they wish, to respond to concerns about their performance and to make any relevant representations. This may

provide new information or a different context to the information/evidence already collected.

The person conducting the meeting may conclude that there are insufficient grounds for pursuing the capability issue and that it would be more appropriate to continue to address the remaining concerns through the appraisal process. In such cases, the capability procedure will come to an end. The person conducting the meeting may also adjourn the meeting *for example if they decide that further investigation is needed, or that more time is needed in which to consider any additional information.*

In other cases, the meeting will continue. During the meeting, or any other meeting which could lead to a formal warning being issued, the person conducting the meeting will:

- identify the professional shortcomings, *for example which of the standards expected of that individual are not being met;*
- give clear guidance on the improved standard of performance needed to ensure that the individual can be removed from formal capability procedures (*this may include the setting of new objectives focused on the specific weaknesses that need to be addressed, any success criteria that might be appropriate and the evidence that will be used to assess whether or not the necessary improvement has been made*);
- explain any support that will be available to help the teacher improve their performance;
- set out the timetable for improvement and explain how performance will be monitored and reviewed. The timetable will depend on the circumstances of the individual case but in straightforward cases could be between four and ten weeks. It is for the College to determine the set period. It should be reasonable and proportionate, but not excessively long, and should provide sufficient opportunity for an improvement to take place)
- warn the teacher formally that failure to improve within the set period could lead to dismissal. In very serious cases, this warning could be a final written warning.

Notes will be taken of formal meetings and a copy sent to the member of staff. Where a warning is issued, the teacher will be informed in writing of the matters covered in the bullet points above and given information about the timing and handling of the review stage and the procedure and time limits for appealing against the warning.

Monitoring and review period following a formal capability meeting

A performance monitoring and review period will follow the formal capability meeting. Formal monitoring, evaluation, guidance and support will continue during this period. The member of staff will be invited to a formal review meeting, unless they were issued with a final written warning, in which case they will be invited to a decision meeting (see below).

Formal review meeting

As with formal capability meetings, at least five working days' notice will be given and the notification will give details of the time and place of the meeting and will advise the staff member of their right to be accompanied by a

companion who may be a colleague, a trade union official, or a trade union representative who has been certified by their union as being competent. If the person conducting the meeting is satisfied that the staff member has made sufficient improvement, the capability procedure will cease and the appraisal process will re-start. In other cases:

- If some progress has been made and there is confidence that more is likely, it may be appropriate to extend the monitoring and review period;
- If no, or insufficient improvement has been made during the monitoring and review period, the teacher will receive a final written warning.

As before, notes will be taken of formal meetings and a copy sent to the member of staff. The final written warning will mirror any previous warnings that have been issued. Where a final warning is issued, the member of staff will be informed in writing that failure to achieve an acceptable standard of performance (within the set timescale), may result in dismissal and given information about the handling of the further monitoring and review period and the procedure and time limits for appealing against the final warning. The teacher will be invited to a decision meeting.

Decision meeting

As with formal capability meetings and formal review meetings, at least five working days' notice will be given and the notification will give details of the time and place of the meeting and will advise the individual of their right to be accompanied by a companion who may be a colleague, a trade union official, or a trade union representative who has been certified by their union as being competent.

If an acceptable standard of performance has been achieved during the further monitoring and review period, the capability procedure will end and the appraisal process will re-start. If performance remains unsatisfactory, a decision, or recommendation to the Management Committee, will be made that the staff member should be dismissed or required to cease working at the College

Decision to dismiss

it is the local authority (as the employer) that actually dismisses staff the decision to will be made following discussion of the matter with the local authority HR department

The staff member will be informed as soon as possible of the reasons for the dismissal, the date on which the employment contract will end, the appropriate period of notice and their right of appeal

Dismissal

: Once the Management Committee (has decided that the individual should no longer work at the College, it will notify the Local Authority of its decision and the reasons for it. The HR department will then issue notice.

Appeal

If an individual feels that a decision to dismiss them, or other action taken against them, is wrong or unjust, they may appeal in writing against the decision within five days of the decision, setting out at the same time the grounds for appeal. Appeals will be heard without unreasonable delay and,

where possible, at an agreed time and place in line with RBC policy. The same arrangements for notification and right to be accompanied by a companion will apply as with formal capability and review meetings and, as with other formal meetings, notes will be taken and a copy sent to the member of staff..

The appeal will be dealt with impartially and, wherever possible, by RBC managers who have not previously been involved in the case.

The individual will be informed in writing of the results of the appeal hearing as soon as possible in line with RBC policy.

General Principles Underlying This policy

ACAS Code of Practice on Disciplinary and Grievance Procedures

Part B of the policy will be implemented in accordance with the provisions of the ACAS Code of Practice.

Confidentiality

The appraisal and capability processes will be treated with confidentiality. However, the desire for confidentiality does not override the need for the head teacher and Management Committee to quality-assure the operation and effectiveness of the appraisal system. The head teacher or appropriate senior colleague will review all teachers' objectives and written appraisal records personally, in order to check consistency of approach and expectation between different appraisers. The head teacher will be responsible for any pay recommendations and will communicate these in writing to individuals, HR and the RBC finance team.

Consistency of Treatment and Fairness

The Management Committee is committed to ensuring consistency of treatment and fairness. It will abide by all relevant equality legislation, including the duty to make reasonable adjustments for disabled staff members. The Management Committee is aware of the guidance on the Equality Act issued by the Department for Education.

Grievances

Where a member of staff raises a grievance during the capability procedure the capability procedure may be temporarily suspended in order to deal with the grievance. Where the grievance and capability cases are related it may be appropriate to deal with both issues concurrently.

Sickness

If long term sickness absence appears to have been triggered by the commencement of monitoring or a formal capability procedure, the case will be dealt with in accordance with the College's absence policy and will be referred immediately to the occupational health service to assess the member of staff's health and fitness for continued employment and the appropriateness or otherwise of continuing with monitoring or formal procedures. In some cases, it may be appropriate for monitoring and/or formal procedures to continue during a period of sickness absence. Sickness Capability arrangements are outlined in the RBC sickness capability procedures.

Monitoring and Evaluation

The Management Committee and head teacher will monitor the operation and effectiveness of the College's appraisal arrangements.

Retention

The Management Committee and head teacher will ensure that all written appraisal records are retained in a secure place for six years and then destroyed.

Guidance for appraisers

Guidance for appraisers in using the College Appraisal framework is attached as an appendix to this policy