

Medlock Primary School



Appraisal Policy for Teachers and School Leaders

Ratified: November 2022

Review: November 2024

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1. Rationale

- 1.1. Appraisal is a key driver in supporting and improving staff performance and at best the meeting should be a professional learning conversation rather than simply to check how someone is doing against his or her objectives. If we get it right, it supports staff in their performance, career development and hopefully has a positive influence on how they feel professionally.
- 1.2. The appraisal cycle is an opportunity for staff to reflect on teaching and performance, share successes and areas in which they would value more professional learning, as well as formally record whether they have met/exceeded their objectives. Dependent on actions from the feedback loop this may also be an opportunity to look in more detail at the Teachers' standards (and or seek out the advice support of SLT)

2. The Appraisal Cycle

- 2.1. The Appraisal cycle is matched to the academic school year. Targets are considered in July on the close of the previous cycle (being informed also by the end of year assessments that are relevant to each teacher) with the final deadline for the setting of targets being 30th September.
- 2.2. All evidence for the successful completion of the appraisal cycle to be submitted in July, prior to the end of the academic year. Where whole school targets are set, the deadline can be extended on the Appraisee's request to September if they feel this additional time is needed to collate and present outcomes accurately.
- 2.3. Where concerns have been identified that a teacher is at risk of not meeting their appraisal objectives / teacher standards, as part of the mid year review a support plan may be instigated which could involve additional time to show necessary progress.
- 2.4. Three Formal meetings are to be held between the appraiser and appraisee. The first, to be held in September, is to set targets. The second, to be held by Spring half-term, is to review the progress made by the appraisee in meeting said targets as well as considering any changes that may have occurred that could impact on the outcomes of the targets. The third meeting, to be held in July, is to formally end the appraisal cycle with the appraiser making a recommendation on the appraisee's performance to be considered by the Governing Board's Pay Committee. These meetings reflect the

minimum contact time expected between the appraiser and appraisee during the cycle.

- 2.5. Informal meetings can be initiated at any time on the request of the appraisee.
- 2.6. The Headteacher will then quality assure the appraisal outcomes and challenge where it is felt further evidence is required.
- 2.7. The Headteacher will then compile a whole staff report which will be considered by the Governing Board's pay committee in October.

3. The Target Setting Process

- 3.1. In all initial appraisal meetings, teachers are asked to consider what areas of the teacher standards (as outlined in the Teacher Standards Document) they need to develop. Performance evidence should be considered at this stage, including outcomes of the previous year's appraisal, skills audit against the Teacher Standards and any development areas presented to the teacher through learning walks and formal observations.
- 3.2. Teacher's considering moving to the Upper Pay Scale should consider their 'whole school impact' as well as their performance in the classroom.
- 3.3. The first objective should centre on pupil progress and pupil outcomes. Where a teacher is class based, the objective should focus on those children they teach directly. In the case of school leaders who are not class based, the objective should consider the progress and outcomes of the children across their phase or department and reflect the developmental areas outlined in the school development plan.
- 3.4. The second objective should reflect curriculum leadership (at an appropriate level matched to the grade and role of each teacher) and should reflect the development areas outlined in the Subject Action plan.
- 3.5. The third objective is to reflect an area of professional development identified through discussion between the appraiser and appraisee.

4. Role of the Appraisee

- 4.1. The appraisee is expected to have a clear understanding of the children they teach, the current attainment of their class, the class' previous attainment milestones (prior attainment) and any barriers they experience

- 4.2. Their own development areas, including where appropriate, the completion of a skills audit against the Teacher Standards Document.
- 4.3. The appraisee should be open and reflective at all times in order for the process to be beneficial.
- 4.4. Initiate any additional meetings, both formally and informally, to access support and guidance.
- 4.5. The appraisee must engage with the feedback loops regularly, working on any development areas identified and providing evidence as appropriate.

5. Role of the Appraiser

- 5.1. The appraiser is expected to have a clear understanding of the current attainment of their appraisee's class and any issues raised from progress against prior attainment
- 5.2. The appraiser must have an understanding of previous targets set with the appraisee and any areas that might still be underdeveloped
- 5.3. It is the responsibility of the appraiser to regularly check the feedback loop for their appraisee and to intervene to offer support and guidance where necessary
- 5.4. The appraiser will begin each formal meeting facilitating a period of reflection and review, with particular reference to the Teachers' Standards. It is vital that the appraiser is supportive but challenging at all times in order for the process to be beneficial.
- 5.5. Facilitate any requests for additional support or meetings, both formally and informally in order for the appraisee to have the best opportunity to be successful.
- 5.6. If the appraiser has concerns about an appraisee being able to meet their objectives or falling short of the teacher standards it is their responsibility to raise this with senior leaders. A meeting will then be held to discuss issues raised and is likely to lead to a support plan being agreed.