



APPRAISAL POLICY

2018-2019

Lead Person : Headmaster
Governing Body Committee : Resources Staff & Pay
Required by: Legal requirement, DfE, Ofsted

1. INTRODUCTION

1.1 The Crypt School Appraisal Policy is based on that prepared by the Rewards and Incentives Group (RIG) which has been recommended for schools to use, with modification appropriate to The Crypt School.

1.2 The Headmaster will ensure that all teachers are briefed on the appraisal arrangements. For the 2018-2019 academic year this has been achieved through: presentation at Staff Briefing June 18, and subsequent period for policy consultation.

1.3 This appraisal policy applies only to teachers and the Headmaster. A separate Appraisal Policy for support staff has been agreed for use by support staff at The Crypt School.

1.4 The Appraisal Policy does not duplicate everything that is covered by the regulations and guidance, rather it sets out what are considered to be the key points for The Crypt School. For this reason this Policy should be read in conjunction with the regulations and the guidance. Where there may be a difference between this policy and the regulations and guidance, this policy takes precedence.

1.5 Copies of the regulations and the RIG guidance are readily available for reference to all teachers.

Copies can be downloaded from

<http://www.teachernet.gov.uk/management/payandperformance/performancemanagement>

2. APPLICATION OF THE POLICY

This Policy applies to the Headmaster and to all teachers employed by the school except teachers on contracts of less than one term, those undergoing induction (*ie* NQTs) and those who are the subject of capability procedures.

3. PURPOSE

3.1 This Policy sets out the framework for a clear and consistent assessment of the overall performance of teachers and the Headmaster and for supporting their development needs within the context of the School's Key Performance Indicator's, the School Improvement Plan, Departmental Development Plans; The Crypt School Teachers' Standards; and their own professional needs. Where teachers are eligible for pay progression, the assessment of performance throughout the cycle against the performance criteria specified in the statement will be the basis on which the recommendation is made by the reviewer. For teachers with management responsibilities and senior leaders, the recommendation will take into account these responsibilities as well as the teacher's impact in the classroom with their students.

3.2 This Policy should be read in conjunction with the School's Pay Policy which provides details of the arrangements relating to teacher's pay in accordance with the School Teachers' Pay and Conditions Document.

4. LINKS TO SCHOOL IMPROVEMENT, SCHOOL SELF EVALUATION AND SCHOOL DEVELOPMENT PLANNING

4.1 To comply with the requirement to show how the arrangements for appraisal link with those for school improvement, school self-evaluation and school development planning and to minimise workload and bureaucracy, the appraisal process will be the main source of information as appropriate for school self-evaluation and the wider school improvement process.

4.2 Similarly, the Key Performance Indicators, The School Improvement Plan, and Department Development Plan, and The Crypt School Teachers' Standards are key documents for the appraisal process.

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

5. CONSISTENCY OF TREATMENT AND FAIRNESS

5.1 The Governing Body is committed to ensuring consistency of treatment and fairness in the operation of appraisal.

5.2 To ensure this the following provisions are made in relation to moderation, quality assurance and objective setting.

6. Quality assurance

6.1 The Headmaster has determined that he will delegate the reviewer role for teachers for whom

he is not the Principal Line Manager. The Headmaster will moderate all the planning statements to check that the plans recorded in the statements of the teachers at the school comply with the school's Appraisal Policy, the regulations and the requirements of equality legislation. The Headmaster will moderate all the review statements to ensure that they too comply with the requirements of the Appraisal Policy and Pay Policy, and equality legislation.

6.2 The Governing Body will review the quality assurance processes when the Performance Policy is reviewed.

7. OBJECTIVE SETTING

7.1 The objectives set will be rigorous, challenging, achievable, time-bound, fair and measurable in relation to teachers with similar roles/responsibilities and experience, and will have regard to what can reasonably be expected of any teacher 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 School's strategy for bringing downward pressure on working hours. They shall also take account of the teacher's professional aspirations, the framework of professional standards for teachers and any relevant pay progression criteria. They should be such that their achievement will contribute to improving the progress of pupils at the school.

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

7.3 At The Crypt School, teachers will not necessarily all have the same number of objectives although the expectation is for teachers to have 4 objectives and middle managers and senior leaders to have 5 objectives. The reviewer and reviewee may mutually agree more objectives. Targets will be tailored to the individual. Upper Pay Spine teachers will be expected to undertake leadership responsibilities within their departmental areas in line with the requirements of UPS teachers and that UPS teachers' targets will reflect that. Each target may have several success criteria.

- Target 1: VA pupil progress target. Measured against the performance of all examination groups, so that across these groups it is evident that VA in a teacher's classes is in line with school targets. The HM reviews school performance in August, and will identify confidence intervals, using ALPS and internal School analysis, to support PLM judgements. Teachers who do not teach examination groups in Years 11 and 13, will have to set a target with their line manager from other year/teaching groups, and plan how progress will be judged (through internal data for example).
- Target 2: Departmental Development Target. In which the teacher identifies how they will support the work of the department. In setting this target line managers should take fully into account both whole school teaching and learning & departmental development priorities as set out in the School Improvement Plan and Departmental Development Plans. In this target, the teacher identifies how they will support the work of the School and their department in developing further the drive for excellence in the classroom and department. The School's CDP and INSET programme will be focussed on developing teacher expertise in those areas identified as priorities for school improvement in the SIP.
- Target 3: Personal Development Target: In which the teacher identifies an area for their own professional development and identifies the support and training that they will undertake in the coming year. The philosophy that underpins this is that we can all improve. So a very good teacher,

working with their line manager, will seek to identify the gap(s) that when closed will enable them to be an outstanding teacher. The Deputy Headmaster and the Director of Studies will be informed of this target, and will work with PLMs to identify appropriate INSET, in house or through external courses. Another example: outstanding teachers will be expected to develop their coaching skills, to use them to help teachers in the school and across our Teaching School alliance. They may wish to gain recognition as an SLE. Another example: teachers looking to gain management/leadership roles, will wish to have the opportunity to lead, within the department, and / or across the whole school. Opportunities for shadowing of other roles may also form part of this target for colleagues seeking career progression. Targets set in this section, will be normally expected to also align to both whole-school and departmental priorities, although line managers can use their professional discretion in this area and take fully into account a teacher's own professional/career ambitions.

- Target 4: Contribution to the Life of the School. In which a teacher will demonstrate how they have gone above and beyond the basic terms of their contract, enabling the HM to report anonymously each year that the levels of: enrichment; extra-curricular provision; and exam support, that enabled the School to become outstanding, is being maintained. The Governing Body have agreed that there will be 185 teaching days rather than 190 in the 2018-2019 school year. This target will enable the Headmaster to account for and justify this decision.
- Target 5: For TLR and Leadership Group. Leadership and Management Target, focussed on the Leadership of Teaching and Learning, academic results within that person's job description and other critical whole school priorities. Heads of year will have a particular target related to their work in leading their year group agreed with the Assistant Head teacher – Pastoral Welfare.

7.4 Objectives for targets 2 and 3 must be different, although can overlap.

7.5 Though appraisal is an assessment of overall performance of teachers and the Headmaster, objectives cannot cover the full range of a teacher's roles/responsibilities. Objectives will, therefore, focus on the priorities for an individual for the cycle in the context of whole-school and departmental priorities, as well as individual aspirations. At the review stage it will be assumed that those aspects of a teacher's roles/responsibilities 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.

7 Reviewing Progress

8.1 Progress should be reviewed during the course of the cycle, by the reviewer and reviewee maintaining a professional dialogue. A record must be kept of the mid-year review meeting, and other occasions when it is necessary to hold a meeting to review the targets that have been agreed. Changes to: objectives; arrangements for classroom observation; evidence; performance criteria; and support may be made. The reviewer and reviewee should sign the document to agree that the changes are an accurate reflection of what was agreed or determined by the reviewer.

8.2 At the end of the cycle assessment of performance against an objective will be on the basis of the performance criteria set at the beginning of the cycle, subject to any recorded changes made during the course of the year. Good progress towards the achievement of a challenging objective, even if the performance criteria have not been met in full, will be assessed favourably. Because value added information often only becomes available towards the end of the cycle, it may be discussed in the review and considered as part of the "overall" judgement of performance. It should be noted that progress will be judged in relation to The Crypt School's teaching standards

8.3 It is incumbent upon the reviewee to provide the evidence for a successful appraisal review to the reviewer. The reviewer does not need to provide evidence. Thus if a reviewee fails to provide evidence, then the review decision will be negative and there will be no performance related pay progression. There can be no appeal against a negative pay decision by a principal line manager if the reviewee failed to provide the requisite evidence at the review meeting. This was explained at the June 2018 Staff Briefing.

8.4 The appraisal cycle is annual, but on occasions it may be appropriate to set objectives that will cover a period over more than one cycle. In such cases, the basis on which the progress being made towards meeting the performance criteria for the objective will be assessed at the end of the first cycle and will be recorded in the planning and review statement at the beginning of the cycle.

8 APPEALS

9.1 At specified points in the appraisal process teachers and the Headmaster 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.

9.2 Details of the appeals process are covered in the School's Pay Policy.

9 CONFIDENTIALITY

The whole appraisal process and the statements generated under it, in particular, will be treated with strict confidentiality at all times. The Headmaster will see all appraisal statements for the purposes of quality assurance and to approve any pay increases, or for any other reason such as ensuring consistency, that appropriate targets have been set and to identify strengths and weaknesses across the teaching team. Apart from the Headmaster, or if delegated the Deputy Headmaster, only the reviewee's line manager or, where s/he has more than one, each of her/his line managers will be provided with access to the reviewee's plan recorded in her/his statement, where this is necessary to enable the line manager to discharge her/his line management responsibilities. Reviewees will be told who has requested and has been granted access. The Deputy Headmaster will be given access to INSET requests to inform CPD planning. The Director of Studies will also be informed of any issues that arise through the process.

10 TRAINING AND SUPPORT

11.1 The School's CPD/INSET programme will be informed by the training and development needs identified in the training annex of the reviewees' planning and review statements.

11.2 The Governing Body will ensure in the budget planning that, as far as possible, appropriate resources are made available in the school budget for any training and support agreed for reviewees.

11.3 An account of the training and development needs of teachers in general, including the instances where it did not prove possible to provide any agreed CPD, will form a part of the Headmaster's annual report to the Governing Body about the operation of the appraisal in the School.

11.4 With regard to the provision of CPD in the case of competing demands on the 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 school to achieve its priorities. The school's priorities will have precedence. Teachers should not be held accountable for failing to make good progress towards meeting their performance criteria where the support recorded in the planning statement has not been provided.

11 APPOINTMENT OF REVIEWERS FOR THE HEADMASTER

11.4 Appointment of Governors

At The Crypt School the Chairman of Governors is the reviewer for the Headmaster and he discharges this responsibility through the Resources Staff and Pay Committee, to include no less than the Chair and 2 Governors.

Where the Headmaster is of the opinion that any of the Governors appointed by the Governing Body is unsuitable for professional reasons, he may submit a written request to the Chairman for that governor to be replaced, stating those reasons. The Chairman's decision will be final.

11.5 Appointment of School Improvement Partner

The Governors have appointed a School Improvement Partner for the School, who will provide the Governing Body with advice and support in relation to the management and review of the performance of the Headmaster.

12 APPOINTMENT OF REVIEWERS FOR TEACHERS

13.1 In the case where the Headmaster is not the teacher's line manager, the Headmaster may delegate the duties imposed upon the reviewer, in their entirety, to the teacher's principal line manager. In The Crypt school the Headmaster has decided that: The Headmaster will be the reviewer for those teachers he directly line manages and he will delegate the role of reviewer, in its entirety, to the relevant principal line managers for some or all other teachers.

13.2 Principle Line managers will be the reviewers for all those teachers they line manage.

13.3 Where a teacher is of the opinion that the person to whom the Headmaster has delegated the reviewer's duties is unsuitable for professional reasons, s/he may submit a written request to the Headmaster for that reviewer to be replaced, stating those reasons. The Headmaster's decision will be final.

13.4 Where it becomes apparent that the reviewer will be absent for the majority of the cycle or is unsuitable for professional reasons the Headmaster may perform the duties himself or delegate them in their entirety to another teacher. Where this teacher is not the reviewee's principal line manager the teacher will have an equivalent or higher status in the staffing structure as the teacher's principal line manager.

13.5 An appraisal cycle will not begin again in the event of the reviewer being changed.

13.6 All principal line managers to whom the Headmaster has delegated the role of reviewer will receive appropriate preparation for that role.

13 THE APPRAISAL CYCLE

14.1 The performance of teachers must be reviewed on an annual basis. Performance planning and reviews must be completed for all teachers by Monday 8th of October and for the Headmaster by the end of October.

14.2 The appraisal cycle at The Crypt School, therefore, will run from 1st September to 31st August for teachers, and for the Headmaster.

14.3 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 the provisions of this Policy. The length of the cycle will be determined by the duration of their contract.

14.4 Where a teacher starts their employment at the school part-way through a cycle, the Headmaster or, in the case where the teacher is the Headmaster, the Governing Body shall determine the length of the first cycle for that teacher, with a view to bringing his cycle into line with the cycle for other teachers at the school as soon as possible.

14.5 Where a teacher transfers to a new post within the school part-way through a cycle, the Headmaster or, in the case where the teacher is the Headmaster, the governing body shall determine whether the cycle shall begin again and whether to change the reviewer.

14 RETENTION OF STATEMENTS

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

15 MONITORING AND EVALUATION

16.1 The Governing Body will monitor the operation and outcomes of appraisal arrangements.

16.2 The Headmaster will provide the Governing Body with a written report on the operation of the School's Appraisal Policy annually. The report will not contain any information which would enable any individual to be identified. The report will include:

- the operation of the Appraisal Policy;
- the effectiveness of the school's appraisal procedures;
- teachers' training and development needs.

16.3 The Governing Body is committed to ensuring that the appraisal process is fair and non-discriminatory and the following monitoring data should be included in the Headmaster's report because they represent the possible grounds for unlawful discrimination:

- Race

- Sex
- Sexual orientation
- Disability
- Religion and belief
- Age
- Part-time contracts
- Trade union membership.

16.4 The Headmaster will also report on whether there have been any appeals or representations on an individual or collective basis on the grounds of alleged discrimination under any of the categories above.

16 REVIEW OF THE POLICY

17.1 Pay Committee in its October meeting.

17.2 The Governing Body will take account of the Headmaster's report in its review of the Appraisal Policy. 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.

17.3 The Governing Body will seek to agree any revisions to the Policy with the recognised trade unions having regard to the results of the consultation with all teachers.

17.4 To ensure teachers are fully conversant with the appraisal arrangements, all new teachers who join the school will be briefed on them as part of their introduction to the school.

17 ACCESS TO DOCUMENTATION

Copies of the School Improvement Plan are published on the school's intranet and/or can be obtained from the school office.

18 CLASSROOM OBSERVATION PROTOCOL

All classroom observation will be undertaken in accordance with the appraisal regulations, the associated guidance published by the Rewards and Incentives Group and the Classroom Observation Protocol that is appended to this policy in Annex 1.

Policy Adopted: October 2007.

Reviewed: October 2008, 2009, 2010, 2012, 2013, 2014, 2015, 2016, 2017, 2018 (with changes)

Approved : April 2011, Sept 2012, July 2013, June 2014, July 2015, July 2016, July 2017, July 2018

ANNEX 1 - CLASSROOM OBSERVATION PROTOCOL

The Governing Body 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
- respect the confidentiality of the information gained.

The total period for formal classroom observation arranged for any teacher will not usually exceed three hours per cycle having regard to the individual circumstances of the teacher. There is no requirement to use all of the three hours. The amount of observation for each teacher should reflect and be proportionate to the needs of the individual. Classroom observations may exceed three hours where the school is working to support improvement required so that teaching is at least of a good standard.

In this school 'proportionate to need' will be determined by: the principle line manager

The arrangements for classroom observation will be included in the plan in the planning and review statement and will include the anticipated amount of observation, specify its primary purpose, any particular aspects of the teacher's performance which will be assessed, the anticipated duration of the observation, when during the appraisal cycle the observation will take place and who will conduct the observation.

Where evidence emerges about the reviewee's teaching performance which gives rise to concern during the cycle classroom observations may be arranged in addition to those recorded at the beginning of the cycle subject to a revision meeting being held in accordance with the Regulations.

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

In keeping with the commitment to supportive and developmental classroom observation those being observed will be notified in advance.

Classroom observations will only be undertaken by persons with QTS. In addition, at The Crypt School classroom observation will only 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 following working day. It will be given during directed time in a suitable, private environment.

Written feedback will be provided within five working days of the observation taking place. If issues emerged from an observation that were not part of the focus of the observation as recorded in the planning and review statement these should also be covered in the written feedback and the appropriate action taken in accordance with the regulations and guidance.

The written record of feedback must also include the date on which the observation took place, the lesson observed and the length of the observation. The teacher has the right to append written comments on the feedback document. No written notes in addition to the written feedback will be kept.

The Headmaster has a duty to evaluate the standards of teaching and learning and to ensure that proper standards of professional performance are established and maintained. Heads have a right to drop in to inform their monitoring of the quality of learning.

Clearly the appraisal arrangements are integral to fulfilling this duty and the Headmaster may consider the classroom observations they have agreed for appraisal are sufficient and that drop in will not be needed.

At The Crypt School 'drop ins' and learning walks will be undertaken by the Headmaster, and by members of the Senior Leadership Team. If a lesson drop in is deemed unsatisfactory, then a second drop in will follow shortly. If that is unsatisfactory, then a mid-year appraisal meeting will take place, and an additional formal lesson observation or observations will be arranged.

Heads of Department/line managers also have a role in evaluating standards of teaching, learning and assessment within their areas of responsibility and are authorized to carry out learning walks in line with the cycle of monitoring and review published each year.