

Marine Academy Plymouth

Appraising Teachers Performance Policy

MARINE ACADEMY PLYMOUTH POLICIES

September 2013

Marine Academy Plymouth

VERSION CONTROL SHEET

POLICY NAME: Teacher Appraisal Policy

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Document date	Filename	Mtg submitted	Summary of changes required
20/09/13			New policy
21/08/16			Updates based upon refinements to the process and 60 minute sessions.
06/9/16			Update to include the classroom teacher career stage expectations.

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Introduction

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

The Appraisal Regulations set out the principles that apply to teachers in all maintained academies and unattached teachers employed by a local authority, in each case where they are employed for one term or more. They retain the key elements of the 2006 Regulations but allow academies more freedom to design arrangements to suit their own individual circumstances. They provide the minimum national framework within which academies should operate and say nothing, or very little, on many subjects on which the 2006 Regulations made detailed provision. If they wish, academies may include in their own policies details that are no longer covered by the Appraisal Regulations.

Academies 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).

Academies and local authorities must have an appraisal policy for teachers and a policy, covering all staff, which deals with lack of capability.

The Governing Body of Marine Academy Plymouth adopted this policy on September 2013. This Policy will be reviewed in 1 year.

Purpose

This policy sets out the framework for a clear and consistent assessment of the overall performance of teachers, including the principal, and for supporting their development within the context of the Academy's plan for improving educational provision and performance, and the standards expected of teachers.

The appraisal procedure will be used also to address any concerns that are raised about a teacher's performance. If concerns are such that they cannot be resolved through the appraisal process, there will be consideration of whether to commence the capability procedure.

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Application of the Policy

The policy covers the appraisal process that applies to the principal and to all teachers employed by the Academy, except those on contracts of less than one term and/or those undergoing induction (*i.e.* NQTs). Teachers new to the Academy will not complete appraisal in their first year, but instead will complete a probationary period. Full details of this process, whilst similar to appraisal, can be found in the Academy's Probation Policy.

The Appraisal Process

Appraisal in the Academy 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 throughout their careers teachers are able to continue to improve their professional practice, develop as practitioners and contribute to the overall improvement of the Academy.

The Appraisal Period

The appraisal period will run for twelve months from September to August.

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.

There is flexibility to have a longer or shorter appraisal period when teachers begin or end employment within the Academy.

Where a teacher starts their employment part-way through a cycle, the principal or, in the case where the employee is the principal, the governing body shall determine the length of the first cycle for that teacher, with a view to bringing his/her cycle into line with the cycle for other teachers as soon as possible.

Where a teacher transfers to a new post within the Academy part-way through a cycle, the principal or, in the case where the employee is the principal, the governing body shall determine whether the cycle shall begin again and whether to change the appraiser.

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Appointing Appraisers

The principal will be appraised by the Governing Body, supported by a suitably skilled and experienced external adviser who has been appointed by the Governing Body for that purpose.

In the Academy the task of appraising the principal, including the setting of objectives, will be delegated to a sub-group consisting of three members of the Governing Body.

Where the principal is of the opinion that any of the governors appointed by the governing body is unsuitable to act as an appraiser they may submit a written request for that governor to be replaced, stating the reasons for the request.

The principal will decide appropriately trained and experienced staff who will appraise other teachers. The principal and nominated senior leaders will monitor the appraisal process and objectives for equality and fairness.

Area Leaders will appraise their teams wherever possible, where this is not the case a suitably experienced person will be put in place to fulfil this role. Appraisers will focus on colleagues' progress towards their objectives and that they are working in line with the careers stage expectations set out in Appendix 1.

Where a teacher is of the opinion that the person to whom the principal has delegated the appraiser's duties is unsuitable to act as their appraiser they may submit a written request to the principal for that appraiser to be replaced, stating the reasons for the request.

Where it becomes apparent that the appraiser appointed by the principal will be absent for the majority of the appraisal cycle, the principal may perform those duties or delegate to another teacher for the duration of that absence.

If the principal appoints an appraiser who is not the teacher's line manager then the appraiser to whom he delegates those duties will have an appropriate position in the staffing structure, together with the necessary background knowledge, skills and training to undertake the role.

Setting Objectives

The principal's objectives will be set by the Governing Body in consultation with the external adviser normally within a 3 part meeting consisting of the external adviser meeting with the principal, the external adviser meeting with the responsible governors and lastly the formal review meeting with all parties.

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Objectives for each teacher will be set before or as soon as practicable after, the start of each appraisal period. The objectives set for each teacher will be linked to the Teachers Standards, and where appropriate the Post Threshold Standards. Objectives will be Challenging, Specific, Measurable, Achievable, Realistic and Time-bound and will be appropriate to the teacher's role and level of experience. Teachers on the upper pay range or with teaching and learning responsibilities will be expected to contribute to the wider needs of their learning area or Academy as a whole through their own personal professional development. The appraiser and teacher will seek to agree the objectives, but if that is not possible, the teacher can appeal to the Principal. Objectives may be revised if circumstances change.

Under normal circumstances both principal and teachers will have a maximum of 3 objectives.

The objectives set for each teacher, including the principal will, if achieved, contribute to the Academy's plans for improving the Academy's educational provision and performance and improving the education of students at the Academy. This will be ensured by the Academy's self-evaluation process and equality duties.

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 next cycle.

Before, or as soon as practicable after, the start of each appraisal period, each teacher will be informed of the standards against which that teacher's performance in that appraisal period will be assessed. 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 principal or governing body (as appropriate) will need to 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 governing body or principal 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.

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Pay Progression

Where teachers are eligible for pay progression, the recommendation made by the appraiser will be based on the assessment of their performance against the agreed objectives and the relevant career stage expectations. The decision made by the relevant decision-making body will be based on the statutory criteria and guidance set out in the STPCD¹ and the relevant teacher standards.

The Governing Body has agreed the pay policy of the Academy and has considered the implications of the appraisal policy with respect to the arrangements relating to teachers' pay in accordance with the STPCD. The Governing Body will ensure that decisions on pay progression are made by 31 December for the principal and by 31 October for teachers.

Classroom teachers on the MAP Main Pay Range

1. Teachers will be eligible for a pay increase equivalent to two increments on the Main Pay Range if they meet the Teachers' Standards as evidenced through the relevant classroom teacher career stage expectations and meet their appraisal objectives.
2. Teachers will be eligible for a pay increase equivalent to one increment on the Main Pay Range if they meet the Teachers' Standards as evidenced through the relevant classroom teacher career stage expectations and partially meet their appraisal objectives.
3. Teachers will be ineligible for a pay increase if they do not meet the Teaching Standards as evidenced through the relevant classroom teacher career stage expectations and/or their appraisal objectives. It will be possible for a 'no progression' determination to be made without recourse to the capability procedure.
4. Teachers will be eligible for a pay increase equivalent to three increments on the Main Pay Range if they meet the Teachers' Standards as evidenced by exceeding their relevant classroom teacher career stage expectations, exceed their appraisal objectives and their teaching groups demonstrate exceptional performance.

Classroom teachers on the MAP Upper Pay Range

1. Teachers will be eligible for a pay increase equivalent one increment on the Upper Pay Range if they meet the Teachers' Standards evidenced as through the relevant classroom teacher career stage expectations, including the Post Threshold Standards, and their appraisal objectives.

¹ School Teachers' Pay and Conditions Document
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2. Teachers will be ineligible for a pay increase if they do not meet the Teachers' Standards as evidenced through the relevant classroom teacher career stage expectations and/or Post Threshold Standards and/or their appraisal objectives. It will be possible for a 'no progression' determination to be made without recourse to the capability procedure.
3. Teachers will be eligible for a pay increase equivalent to two increments on the Upper Pay range if they meet the Teachers' Standards as evidenced through the relevant classroom teacher career stage expectations and Post Threshold Standards, exceed their appraisal objectives and their teaching groups demonstrate exceptional performance.

Appraisal Observation

The Academy believes that observation of classroom practice and other responsibilities is important both as a way of assessing teachers' performance in order to identify any particular strengths and areas for development they may have and of gaining useful information which can inform school improvement more generally. All observation will be carried out in a supportive fashion and will include feedback in accordance with school practice.

In this teachers' performance will be regularly observed but the amount and type of classroom observation will depend on the individual circumstances of the teacher and the overall needs of the Academy. Classroom observation will be carried out by those with QTS.

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

Observations will be completed jointly wherever possible, as part of Learning Area reviews in order to analyse strengths and areas for development in teachers' practice. All observation and feedback is designed to improve the overall quality of teaching and learning to a good standard and above. Where teaching has been identified as less than good, informal support will be provided for that individual in order to support them to improve their practice.

Development and Support

Appraisal is a supportive process which will be used to inform continuing professional development. The Academy wishes to encourage a culture in which all teachers take responsibility for improving their teaching through appropriate professional

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development. Professional development will be linked to school improvement priorities and to the on-going professional development needs and priorities of individual teachers.

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. Good progress towards the achievement of a challenging objective, even if the performance criteria have not been met in full, will be assessed favourably. There must be evidence of having grown professionally. Where individual CPD opportunities have been identified these will be considered alongside the wider developmental needs of the Academy.

Feedback

Teachers will receive constructive feedback on their performance throughout the year. Best practice is for feedback to take place within 48 hours: but at most it should take place no later than 10 working days of the observation. In the exceptional circumstances of this not being possible written feedback will be given ahead of a face to face meeting. The teacher should not be compelled to have a meeting in PPA time, but this may be used if agreed as a mutually convenient time between teacher and appraiser.

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 Vice Principal 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 to restore professional effectiveness, 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 Academy but should reflect the seriousness of the concerns);
- explain the implications and process if no, or insufficient improvement is made.
- to discuss a programme of support and how this would be put into place.

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.

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Detailed arrangements for informal support are set out in Appendix 2.

Annual Assessment

Each teacher's performance will be formally assessed in respect of each appraisal period. In assessing the performance of the principal, the Governing Body 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 reflection meetings which will take place three times a year.

The teacher will have the opportunity to comment in writing on their written appraisal report. In the Academy, teachers will receive their written appraisal reports by 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;
- any other relevant comments that reflect the teacher's professional contribution to school life.

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

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.

Confidentiality

Access to the written appraisal report will normally be limited to the teacher, the appraiser, the principal and/or nominated member of the senior leadership team.

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Equality and consistency

The Governing Body is committed to ensuring consistency of treatment and fairness and will abide by all relevant equality legislation

Retention of Statements

The Governing Body and principal will ensure that all written appraisal records are retained in a secure place for six years and then destroyed.

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Appendix 1 Classroom Teacher Career Stage Expectations

	Expectations	Evidence	MPR 1-4 (1-2)	MPR 5-8 (3-4)	MPR 9-11 (5-6)	UPR 1-2 (1)	UPR 3-4 (2)	UPR 5 & Leadership (3)
	Teacher Standards	Appraisal / QA	Meet all teaching standards in terms of teaching and professional conduct .			Meet all teaching standards and post threshold standards in terms of teaching and professional conduct .		
Classroom Teaching	Teaching Experience			Experience of teaching for more than 1 year.	Experience of teaching for more than 3 years.	Experience of teaching for more than 4 years.	Experience of teaching for more than 6 years.	Experience of teaching for more than 8 years.
	Teaching and Learning TS 1, 2, 3, 4, 5, 6, 7	Observations Planning Learning walks Book Looks	Typically teaching is increasingly good over time. Any areas identified as less than good are addressed within an agreed time.	Typically teaching is good over time. Any areas identified as less than good are addressed within an agreed time.	All teaching is good and some is outstanding over the most recent two year period.	All teaching is consistently good and some is outstanding over the most recent two-year period.	Teaching is consistently good with many outstanding features over the most recent two-year period.	All teaching is consistently good and frequently outstanding over the most recent two-year period.
	Progress TS 2, 6	Observations Atkinson Reports Book Looks	Students' progress and outcomes are in line with academy expectations. Progress data shows a positive improvement for many students.	Students' progress and outcomes are in line with academy expectations. Progress data shows a positive improvement for most students.	Students' progress and outcomes are in line with academy expectations. Progress data shows a positive improvement for the majority of students.	Students' progress and outcomes are in line with academy expectations. Progress data shows a significant positive improvement for the majority of students.	Students' progress and outcomes are in line with academy expectations. Progress data shows a significant positive improvement for the majority of students.	Students' progress and outcomes are in line with academy expectations. Progress data shows a significant positive improvement for the majority of students.
	Marking and Feedback TS 2, 6	Books / Portfolios / DIT activities	Formative assessment including feedback and marking is relevant, timely and has a positive impact on pupil outcomes.	Formative assessment including feedback and marking is relevant, timely and has a positive impact on pupil outcomes.	Formative assessment including feedback and marking is relevant, timely and has a positive impact on pupil outcomes.	Formative assessment including feedback and marking is relevant, timely and has a positive impact on pupil outcomes.	Formative assessment including feedback and marking is relevant, timely and has a positive impact on pupil outcomes.	Formative assessment including feedback and marking is relevant, timely and has a positive impact on pupil outcomes.

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	Expectations	Evidence	MPR 1-4 (1-2)	MPR 5-8 (3-4)	MPR 9-11 (5-6)	UPR 1-2 (1)	UPR 3-4 (2)	UPR 5 & Leadership (3)
	Teacher Standards	Appraisal / QA	Meet all teaching standards in terms of teaching and professional conduct .			Meet all teaching standards and post threshold standards in terms of teaching and professional conduct .		
Classroom Teaching	Marking and Feedback TS 2, 6	Assessments Data Captures	Summative assessment is accurate.	Summative assessment is accurate and contribution is made to moderation across the learning area.	Summative assessment is accurate and contribution is made to moderation across the learning area.	Summative assessment is accurate and a leading contribution is made to moderation across the learning area.	Summative assessment is accurate and a leading contribution is made to moderation across the learning area.	Summative assessment is accurate & a leading contribution is made to moderation across the learning area. CPD provided to support colleagues with their accuracy.
	Behaviour Management TS 7	Observations RTL referrals	Positive relationships are developing and the ready to learn behaviour system is used appropriately.	Positive relationships are embedded and sustained and the ready to learn behaviour system is used effectively.	Positive relationships are embedded and sustained and the ready to learn behaviour system is used effectively.	Positive relationships are embedded and sustained and the ready to learn behaviour system is used effectively.	Positive relationships are embedded and sustained and the ready to learn behaviour system is used effectively.	Positive relationships are embedded and sustained and the ready to learn behaviour system is used effectively.

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	Expectations	Evidence	MPR 1-4 (1-2)	MPR 5-8 (3-4)	MPR 9-11 (5-6)	UPR 1-2 (1)	UPR 3-4 (2)	UPR 5 & Leadership (3)
Impact on wider outcomes	Wider Contribution TS 2, 8	Clubs Revision sessions Opportunities in & out of the class Guest speakers	Make a contribution to the wider outcomes of students in your class.	Make a contribution to the wider outcomes of students in your class.	Make a substantial contribution to the wider outcomes of students across the learning area / year group.	Make a substantial contribution to the wider outcomes of students across the learning area / year group.	Make a substantial contribution to the wider outcomes of students across the learning area / year group.	Make a substantial contribution to the wider outcomes of students across the academy.

	Expectations	Evidence	MPR 1-4 (1-2)	MPR 5-8 (3-4)	MPR 9-11 (5-6)	UPR 1-2 (1)	UPR 3-4 (2)	UPR 5 & Leadership (3)
CPD	Self-Reflection TS 8	Observations Discussions with line manager	Able to identify own developmental needs and work proactively to develop them	Consistently take responsibility for identifying and meeting his/her own professional developmental needs.	Consistently take responsibility for identifying and meeting his/her own professional developmental needs.	Consistently take responsibility for identifying and meeting his/her own professional developmental needs.	Consistently take responsibility for identifying and meeting his/her own professional developmental needs.	Consistently take responsibility for identifying and meeting his/her own professional developmental needs.
	Responding to feedback TS 8	Observations Discussions with LM Contribution to others CPD	Respond proactively to addressing any needs that are identified through whole academy monitoring systems.	Use personal strengths to begin to support another teacher within the learning area.	Use personal strengths to support the work of others within the learning area.	Use personal strengths to support the work of others within the learning area and beyond.	Use personal strengths to support the work of others within the learning area and wider academy, and where possible beyond.	Use personal strengths to support the work of others actively seeking to opportunities to work beyond the academy.

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	<p>Staff Development</p> <p>TS 8</p>	<p>Contribution to meetings / INSET</p>	<p>Taking an active role in meetings and INSET.</p>	<p>Leading staff development in his/her area, including planning and leading elements of staff meetings and/or INSET sessions.</p>	<p>Leading staff development in his/her area, including frequently planning and leading elements of staff meetings and/or INSET days.</p>	<p>Leading staff development in his/her area, including significant contributions to planning and leading staff meetings and/or INSET days.</p>	<p>Leading staff development in his/her area, including significant contributions to planning and leading staff meetings and/or INSET days.</p>	<p>Leading staff development in his/her area, including significant contributions to planning and leading staff meetings and/or INSET days.</p>
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	Expectations	Evidence	MPR 1-4 (1-2)	MPR 5-8 (3-4)	MPR 9-11 (5-6)	UPR 1-2 (1)	UPR 3-4 (2)	UPR 5 & Leadership (3)
Wider contribution to the academy	<p>Action Research</p> <p>TS 2, 3</p>	<p>Sharing of AR at learning area / year group / academy level</p>	<p>Carry out action research in the classroom and provide feedback to colleagues through meetings/CPD.</p>	<p>Carry out action research in the classroom and provide feedback to colleagues through meetings/CPD.</p>	<p>Carry out action research in the classroom and provide feedback to colleagues through meetings/CPD.</p>	<p>Carry out action research in the classroom and provide feedback to colleagues through meetings/CPD.</p>	<p>Carry out action research in the classroom and provide feedback to colleagues through meetings/CPD.</p>	<p>Carry out action research in the classroom and provide feedback to colleagues through meetings/CPD.</p>
	<p>Academy Events</p> <p>TS 8</p>	<p>Involvement in academy events</p>	<p>Participate in and support academy events.</p>	<p>Participate in and support academy events.</p>	<p>Contribute your own ideas and activities towards academy events.</p>	<p>Leading activities and events across the academy.</p>	<p>Leading activities and events across the academy.</p>	<p>Leading activities and events across the academy.</p>
	<p>Academy Improvement Plan (AIP)</p> <p>TS 1, 2, 3, 4, 5, 6, 7, 8</p>	<p>Observations</p> <p>Assessment Data</p> <p>Action Research</p> <p>Discussions with LM</p>	<p>Contribute to the AIP within his/her classroom.</p>	<p>Contribute to the AIP within his/her classroom.</p>	<p>Contribute to the AIP within his/her classroom/learning area.</p>	<p>Contribute to the AIP within the learning area.</p>	<p>Contribute to the AIP across the academy.</p>	<p>Contribute to the AIP across the academy and where possible represent the academy to promote aspects of our work and share good practice from other schools.</p>

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Appendix 2

Arrangements for informal support.

