



Appraisal Performance Management Policy

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Date of next review:	2025	Written by:	Rebecca Garratt
Type of policy:	Statutory	Committee:	FGB
Signature:			

Introduction

The appraisal process at Wyre Forest School is a supportive and developmental procedure 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 teachers are able to continue to improve their professional practice and further develop in their roles.

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

This policy will be subject to a workload and equality impact assessment to ensure that it does not add to the workload of any staff involved and to determine whether the policy or practice disadvantages staff with certain protected characteristics more than others and, if so, whether and/or how the disadvantage may be mitigated.

Scope

This policy applies to all qualified teachers and the head teacher employed at Wyre Forest School, except teachers on contracts of less than one term, teachers undergoing induction (i.e. ECTs) and/or teachers subject to capability procedures.

The appraisal period

The appraisal period will run for twelve months, normally from 1 September to 31st 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 of this policy. The length of the period will be determined by the duration of their contract.

Where a teacher starts their employment at the school part-way through a cycle, the head teacher, or the governing body (if the head teacher is being appraised) shall determine the length of the first cycle for that teacher, with a view to bringing their cycle in line with the cycle for the other teachers as soon as possible.

Where a teacher transfers to a new post within the school part-way through a cycle, the head teacher/governing body will determine whether the cycle shall begin again and/or whether to change the appraiser.

Directed time

All appraisal meetings and activities will take place within a teacher's directed time, but not within a teacher's Planning, Preparation and Assessment (PPA) time.

Appointing appraisers

All appraisers of teachers, other than those appraising head teachers, will be qualified teachers and will receive appropriate training including unconscious bias training.

Head Teacher

The role of the head teacher is to moderate the appraisal process to ensure that outcomes are compliant with the employer's Public Sector Equality Duty.

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

The task of appraising the head teacher, including the setting of objectives, will be delegated to a sub-group consisting of three eligible members of the Governing Body.

Where a head teacher is of the opinion that any of the governors appointed by the Governing Body are unsuitable to act as his/her appraiser, s/he may submit a written request for that governor to be replaced, stating the reasons for the request.

Teachers

The choice of appraiser is for the head teacher. Where teachers have an objection to the head teacher's choice, their concerns will be carefully considered and, where possible, an alternative appraiser will be offered. All appraisers appointed by the head teacher will be qualified teachers and will have current or recent teaching experience.

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

The designated appraiser should normally have line management responsibilities for the teacher they are reviewing and conduct all aspects of the review, including recommendation of the suspension of appraisal and the implementation of the capability procedure if necessary.

If the head teacher appoints an appraiser who is not the teacher's line manager, the appraiser to whom she/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.

Where a teacher is experiencing difficulties and/or requires additional support and the head teacher is not their appraiser, the head teacher may then undertake the role of appraiser.

Setting objectives

The head teacher's objectives will be set by the appraisal sub-group of the Governing Body after consultation with the external adviser and the head teacher.

Objectives will be set before, or as soon as practicable after, the start of each appraisal period. The objectives set will be Specific, Measurable, Achievable, Realistic and Timebound (SMART) and will be appropriate to the appraisee's role and level of experience. In setting the objectives, reviewers will have regard to what can reasonably be expected in the context of roles, responsibilities, and experience, consistent with Wyre Forest School's strategy for achieving a work-life balance for all staff. Appraisees may at any point append their comments alongside their objectives.

The appraiser and appraisee will seek to mutually agree the objectives. The agreed objectives will contain a description of what success may look like.

Objectives may be revised if circumstances change, such as a teacher starting maternity leave, or undergoing surgery/medical treatment, to take account of the anticipated absence and to allow the teacher to meet reduced and attainable targets.

Wyre Forest School operates a system of moderation to ensure that all appraisers are working to the same standards. Targets will be moderated across Wyre Forest School to ensure that they are consistent between teachers with similar experience and levels of responsibility. Should the objectives not be agreed, the final decision on allocation of objectives rests with the head teacher.

The content of the appraisal review statement will be drawn up in discussion between the appraiser and appraisee.

No more than three objectives will be set for any teacher; setting more than three objectives, or, for example, using sub-targets, can lead to teachers experiencing unreasonable workload and pressure, making the objectives more difficult to achieve.

The objectives set for each teacher are intended to contribute to Wyre Forest School's plans for improving its educational provision and performance, improve the education of its pupils, and consider the professional aspirations of the teacher. Pupil data targets and/or results will not be used to assess teachers' performance or influence appraisal outcomes.

The appraiser will consider individual circumstances, including any disability, when agreeing objectives. For example, this might include implementing a reasonable adjustment to give the appraisee more time to complete a task.

An appraisee's/teacher's performance will not be influenced by Ofsted inspections/grading and/or any parental feedback.

The Teachers' Standards will be used to inform the setting of the teacher's appraisal objectives and will not be used as a checklist against which the teacher's performance is assessed. Assessment against the Teachers' Standards will start from the premise that all teachers are meeting the Teachers' Standards unless clear and strong evidence is provided to the contrary.

The appraisal review statement at the end of the cycle must be the only source of evidence teachers require to achieve appraisal objectives. No other evidence at the end of the cycle will be used within the appraisal process.

Pay progression

Pay progression after an appraisal review will be automatic. Reviews should be deemed to be successful unless significant concerns about a teacher's performance have been raised in writing with the teacher during the annual appraisal cycle and have not been sufficiently addressed through support provided by the school by the conclusion of that process. Where staff are at the top of MPS and feel they are ready to proceed to UPS, they need to complete the request (Appendix A). Teachers moving to UPS will receive a new Job Description to reflect this move.

Lesson observations

The effective and efficient operation of the appraisal process requires lesson observation to be a confidential process of constructive engagement within an atmosphere of support and co-operation.

Accordingly, observations will be carried out in a supportive fashion, with professionalism, integrity, and courtesy. They will be evaluated objectively, reported accurately and fairly, and will take account of circumstances which may affect performance on the day.

At least five working days' notice of the date and time of the observation will be given. Verbal feedback will be provided by the end of the next school day and written feedback within five working days unless unforeseen circumstances make this impossible.

Classroom observation will be carried out by qualified teachers.

There will be a maximum of one observation lasting for an hour per term, or a total of three observations in a year used for all purposes, including MAD Weeks and curriculum area monitoring. There may be exceptions to this, such as a teacher requesting more observations, Early Career Teachers (ECT), interventions, ITT, teachers subject to capability etc.

Head teachers or other leaders with responsibility for teaching and learning standards may 'drop in' to evaluate the standards of teaching and learning and to ensure that high standards of professional performance are established and maintained, however this will be kept to a minimum and the focus, length and frequency will be shared with the teacher in advance. Any feedback from 'drop-ins' will not be used for performance management purposes.

For professional development, feedback about lesson observations should be developmental, and will not use Ofsted grades.

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

Development and support

Wyre Forest School aims to ensure all employees have the resources and appropriate levels of autonomy and support they need to undertake their responsibilities.

At the start of each academic year, employees will be encouraged to consider, with their line managers, the professional and personal development they require to undertake their role and discuss the contribution they will make to support Wyre Forest School's improvement/development plan.

Appraisal is a supportive process which will be used to inform continuing professional development. It is intended to encourage professional dialogue between colleagues. Wyre Forest School wishes to encourage a culture in which all teachers take responsibility for improving their teaching through appropriate professional development, peer observation, coaching, mentoring, collaboration, and care to perform at their best and to maintain a healthy work-life balance. Professional development will be linked to Wyre Forest School's improvement priorities and to the on-going professional development needs and priorities of individual teachers.

Wyre Forest School's CPD programme will be informed by the training and development needs identified as part of the appraisal process and will include unconscious bias training for appraisers. The Governing Body will ensure in the budget planning that, as far as possible, resources are made available in the school budget for appropriate training, and support agreed for appraisees, maintaining access on an equitable basis.

Regarding 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 training and support will help the school to achieve its priorities; and
- b) the CPD identified is essential for an appraisee to meet their objectives.

Account will be taken in a review meeting of where it has not been possible for teachers to fully meet their performance criteria because the support recorded in the planning statement has not been provided.

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 Governing Body must consult the external adviser.

The teacher will receive as soon as practicable following the end of each appraisal period – and can comment on - a written appraisal report. 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 against the relevant standards;
- an assessment of the teacher's training and development needs and identification of any action that should be taken to address them;
- a space for the teacher's own comments.

A review meeting will take place to discuss the content of the report, any further action required and to arrange objective setting for the next cycle.

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

Wyre Forest School will operate a 'no surprises' appraisal process - this includes holding an interim review meeting at midpoint in the appraisal cycle to discuss objectives that have been set, assess if a teacher is in danger of not meeting them and offer support where appropriate.

A teacher going on maternity leave will have an interim assessment of her objectives before she goes on leave.

Additional support

From time to time, a teacher may experience performance issues at work for a variety of reasons. If this happens, the aim should be to identify the root cause and provide them with appropriate training, support, and development opportunities through the appraisal process to help improve the teacher's performance and resolve the issues.

Where it is apparent that a teacher's personal circumstances are leading to difficulties at school, support will be offered as soon as possible, without waiting for the formal annual assessment.

If an appraiser identifies through the appraisal process, that the teacher is experiencing difficulties which require additional support, the appraiser will meet the teacher to:

- Give clear feedback on the issue and seek to establish its causes;
- discuss how Wyre Forest School can help to resolve the issue;
- give the teacher the opportunity to comment on and discuss the concerns;
- mutually agree a programme of support which could include, for example, coaching, training, in-class support, mentoring, structured observations, visits to other classes or schools or discussions with advisory teachers, that will help address those specific concerns (NB: the programme of additional support will be provided for 13 weeks, however, if performance improves and the issue is resolved before then, the appraisal process should then continue as normal);
- agree how progress will be monitored; and

- explain the implications if insufficient improvement is made.

Teachers will be given at least five working days' notice of the meeting to discuss additional support and be entitled to be accompanied by a trade union representative or workplace colleague. Teachers will be informed of the nature of the concerns prior to the meeting. A written note of the meeting including concerns discussed and agreed actions will be shared with the teacher within five working days of the meeting taking place.

During this monitoring period of additional support, the teacher will be given regular feedback on progress and arrangements will be made to modify the support programme if appropriate.

If insufficient improvement has been made over this period, the teacher will be invited to a transition meeting to determine whether formal capability proceedings need to be commenced or the appraisal process remains in place. The teacher may be assisted by a trade union representative or work colleague and will have at least five working days' notice of the meeting.

Confidentiality and professional relationships

The appraisal process will be treated with confidentiality - only the appraiser's line manager(s) will be provided with access to the appraisee's plan recorded in her/his statements. This will be done upon request and only where this is necessary to enable the line manager to discharge her/his line management responsibilities. Appraisees will be consulted on requests for access to statements in the context of this policy.

The process of gathering evidence for performance review will not compromise normal professional relationships between teachers. The Governing Body recognises that the reviewer will consult with, and seek to secure the agreement of, the reviewee before seeking information from other colleagues about the work of the reviewee.

However, the desire for confidentiality does not override the need for the head teacher and Governing Body to quality-assure the operation and effectiveness of the appraisal system. The head teacher or appropriate colleague might, for example, review all teachers' objectives and written appraisal records personally – to check consistency of approach and expectation between different appraisers.

Review and monitoring

This policy will be reviewed annually to ensure consistency, fairness, and effectiveness, and to reflect any changes in employment legislation.

Wyre Forest School will monitor, review and report on the outcomes and impact of this policy on an annual basis and in line with the Equality Act 2010.

Record keeping

The governing body and head teacher will ensure that all written appraisal records are retained in a secure place for six years and then destroyed. All records are kept electronically on Bromcom to ensure confidentiality, to comply with GDPR and data retention.

Appendix A: Progression from MPS to UPS Application Form

PERSONAL INFORMATION	
Name:	Job title:
School:	Date of application:

WRITTEN STATEMENT	
<p>Summary of results from most recent appraisal <i>In the section below, include the key information from your last appraisal report.</i></p>	
<p>Teachers' Standards: I have met or exceeded all of the Teachers' Standards.</p>	<p>Met/not met:</p>
<p>Performance objectives:</p> <ol style="list-style-type: none"> 1. 2. 3. 	<p>Met/not met:</p> <ol style="list-style-type: none"> 1. 2. 3.
<p>Recommendations on pay:</p>	
<p>Additional evidence <i>In this section below, summarise any evidence that isn't included in your recent appraisal reports that demonstrates you have met the success criteria for moving onto the UPR. For example, this part could cover extracurricular responsibilities.</i> <i>Focus on evidence that demonstrates the impact your contributions have made and shows how long the achievements have been maintained for.</i></p>	
<p>Evidence:</p>	

DECLARATION	
<p>confirm that at the date of this request, I have met the eligibility criteria to be paid on the UPR.</p>	
Signed:	Date:

2024 – 2025 Cycle Appraisers

Headteacher	Governors & External Consultant
SLT	Headteacher
Pathway Leaders	Senior Deputy Headteacher
Early Years	Early Years Leader
Pathway 1	Pathway 1 Leader
Pathway 2	Pathway 2 Leader
Pathway 3	Pathway 3 Leader
Pathway 4 & Curriculum Area Leaders	Pathway 4 Leader
Post 14 and Post 16	Pathway Leader
LAC Teacher	Deputy Headteacher Safeguarding & Families

Bromcom is used to record objectives and meetings.