

Phoenix School Continuing Professional Development (CPD)

Date	Review Date	Coordinator	Nominated Governor

- 1.1 The term “Head teacher” also refers, where appropriate, to any other title used to identify the Head teacher.
- 1.2 The term “employee” refers to any member of the school staff employed to work solely at the school.
- 1.3 The term “senior manager” refers to any member of the Leadership Group, as defined by the School Teachers’ Pay and Conditions Document, or a senior support employee in cases involving support staff, delegated by the Head teacher to deal with an appraisal and/or capability matter under these procedures. A senior manager may only make a decision to issue a sanction up to and including a final written warning.
- 1.4 If the Head teacher, following consultation with the Chair of Governors, considers that there is no senior manager to whom s/he can reasonably delegate a specific capability matter then the Head teacher will take the role of the senior manager for that specific case and the role of the “Head teacher” under this procedure will be performed by a “Disciplinary Committee” of the Governing Body consisting of not less than 3 governors, (except in circumstances provided for in the Secretary of State’s guidance on the Staffing Regulations), none of whom will have had previous involvement in the case.
- 1.5 The role of the Head teacher will be taken by appropriate governors as indicated where the appraisal and or capability being reviewed is that of the Head teacher.
- 1.6 “Lack of capability” is defined as a situation in which an employee fails consistently to perform his/her duties to a wholly satisfactory standard of performance over a period of time.

2. Purpose

- 2.1 This policy sets out the framework for a clear and consistent assessment of the overall performance of employees covered by the appraisal policy and for supporting their development within the context of the school’s plan for improving educational provision and performance, and the standards expected of employees in their respective roles. It also sets out the arrangements that will apply when employees fall below the levels of competence that are expected of them.
- 2.2 This policy does not form part of any employee’s contract of employment and it may be amended at any time following consultation. We may also vary any parts of this procedure, including any time limits, as appropriate in any case.

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### 3. Application of the policy

The policy is in two separate sections.

**Part A of the policy, which covers appraisal, applies to the headteacher and to all teachers employed by the school, except those on contracts of less than one term, those teachers undergoing induction (ie NQTs), and those have been transferred to Part B of the policy.**

[Support staff are not currently included in the appraisal process, therefore the serious concerns identified about a support employee's performance will be dealt with by an informal stage (normally of 4 weeks) where targets will have been set and support given before the matter enters the formal capability procedure in Part B.]

### Part A Appraisal

The appraisal policy in this school will be a supportive and developmental process designed to ensure that all employees identified by the policy have the skills and support they need to carry out their role effectively. It will help to ensure that all employees are able to continue to improve their professional/employment practice and to develop in their respective roles.

#### 1. The appraisal period

1.1 **The appraisal period will run for twelve months** from January to January.

1.2 Employees 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 review period will be determined by the duration of their contract.**

1.3 Employees will not normally be dismissed for performance reasons without previous warnings.[However, in serious cases of gross negligence , or] in any case involving an employee who has not yet completed their probationary period, dismissal without previous warnings may be appropriate].

*There is some flexibility to have a longer or shorter appraisal period when teachers begin or end employment with a school or local authority or when unattached teachers change post within the same authority.*

#### 2. Appointing appraisers

2.1 **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.**

2.2 The task of appraising the head teacher, including the setting of objectives, will be delegated to a sub-group consisting of two/three (*delete as appropriate*) members of the Governing Body.

2.3 The head teacher will decide who will appraise other employees covered by the policy. [This will be notified to staff annually]

#### 3. Setting objectives

3.1 **The head teacher's objectives will be set by the Governing Body after consultation with the external adviser.**

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- 3.2 **Objectives for each employee covered by the policy 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 Time-bound and will be appropriate to the employee's role and level of experience. The appraiser and employee 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.
- 3.3 **The objectives set for each employee will, if achieved, contribute to the school's plans for improving the school's educational provision and performance and improving the educational opportunities of pupils at that school.** This will be ensured by *(for example - quality assuring all objectives against the school improvement plan).*

4. Overall Performance of Teachers

- 4.1 **Before, or as soon as practicable after, the start of each appraisal period, a teacher will be informed of the standards against which that teacher's performance in that appraisal period will be assessed.** *Each teacher will be assessed against the set of standards contained in the document called "Teachers' Standards" published in July 2011 and any subsequent amendment thereof.*
- 4.2 *The head teacher 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.*

5. Reviewing performance

5.1 Observation

- 5.1.1 This school believes that observation of classroom practice and other responsibilities for teachers, and support staff who support teachers in the classroom, is important both as a way of assessing 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.
- 5.1.2 All observation will be carried out in a supportive fashion. [in accordance with an observation protocol determined by the Head teacher following consultation with the staff to whom it applies]. [The Teaching and Learning protocol is at Appendix A]
- 5.1.3 Teachers' performance will be regularly observed but the amount and type of classroom observation will depend on the individual circumstances of the employee and the overall needs of the school.
- 5.1.4 Classroom observation of teachers will be carried out **[by senior or middle managers with QTS] or [those with QTS].**
- 5.1.5 Employees who have responsibilities outside the classroom should also expect to have their performance of those responsibilities observed and assessed.

[5.2 Support staff

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5.2.1 Support staff appraisal will focus on the job description of the employee and the expected standards of performance will be made clear by the appraiser.]

6. Drop Ins

6.1 In addition to formal observation, the head teacher 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.

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7. Development and support
  - 7.1 Appraisal is a supportive process which will be used to inform continuing professional development. The school wishes to encourage a culture in which all employees take responsibility for improving their performance through appropriate development.
  - 7.2 Teachers professional development will be linked to school improvement priorities and to the ongoing professional development needs and priorities of individual teachers.
8. Feedback
  - 8.1 Employees will receive constructive feedback on their performance throughout the year and as soon as practicable after an 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.
  - 8.2 Where there are concerns about any aspects of the employee's performance the appraiser will meet with the employee to:
    - give clear feedback about the areas of concern;
    - give the employee the opportunity to comment and discuss the concerns and establish the likely causes of poor performance and identify any training needs/support needed (e.g coaching, monitoring, structured observation) ;
    - clarify the required standards and agree any support (e.g. 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
    - if it is appropriate to revise objectives, it will be necessary to allow sufficient time for improvement.
    - the amount of time will reflect the seriousness of the concerns; explain the implications and process if no, or insufficient, improvement is made.
  - 8.3 When progress is reviewed, if the appraiser is satisfied that the employee 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.
  - 8.4 The appraiser will keep a note of any concerns, the support given and the review judgement. A copy of this note will be given to the employee. (See 10.4 below). If required, this will inform any decision on transition to the capability procedure.
9. Transition to capability
  - 9.1 If the appraiser, is not satisfied with progress, the employee will be notified in writing that the appraisal system will no longer apply and that his/her performance will be managed under the capability procedure. The employee will be invited to a formal capability meeting. The capability procedures will be conducted as in part B of this policy.
10. Annual assessment

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- 10.1 **The performance of each employee covered by the appraisal policy will be formally assessed in respect of each appraisal period.**
- 10.2 **In assessing the performance of the head teacher, the Governing Body must consult the external adviser.**
- 10.3 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 a term.
- 10.4 **The employee will receive as soon as practicable following the end of each appraisal period, and have the opportunity to comment in writing on a written appraisal report.**
- 10.5 Teachers will receive their written appraisal reports by 31 January (31 December for the head teacher) and support staff by \_\_\_\_\_.
- 10.6 The appraisal report will include:
- details of the employee's objectives for the appraisal period in question;
  - **an assessment of the employee's performance of their role and responsibilities against their objectives and, for teachers, against the relevant standards;**
  - **an assessment of the employee's training and development needs and identification of any action that should be taken to address them.** The assessment of performance and of training and development needs will inform the planning process for the following appraisal period.
  - **a recommendation on pay where that is relevant.** Pay recommendations will be made by 31 December for head teachers, by 31 January for other teachers, and by \_\_\_\_\_ for support staff.

**Linked Policies**

▪ Professional Learning Communities	▪ Teaching & Learning
▪ Curriculum	▪ Induction of New Staff

<b>Headteacher:</b>		<b>Date:</b>	
<b>Chair of Governing Body:</b>		<b>Date:</b>	

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Initial Equality Impact Assessment

Please complete an initial equality impact assessment once this policy has been customised to suit your purposes.

Policy Title	The aim(s) of this policy	Existing policy (✓)	New/Proposed Policy (✓)	Updated Policy (✓)
			✓	

This policy affects or is likely to affect the following members of the school community (✓)	Pupils	School Personnel	Parents/carers	Governors	School Volunteers	School Visitors	Wider School Community

Question	Equality Groups																					Conclusion							
	Age			Disability			Gender			Gender identity			Pregnancy or maternity			Race			Religion or belief			Sexual orientation			Yes	No			
Does or could this policy have a negative impact on any of the following ?	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS					
		✓			✓			✓			✓			✓			✓			✓						✓			
Does or could this policy help promote equality for any of the	Age			Disability			Gender			Gender identity			Pregnancy or maternity			Race			Religion or belief			Sexual orientation			Undertake a full EIA if the answer is 'no' or 'not sure'				
	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Yes	No



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following ?	✓			✓			✓			✓			✓			✓			✓			✓			✓	
Does data collected from the equality groups have a positive impact on this policy?	Age			Disability			Gender			Gender identity			Pregnancy or maternity			Race			Religion or belief			Sexual orientation			Undertake a full EIA if the answer is 'no' or 'not sure'	
	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Yes	No
	✓			✓			✓			✓			✓			✓			✓			✓				✓

<b>Conclusion</b>	We have come to the conclusion that after undertaking an initial equality impact assessment that a full assessment is not required.
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<b>Preliminary EIA completed by</b>	<b>Date</b>	<b>Preliminary EIA approved by</b>	<b>Date</b>

**Policy Evaluation**

Points to be considered	Ye s	No	N/ A	Please supply evidence
• Policy annually reviewed				
• Policy in line with current legislation				
• Coordinator in place				
• Nominated governor in place				
• Coordinator carries out role effectively				
• Headteacher, coordinator and nominated governor work closely				

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• Policy endorsed by governing body				
• Policy regularly discussed at meetings of the governing body				
• School personnel aware of this policy				
• School personnel comply with this policy				
• Pupils aware of this policy				
• Parents aware of this policy				
• Visitors aware of this policy				
• Local community aware of this policy				
• Funding in place				
• Policy complies with the Equality Act				
• Equality Impact Assessment undertaken				
• Policy referred to the School Handbook				
• Policy available from the school office				
• Policy available from the school website				
• School Council involved with policy development				
• All stakeholders take part in questionnaires and surveys				
• All associated training in place				
• All outlined procedures complied with				
• Linked policies in place and up to date				
• Associated policies in place and up to date				
<b>A statement outlining the overall effectiveness of this policy</b>				