

Appraisal Policy

This policy has been developed in partnership between key advisors from School Personnel Service (SPS) and Kent County Council's Education, Learning and Skills Directorate. All Trade Unions and professional associations recognised by KCC have been consulted in the development of this policy.

The Governing Body of Portal House School adopted this Appraisal Policy in May, 2019.

1. Introduction – Purpose of the Policy

In this school we are committed to continually improve the quality of teaching and learning for all our pupils and we believe that appraisal will assist our staff to achieve this aim through clarity of role and expectations, encouragement, development and feedback.

We believe that appraisal will enable a professional discussion to take place regarding workload and priorities and will give staff the appropriate focus, development and support. It will also provide staff with an opportunity to discuss in confidence any matters regarding their employment at work that may inhibit their performance.

This policy sets out the principles and framework for a clear and consistent appraisal of the overall performance of all staff and for supporting their development needs within the context of the school development plan and their own professional needs.

This policy also sets out the school's approach to the link between the appraisal process and pay progression.

2. Principles

We will implement our appraisal arrangements on the following principles:

- *Equality of Opportunity*: All staff should be encouraged and supported to achieve their potential through clarity of expectations and job role, regular feedback, performance review and provision of relevant development.
- *Consistency of Treatment and Fairness*: We will take action to ensure our performance appraisal process is fair, non-discriminatory and that staff are treated consistently
- *High Standards*: We believe by setting appropriate and challenging standards of performance and providing suitable feedback and development all staff have the potential to continually improve their performance
- *Work – life balance*: All staff are entitled to a satisfactory work – life balance and performance appraisal is an appropriate mechanism to facilitate this
- *Pay and Rewards*: Pay progression for staff should reflect their overall contribution to the school both as individuals and as team members.

3. Application of the Policy

This policy applies to all staff employed in this school with the exception of teachers undergoing their formal year of induction (NQT year) or on contracts of less than a year. The operation of this policy will be suspended for any staff whose performance merits the application of the schools' formal competency procedure.

Performance appraisal arrangements for temporary and part – time staff, including job-sharers, should apply on the same principles as for full-time, substantive staff. The same degree of challenge in the process should apply but the breadth and volume of each element in the process should be proportionate to the period of time worked.

Teachers 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.

The intention is that all staff will have equivalent access to appraisal, development and support.

4. Policy Framework

4.1 General

Performance appraisal is a shared responsibility. The Governing Body has the strategic responsibility for establishing this policy, providing the Headteacher with the support to ensure it is fully implemented and ensuring the Headteacher receives appropriate performance appraisal in order to set the right framework and culture for all staff in the school.

The Headteacher will ensure that this policy, associated regulations and guidance are communicated effectively and that staff with performance appraisal responsibilities have access to appropriate training and preparation.

The performance of all staff must be reviewed on an annual basis. The Appraisal reviews for all teachers in this school will be completed by 31 October, in any one academic year and by 31 December for the Headteacher.

The appraisal reviews for all support staff will be completed annually in line with the financial year ending on 31st March in each year.

Where a member of staff starts their employment at the school part-way through a cycle, the length of the first performance appraisal process will be such that the cycle can be brought into line with the appraisal process for that group of staff at the earliest opportunity.

Where a member of staff transfers to a new position within the school part-way through a cycle, the Headteacher shall determine whether the cycle shall begin again and whether to change the Appraiser.

All staff must have an up to date job description and this will form the basis for discussion at the appraisal planning and review meeting. Staff should have access to the school development plan and other relevant planning documents in good time for their appraisal meeting.

Where it appears that the Appraisee is either not meeting or partially meeting the relevant professional standards then the appraisal process must clearly set out the support and training that will be provided to address the areas of concern.

Where serious weaknesses are identified in an Appraisee's performance then this procedure should cease and the issues will be managed within the school's formal capability procedure. The appraisal process will be re-commenced when the Appraisee's performance has reached the required standards.

4.2 Appointing Appraisers

The Headteacher will be appraised by the Governing Body, supported by a suitably experienced and qualified External Advisor who has been appointed by the Governing Body for that purpose.

In this school the task of appraising the Headteacher, including the setting of objectives, will be delegated to a sub-group of three members of the Governing Body.

The Headteacher will determine the appropriate Appraiser for all staff covered by this policy taking due consideration of line management responsibilities and other relevant factors.

If a member of staff has a concern regarding their allocated Appraiser then this should be communicated to the Headteacher, in writing, stating the reasons. The Headteacher will exercise careful consideration of the concerns and may allocate an alternative Appraiser.

The Headteacher will ensure all Appraisers receive appropriate training and preparation for their role.

4.3 The Appraisal Meeting

It is the responsibility of the Appraiser to arrange the meeting with their Appraisee at the beginning of the cycle. This should be arranged by mutual agreement and normally with at least five working days' notice. The Appraiser must prepare for the meeting and ensure all relevant information and evidence that will be used during the meeting has been shared with the Appraisee at the earliest possible opportunity.

The Appraisal meeting should provide a two way discussion to:

- Assess performance during the previous year against the Appraisee's role and responsibilities, including performance objectives and any relevant standards
- Agree expectations for the year ahead by reviewing job description and appropriate performance objectives
- Confirm timescales for achievement of the objectives and for provision of support, including development
- Ensure the Appraisee understands the performance criteria, including relevant pay progression criteria, relevant professional standards and any other appropriate evidence to be taken into account in appraising performance including potential barriers to success
- Discuss and agree appropriate monitoring arrangements and other support for the Appraisee, including classroom observations, if appropriate to the reviewee's role
- Agree any areas of relevant training and development and related actions
- Allow the reviewee to raise any issues or concerns regarding their workload or work - life balance

It is the appraisee's responsibility to play an active role in their review. This includes preparing for the meeting by:

- reflecting on their performance over the past year including their performance against the relevant professional standards
- considering how they have made a wider contribution to the school, and
- identifying some of their future development needs

Self-review is an important means of preparing for an appraisal meeting and a suggested framework for this is set out in Appendix 1 and Appendix 1a (Teachers) and 1b (Support Staff).

4.4 Appraising Performance

All staff will be formally assessed in respect of each appraisal period. In assessing the performance of the Headteacher, the Governing Body will consult the external adviser.

Each member of staff will receive a written appraisal report as soon as practicable and within ten working days following the appraisal meeting and have the opportunity to comment in writing. The appraisal report will include:

- details of objectives for the appraisal period in question
- an assessment of performance of role and responsibilities against objectives and any relevant standards

- an assessment of training and development needs and identification of any action that should be taken to address them
- a recommendation on pay where this is relevant

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

4.5 Links with Pay

Before, or as soon as practicable after the start of each appraisal period, all staff will be informed of the standards and criterion against which individual performance will be assessed and on which pay decisions will be based. The criterion used must be consistent with any national or KCC determined requirements. *(This is clearly stated in the school's pay and reward policy.)*

Where the evidence from the appraisal process appears to suggest the appraisee's performance could be below that meriting pay progression at the end of the cycle, the appraisee should be made aware of this at the earliest opportunity. There should also be a professional discussion to identify actions which could remedy the position.

4.6 Objectives

The Headteacher's objectives will be set by the Governing Body after consultation with the external adviser.

All Appraisees must have performance objectives set before, or as soon as practicable after, the start of each appraisal period. All objectives must be relevant to the Appraisee's role, responsibilities and take full account of their experience and career/professional aspirations. The number and nature of objectives must be reasonable and, if achieved will contribute positively to the education of pupils at this school and the implementation of any plan designed to improve the school's educational provision and performance.

Normally an appraisee would expect to have 3 objectives (whole school, team/department and professional development). Staff with a wider role across the school, including teachers with or without a TLR, members of the leadership team and the headteacher, would normally expect to have one or additional objectives in the relevant area.

Appraisees should be encouraged to set challenging but achievable objectives (specific measurable, achievable but challenging, relevant and time framed) Meeting or nearly meeting challenging objectives is a good way to show the level of performance required for pay progression and will also assist career development.

As far as possible the objectives should be reached by agreement. However where a joint determination cannot be made the Appraiser will make the determination with the provision for the appraisee to record any disagreement if required.

Consideration should be given to ensure that the appraisal objectives can be used to secure good evidence for pay progression in line with the expectations in the school's pay policy.

4.7 Training and Development

Performance appraisal is a developmental process and a key part of the planning discussion. It should be about the support that the Appraisee will need in order to meet identified objectives and performance criteria.

This school is committed to ensuring that all staff have access to a level of development appropriate to their role, stage of career development, performance objectives and criteria and individual aspirations.

Development and training identified from the appraisal process must be recorded using the appropriate form and then passed to the CPD Coordinator (Mr B. Price) to inform the school's programme for training and development.

This school recognises that development and support may take a number of forms and a wide range of activities which may not necessarily involve a formal course.

4.8 Monitoring

The Appraiser will ensure that appropriate arrangements are in place to support the Appraisee with regular monitoring and feedback. This should be discussed in broad, flexible terms in the appraisal meeting. There should be at least one formal mid year review meeting to discuss performance, provide feedback and discuss the provision of training and development.

The Headteacher should audit mid-year reviews with Appraisers to ensure consistency of appraisal assessments

There should be further, informal follow-up and support for Appraisees.

This school believes that observation of classroom practice and other responsibilities is important both as a way of assessing performance in order to identify any particular strengths and areas for development and of gaining useful information which can inform school improvement more generally. All observation will be carried out in a supportive fashion.

In this school teachers' performance will be regularly observed but the amount and type of observation will depend on the individual circumstances of the teacher and the overall needs of the school. Classroom observation will be carried out by those with QTS. In addition to formal observation, the Headteacher or other members of the SLT with responsibility for Teaching and Learning 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. Please see our Quality Assurance Policy.

4.9 Recording Plans

Within five working days of the meeting the Appraiser will complete a draft statement and provide the Appraisee copy. The Appraisee may request changes if he/she feels the statement does not convey a fair summary of the meeting and/or may add comments. The Appraiser will prepare and sign a final statement within ten working days of the initial meeting.

The Appraiser may retain a copy of the appraisal plan, but he/she must pass a copy to the Appraisee and pass the original to the Headteacher.

5. Moderation

The Headteacher is responsible for ensuring that performance appraisal is applied fairly and consistently across the school and that there is a strong link with school improvement. The Headteacher may therefore make appropriate arrangements for the moderation of performance appraisal reviews and objectives in particular to ensure consistency of approach and expectations between Appraisers. However, this exercise will be undertaken with due regard for the need to maintain confidentiality.

6. Changes to Plans in Mid Cycle

There may be occasions when it is necessary to amend or change the content of the appraisal plan. This may include changes in the Appraisee's circumstances, school priorities or local/national policy initiatives. In this event the Appraiser and Appraisee should discuss and ideally agree the necessary changes.

If there is no agreement to the proposed changes then the Appraiser shall amend the appraisal plan with any changes he/she thinks ought to be made and pass the revised statement to the Appraisee who may add his/her comments.

7. Confidentiality and Retention of Records

The performance appraisal process will be treated with full confidentiality at all times.

For the Headteacher's review the statement will be held by the Chair of Governors, outside consultants and the Headteacher.

All plans and appraisal reports must be retained in a secure place on the school premises for a period of six years from the date the appraisal cycle ends. After this date it would be normal to dispose of these records and this must be done confidentially and the employee notified.

8. Communication of this Policy

A copy of this policy will be kept in in the School Office and on the School network portal to ensure that all staff can have access to a copy of it as needed. All new staff joining the school will be briefed on the policy as part of their induction into the school.

9. Monitoring and Evaluation

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

10. Review of Policy

This policy is effective from May 2019 and the Governing Body will ensure the policy is reviewed no later than May 2020.

The policy may be revised at other times if necessary to take account of any statutory regulation or associated guidance or changes in policy by Kent County Council's policy.

APPENDIX 1a Framework for Self Review

APPENDIX 1b Total Contribution Document for support staff appraisals.

APPENDIX 2: Planning and Review Pro Forma

Appendix 1a

Reflection and Self Review

The process of reflecting on an experience or engaging in an analytical review of one's own performance and skills can be a powerful tool for professional development. It can be used to map your next steps in your development plan as well as being a valuable tool in preparation for a performance review discussion.

The skills and attributes needed for effective reflection and self review

- an honest and genuine approach to looking at your own practice
- a willingness to seek out and use constructive observation and feedback
- an ability to focus on priority areas for your development
- active listening and questioning skills
- a conducive environment and opportunity
- colleagues willing and able to give honest, balanced and constructive feedback

Remember that you don't have to be ill to get better

As far as possible reflection/self review should generate specific and evidence based, or at least verifiable, information, avoiding generalised opinion or vague comment.

Self review should be recorded (a suggested format is attached) or alternatively you may prefer to reflect just on the key questions set out below. Self review can be best done with support and constructive challenge from another person, such as a colleague, friend or family member.

Whilst it is important to identify areas and ways to improve your practice remember that it is a positive process to assist you to continuously develop both professionally and personally. Identifying areas of strengths is an important part of this process.

Three Key Questions for You

- 1. In what ways have I become a better practitioner than last year?**
- 2. In what areas do I need to develop and how can I achieve this?**
- 3. How can I make a more effective contribution to student attainment and the wider school community?**

Reflection – Self Review Tool

	Question	Notes/Evidence
1	Over the last year what have been the most important areas of success for me?	
2	What areas of my role give me greatest satisfaction?	
3	What skills do I have that I and others consider to be a real strength?	
4	What has not gone as I'd hoped over the past year and what have I learnt from this?	
5	What areas of my practice/work or skills do I need to develop and how?	
6	What do I want to achieve in the year ahead, personally and professionally?	
7	How can I contribute further to the development of the school?	
8	Who can help me with my development and how?	
9	Are there any aspects of working in this school that I would like to see improved. What can I do anything to assist this?	

Reflection and Self Review

Sometimes reflection can be assisted by some clearer and more detailed thinking on specific aspects to your practice. Set out below are a number of suggested questions that may help you if you have a role directly involved in the teaching and learning of pupils.

1. Personal Values & professional Commitment

How can I better contribute to the ethos of this school?

How can I better contribute to the effectiveness of my team?

How can I help promote a greater sense of identity with the school (amongst staff, pupils, parents and the wider community)?

2. Impact on Teaching and Learning

What changes can I make that will improve students' learning and attainment?

What changes can I make that will improve my practice?

How can I better use ICT to improve students' learning?

How can I work more effectively with other colleagues?

How can I set better, challenging targets for students?

How can I help improve the motivation and behaviour of students?

How can I best track the progress of my students and communicate this appropriately?

3. Professional Knowledge & Understanding

How can I make a better contribution to the school development plan?

How can I make better use of my CPD to improve students' learning and attainment?

How can I help improve cross- curricular communication?

How can I use my professional skills to help other colleagues to develop?

How can I improve my professional knowledge and understanding?

What changes can I make to enable my work to be more rewarding?

APPENDIX 1

Total Contribution Assessment 2018/2019

Name: _____

Date: _____

The contribution Kent Range staff make is recognised and rewarded using the Total Contribution Pay (TCP) process.

A total contribution assessment takes into account all five elements of your performance: what you do, how you do it, your wider contribution, how you develop your capacity and capability and the actions you take to continuously improve the way you work and the service we work in.

The expectations for each of the 5 elements of Total Contribution for the 'successful' rating are described below. Using these definitions, you should consider whether you have exceeded, met or not met expectations for the 5 elements and how often those expectations have been exceeded, met or not met.

Contribution Level	Definition
Successful	<p>Objectives & accountabilities – What the employee does in their job</p> <ul style="list-style-type: none"> Achieved all the agreed objectives to expected timelines and standard. Consistently worked to the standards expected in the role. Works effectively and expectations are consistently met.
	<p>Values & behaviours – How the employee does their job and the way the employee works with colleagues.</p> <ul style="list-style-type: none"> Always works in a way which is consistent with our values and the behaviours which were identified as being important for their role.
	<p>Wider contribution – How the employee contributes outside of their day to day job to their team, their service, and the organisation, (not obligatory for KS 2 – 6) – for the good of the team/benefit to the service/helping the school.</p> <ul style="list-style-type: none"> Outside of the normal job, has made a positive difference to the team/service/organisation. (What this looks like will depend on the level of role, with greater expectations in terms of impact on those on a higher grade).
	<p>Personal development – How the employee develops their capacity and capability</p> <ul style="list-style-type: none"> Achieved all the agreed development objectives. Evidence of the application of new skills/knowledge/behaviours which has made a positive difference. Takes ownership of their development.
	<p>Working better – How the employee works to continuously do things better</p> <ul style="list-style-type: none"> Acts to continuously improve the way they work in line with reasonable expectations of the role, e.g. seeking new ways to do things/proposing ideas for improvement/taking responsibility for personal development.

There are four Total Contribution assessment ratings which are defined below:

- Outstanding – Exceeds expectations most of the time.
- Excellent – Exceeds expectations some of the time.
- Successful – Meets expectations all the time.
- Performance Improvement Required – Does not meet expectations all of the time

Key Elements of Total Contribution

1. Objectives and accountabilities

2. Values and Behaviours

3. Wider Contribution

4. Personal Development

5. Working Better

The schools expectations for its employees would be to achieve a successful rating. It is best practice that evidence to substantiate your objectives are presented at the time of your review, in order to help your appraiser determine whether you have not met, met or exceeded your objectives for the year.

Review Statement

Review of Performance:

<p>Reviewee's Name: Job Title:</p> <p>Reviewer's Name</p>
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Review of Performance for the Academic Year/Financial Year (please delete)

Objectives Set for Year	Notes of Progress/Evidence

Other Areas of Performance Considered	Notes of Progress/Evidence

Summary Statement for Overall Performance for Academic Year/Financial Year (attach additional page if needed)

Summary Statement Moderated: YES/NO

Areas of Professional Development or Training Identified from Review:

Planning Statement for Year

Objective 1 (Pupil achievement)	Key Area: school improvement/pupil progress; contribution to team; professional development; leadership; other (please specify)
OVERALL OBJECTIVE What do I need to achieve?	
SUCCESS CRITERIA How can I evidence this?	
INTENTIONS and ACTION STEPS	Date for Completion
	Date for Completion
	<i>Date for Completion</i>
SUPPORT What resources or support will I need?	
POSSIBLE BARRIERS TO SUCCESS	
COMMUNICATION <i>Who else needs to know?</i>	
POSSIBLE SOURCES OF EVIDENCE	
AGREED MONITORING ACTIVITIES Inc. Lesson Observations	Date
	Date
	Date

Objective 2 (whole school development)	Key Area: school improvement/pupil progress; contribution to team; professional development; leadership; other (please specify)
OVERALL OBJECTIVE What do I need to achieve?	
SUCCESS CRITERIA How can I evidence this?	
INTENTIONS and ACTION STEPS	Date for Completion
	Date for Completion
	<i>Date for Completion</i>
SUPPORT What training, resources or support will I need?	
POSSIBLE BARRIERS TO SUCCESS	
COMMUNICATION <i>Who else needs to know?</i>	
POSSIBLE SOURCES OF EVIDENCE	
MONITORING ACTIVITIES eg Lesson Observations	Date
	Date

Objective 3 (Professional development)	Key Area: school improvement/pupil progress; contribution to team; professional development; leadership; other (please specify)
OVERALL OBJECTIVE What do I need to achieve?	
SUCCESS CRITERIA How can I evidence this?	
INTENTIONS and ACTION STEPS	Date for Completion
	Date for Completion
	<i>Date for Completion</i>
SUPPORT What training, resources or support will I need?	
POSSIBLE BARRIERS TO SUCCESS	
COMMUNICATION <i>Who else needs to know?</i>	
POSSIBLE SOURCES OF EVIDENCE	
MONITORING ACTIVITIES eg Lesson Observations	Date
	Date
	Date
	Date

Reviewee's comments (optional)

Reviewee Signature..... Date:

Reviewer Signature..... Date:

DEVELOPMENT AND TRAINING TO SUPPORT THE REVIEWEE'S OBJECTIVES

(This page to be photocopied and passed to the school staff development co-ordinator)

Name:

Job title:

Development and/or training need (including knowledge and skills)	Target date	Activity How this will be achieved	Resources needed

Development Plan agreed by:

Reviewer:Date: / /

Reviewee:Date: / /

Record of Evidence from Mid Year Monitoring (Reviewee and Reviewer)

Activities/ Events (Refer to Action Plans)	Date	Record of Evidence as Activities/Events are Completed

Overall Assessment at Mid Year Review

Signed (Reviewer):..... Date: