

TRINITY SCHOOL



Appraisal Policy

If printed, copied, or otherwise transferred from this website this document must be considered to be an uncontrolled copy.

Policy amendments may occur at any time. Please consult the Policies page on the website for the latest update.

This Policy is intended to ensure that the Governors' Vision and Aims are delivered, as set out below:

Trinity School Vision

- Leading Excellence in SEND Provision
- Ensuring Outstanding Person-Centred Achievement
- Including Everyone in Meaningful and Safeguarded Life

Guiding Principles/Ethos

- Our appraisal system recognises and values teachers' strengths and supports them in developing their expertise so that they can become outstanding teachers.
- Appraisal is one of the core components of school improvement. All teachers need regular feedback on their practice and development, and some will, at times, need support to develop areas of unsatisfactory practice.
- The appraisal process will ensure that any elements of teaching that are less than good are being addressed openly, informally and with appropriate support.
- Our aim is for appraisal to keep professional development, school improvement and high standards at the forefront of everyone's priorities.
- Appraisal is a process distinct from capability and the two processes are connected but should not be confused with each other. Please read the 'Capability Policy' for further information.

This policy has been drafted to reflect the recommendations in the DfE 'Teacher Appraisal Guidance for Schools' document (July 2024)

Aims

- To set out the framework for a clear and consistent assessment of the overall performance of teachers, including the head teacher, and for supporting their development within the context of the school's plan for improving educational provision and performance.
- To ensure all teachers meet the teacher standards as a minimum.
- To set out the arrangements that will apply when teachers fall below the levels of competence that are expected of them. To address concerns with practice in a timely and informal way, with a primary focus on support and continuing professional development opportunities.
- This policy and its accompanying procedures seek to ensure that teachers and instructors feel that their annual appraisal is fair and consistent and that they are properly supported in their professional development.

Scope

- This policy applies to all teachers and instructors employed by the school or local authority, except those on contracts for less than one term, those undergoing induction (i.e. ECTs) and those who are subject to the school's capability policy.
- Throughout this policy, unless indicated otherwise, all references to 'teacher' include both qualified and unqualified staff who have responsibility for teaching pupils.

- The principles of this policy also apply to all members of support staff employed by the school, with the exceptions indicated above.

Agreed Procedures/Guidelines

Roles and Responsibilities

The headteacher and governing body will:

- Be responsible for ensuring that the appraisal process operates consistently, objectively and fairly.
- Draft objectives that are focused on the priorities of the school improvement plan.
- Ensure that all those involved in appraisal conduct themselves in line with policy and the code of conduct.

The deputy head for quality assurance will:

- Ensure this policy is enacted through all appraisal systems.
- Co-ordinate and uphold all appraisal systems, ensuring all those involved understand their roles and responsibilities.
- Support appraisers to fulfill their roles effectively and fairly. Provide training for appraisers in order to do this.
- Report to the headteacher and governors on the outcomes of the appraisal cycle.
- Oversee and support any appraisers and appraisees where there are concerns about performance.

All appraisers will:

- Ensure they follow this policy and the directions of the headteacher and deputy head in relation to appraisal.
- Implement all appraisal systems effectively, objectively and fairly.
- Conduct conversations with high levels of professionalism and in line with our 'Staff Code of Conduct'.
- Use the appraisal systems to promote the highest possible performance from teachers and promote outstanding outcomes for pupils.

All appraisees will:

- Conduct conversations with high levels of professionalism and in line with our 'Staff Code of Conduct'.
- Come prepared to any meetings with any evidence or paperwork required. Be prepared to discuss their performance, both strengths and areas of challenge.
- Take on board any advice/perspectives/requirements to improve that are shared with them by line managers and respond to this positively.
- Raise any concerns regarding the appraisal process via the appropriate channels.

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. Instructors who are employed on a fixed term contract of less than one year (e.g., maternity cover, vacancy cover) will have appraisal targets set in line with their substantive post.

Appointment of Appraisers

- The head teacher 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.
- The task of appraising the head teacher, including the setting of objectives, will be carried out by the members of the Governing Body.
- The head teacher will decide who will appraise other teachers.
 - For teachers, instructors and keyworkers, appraisers will include the head teacher, deputy heads, heads of phase, assistant heads and TLR managers.
 - The SALT team leader will appraise the therapists in her team.
 - The school business manager will appraise the finance team, site team, office staff.
 - The HR lead will appraise the HR team.
 - Teacher and instructors will appraise teaching assistants.

The appointment of appraisers to appraisees follows the principles set out on in the 'Quality Assurance Policy', in that through effective and regular line management, appraisers will know their appraisee well and will be in the best position to make informed judgements throughout the appraisal cycle.

The Appraisal Review

There will be two appraisal reviews for teachers.

- The first will take place in the autumn term to review and conclude the previous appraisal year.
- The second will be a mid-year review, which will take place in the middle of the spring term.

During the autumn appraisal review, teachers will meet with their appraiser to:

- Review their progress over the last year towards their appraisal objectives and the teachers' standards.
- Their general performance and wellbeing.
- Their professional development priorities and career progression, if relevant.

Teachers will be graded in terms of the outcomes of their appraisal.

- Green – Appraisal passed with no concerns. All objectives and teacher standards met.
- Amber – Appraisal passed but with some concerns regarding performance that need addressing. Some teacher standards may not be met consistently.
- Red – Appraisal not passed. Consistent concerns with performance and/or ability to meet targets and/or teacher standards. Move to capability procedures.

During the mid-year review, teachers will meet their appraiser to:

- Review their targets set in the autumn term and their progress towards them.
- Address any concerns with performance, or review how they have addressed any concerns raised in the autumn review.

Reviewing Performance and Monitoring

The following data/quality assurance opportunities will be used when the appraisee considers the performance of a teacher:

- Lesson visits
- Work scrutiny
- Data drops
- Line management meetings
- Any other informal opportunities or observations

Phase walks are not primarily related to appraisal. They are developmental and allow SLT to gather general, school wide information about strengths and areas of challenge. Evidence from phase walks will not routinely be used during appraisal reviews, unless there is a significant concern regarding safeguarding, health and safety or teacher conduct.

Where there are sustained and significant concerns about performance, that go beyond the typical development needs of teachers in relation to their level of experience, members of SLT may make unannounced visits to lessons to gather further information or to assess if improvements are being sustained.

Setting Objectives

Headteacher

- The head teacher's objectives will be set by the Governing Body. Objectives will be focused on key school priorities as shown in the 'School Improvement Plan' and take account of the relevant head teacher standards.

Main Pay Scale Teachers and Instructors

- The objectives set for each teacher will be determined by the head teacher. These targets will link directly to the school improvement plan, so that all teachers are working in unison towards the professional development priorities of the school.
- In addition, main scale teachers and instructors will also be required to meet the teachers' standards.

Upper Pay Scale Teachers

- Teachers wishing to cross threshold will be required to meet an additional set of threshold expectations (Please see appendix 2). These standards have been determined by the school, in line with local authority guidance, and are personalised to the context of our school.
- Teachers will need to do the following to be considered for threshold:
 - Application form to the headteacher (Please see appendix of the Teachers Pay Policy)
 - Successful completion of appraisal at their

- previous main scale pay point, showing that they are highly competent in all elements of the teacher standards.
 - Submit evidence at their current appraisal review to show they have been meeting threshold expectations for the previous academic year.
- Teachers will be expected to meet a number of threshold expectations for their contribution to be considered 'substantial'. The subgroups are:
 - Impact on Student Outcomes: Provide data showing significant improvements in student performance, such as test scores, grades, or other assessments.
 - Role Model: Evidence of being a role model for teaching and learning, such as mentoring other teachers or leading professional development sessions.
 - Innovative Practices: Examples of innovative teaching practices you have implemented that have led to improved student engagement and learning outcomes.
 - School Improvement: Contributions to school-wide initiatives or programs that have had a positive impact on the school community.
- To be considered 'sustained' these targets must show/involve:
 - Consistency Over Time: Demonstrate that your contributions have been consistent over a significant period, typically several years.
 - Continuous Professional Development: Show ongoing commitment to professional development and how it has enhanced your teaching practice.
 - Long-Term Projects: Evidence of involvement in long-term projects or initiatives that have had a lasting impact on the school.
- Evidence for meeting post threshold expectations must not relate to the specific duties of a TLR post or SEN allowance.
- Any teachers not meeting threshold standards after this period could face capability procedures.

Concerns regarding performance

- Where there are concerns about performance, additional targets will be created by appraisers (with the oversight of the head of phase) that specifically address the identified concerns. The aim of these targets is to support teachers to know how and why to improve their practice.
- The appraiser and teacher will seek to agree the objectives but, if that is not possible, the appraiser will determine the objectives, and the teacher may record their comments in writing as an appendix to the appraisal statement.

Objectives may be revised if circumstances change, but this will only be in significant circumstances.

Addressing Performance Concerns

- Concerns about teacher performance will always be raised informally via the appraisal process first.
- Appraisers are linked to appraisees via agreed line management structures. This means that appraisers lead on and are responsible for the ongoing, informal development of teachers through regular line management meetings and in class time. This will focus on both school improvement priorities and any areas of teacher performance identified by either the manager and/or the teacher.

- Line managers are expected to provide feedback and raise all low-level concerns with teachers in a timely, supportive and informal way. This allows teachers to address performance via supportive development opportunities. This will include:
 - The manager clearly stating what the performance issues are and the impact this is having.
 - The changes in practice that are needed and the expected outcomes.
 - How this can be achieved and what support is necessary to do this.
 - A record of this will be kept in the manager's TLM notes.
 - Informal monitoring by manager through normal QA processes and line management.
- Where performance issues are larger, multiple, and/or teachers have not been able to make the progress required, this will result in an amber appraisal. If this falls outside of the autumn and spring reviews, a mid-term review will be called. This will include:
 - The manager, Head of School and Deputy Head for QA clearly stating what the performance issues are and the impact this is having.
 - The changes in practice that are needed and the expected outcomes to be demonstrated.
 - How this can be achieved and what support is necessary to do this (this is likely to be more extensive).
 - The above will be agreed and recorded in a mid-term review document and shared with all concerned.
 - This process will last for a term to allow the teacher sufficient time to receive support and action and develop any changes in practice.
- There will be a mid-way review point, completed by the DH, to monitor what progress is being made and if further/different support is required.
- Lessons observations, learning walks and other types of QA processes e.g., work scrutiny, will be used to determine if the teacher has made sufficient progress. If the teacher has made sufficient progress, they will return to normal appraisal procedures.
- The deputy head and head of phase will monitor this process but will only become directly involved if there are difficulties or challenges.
- It is always our hope that performance concerns can be addressed in full at this level. If the appraiser is not satisfied with progress, the head of phase and deputy head will bring this to the headteacher and HR lead for consideration. The headteacher will have the final decision about escalation to capability procedures. 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.
- Further detail can be found in our Quality Assurance Policy and Capability Policy.

Confidentiality

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

The head teacher will be responsible for reporting regularly to the governing body on any relevant issues of teacher underperformance. The report will enable governors to receive an overall summary of the process but will not include specific details relating to individual members of staff.

Workload and Wellbeing

Where possible the appraisal process will be simple and streamlined to support workload and wellbeing. Appraisees will be asked to:

- Prepare a digital summary of how they have met objectives and standards prior to meeting. This will need to be detailed enough to summarise/capture progress towards each target but does not need to be lengthy.
- Bring a small amount of evidence to verify each target. If this evidence has been seen over the year by the appraiser, e.g., green folders, then there is no need to bring this to the review meeting.

Appraisers can use the digital information in form A as the basis for the appraisal summary, saving time and reproduction of paperwork.

All meetings will be conducted in a sensitive and professional manner, and any mitigating circumstances for performance concerns will be taken into consideration and noted in any relevant paperwork.

Staff always have access to the employee support programme if they need additional support. If staff have any concerns about the appraisal process and how this has been conducted, they should raise this at the earliest opportunity with the deputy head for quality assurance.

Monitoring/How do we know this approach is working?

- 100% of teachers are supported by the appraisal system and are not on capability.
- 100% of teachers receive good to outstanding feedback from their lesson visit.
- Issues of performance are addressed early without the need to escalate.
- Phase walks show strong evidence of good and outstanding teaching, and clear progress across the teaching cohort towards SIP targets.

Appendix One.



PREAMBLE

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

PART ONE: TEACHING

A teacher must:

1 Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2 Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

3 Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4 Plan and teach well structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5 Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6 Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7 Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8 Fulfill wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
 - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
 - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
 - showing tolerance of and respect for the rights of others
 - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
 - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

The Teachers' Standards can be found on the GOV.UK website: <https://www.gov.uk/government/publications/teachers-standards>

Post Threshold Expectations

Impact on Pupil Outcomes -

- Pupils in your class make consistent good to outstanding progress against their targets, with termly data showing this is sustained across the year.
- Evidence of work ('Green folders') is thorough and of high quality, both in terms of content and presentation. They can be used as model folders for the development of other teachers.
- Pupils in your class with complex behaviour needs are recovered and demonstrate mostly baseline green behaviours. Excellent practice around reducing complex behaviours is shared with other teachers and they are supported to implement strategies meaningfully in their classrooms.

Role Model –

- To demonstrate outstanding teaching in several curriculum and pedagogical areas, which is used as a model of good practice to support the development of other colleagues.
- To use your expertise to contribute to in-house training, either by development of content and/or presenting material or lessons to participants.
- To support the development of ECTs, new to school teaching staff, new to role teaching staff and new TAs and Keyworkers.

Innovative Practices -

- As well as sustained implementation of Trinity pedagogy expectations, you research and use different methods and strategies of teaching to improve learning, behaviour and wellbeing outcomes for your pupils.
- Share such methods and strategies beyond your own classroom to improve outcomes for wider cohorts of pupils.
- To use your skills set and expertise in the offer of the family support service, by providing modelling and advice around good practice to families or contributing your time and talents to wellbeing and social opportunities.

School Improvement -

- To support the development and implementation of phase projects and pilots related to curriculum, communication, behaviour, wellbeing and cultural/enrichment opportunities.
- To support the development and implementation of projects and pilots related to an area of the school improvement plan.
- To take a lead in developing staff wellbeing, through regular conversations with senior leaders and staff at all levels and implementing social initiatives to promote positive mental health and staff cohesion.

Appendix 3.

Possible Responsibilities Relating to the Threshold Expectations

- Modelling teaching and learning in your classroom to other staff members.
- Modelling your green folders and work evidence to other staff members.
- Modelling classroom set up and structure.
- Modelling sensory curriculum.
- In house training – developing content and resources, presenting content, demonstrating lessons and strategies.
- Family Support – advising parents and carers about behaviour, learning, independence, etc. Contributing to family support events such as coffee morning, wellbeing events, training, etc.
- Communication – supporting the delivery of initiatives, being a communication champion
e.g., showing staff how to set up and implement picture exchange, Makaton, body signing, iPads, etc.
- Buddy/support for new teachers, ECTs and instructors.
- ECT mentor for their induction period.
- Induction for and support of new teaching assistants and middays.
- Positive Behavior Support Champion – assessments and support of pupils on behaviour stages.
- Phase display's coordinator.
- Lunchtime clubs and leisure activities.
- Garden maintenance and development.
- Outdoor classroom maintenance and development.
- Wellbeing Steering Group
- Staff social events planning and support
- Race and Social Justice steering group
- In phase extra-curricular events e.g., Christmas fairs, etc.
- Charity Events, e.g., Autism awareness day.
- School newsletter to parents and carers.
- Website/social media updates and maintenance.
- Pupil events coordinator e.g., Xmas discos, Prom, Summer fun day.

This list is not exhaustive.