



# **Woolwich Polytechnic School**

## **PolyMAT**

### **APPRAISAL PROCEDURE**

Reviewed August 2016

Approved by Governors 31 October 2016

Revision due September 2017

## **About this procedure**

This procedure provides a framework for a clear and consistent assessment of employee performance, and for supporting staff development within the context of the Academy's plan for improving educational provision and performance. It should be read in conjunction with the Pay Policy, and it also explains the process for invoking the Capability Policy where there are serious concerns about an employee's performance that the appraisal procedure has been unable to address.

This procedure applies to employees at all levels with the exception of those who are employed on a fixed term basis for less than one year, and newly qualified teachers during their induction year. It does not form part of any employee's contract of employment with the Academy and may be amended at any time (employees will be informed of any changes).

## **General principles**

Appraisal in this Academy will be a supportive and developmental process designed to ensure that all employees have the skills and support they need to carry out their role effectively. It will also help employees to improve their professional practice and to achieve their career aspirations.

The appraisal process will be managed sensitively and with confidentiality. However this does not override the need for the Academy to quality-assure the operation and effectiveness of the appraisal system.

The Academy is committed to ensuring consistency of treatment and fairness. It will abide by all relevant equality legislation, including the duty to consider making reasonable adjustments for disabled employees.

## **The appraisal period**

The appraisal period will run for twelve months from September to August for all staff. Employees who are employed on a fixed term contract of less than one year will have their performance assessed in accordance with the principles underpinning this policy, but the length of the period will be determined by the duration of their contract.

## **Appointing appraisers**

In this Academy the task of appraising the Head Teachers, including the setting of targets, will be carried out by a committee consisting of three members of the Governing Body. The Head Teachers decide who will appraise other employees.

## **Setting targets**

Targets for each employee will be set at or around the start of each appraisal period. The targets will be Specific, Measurable, Achievable, Relevant and Time-bound and will be appropriate to the employee's role and level of experience as well as whole school targets for outcomes. The appraiser and employee will seek to agree the targets, but if they cannot agree, the appraiser will determine the targets; targets will take into consideration progress made previously. Targets may be revised during the appraisal period if circumstances change. It will usually be appropriate to include a professional development target.

Targets will be set using Performance Management forms (see Appendix B). When targets are set, it should be made clear what the success criteria will be and how performance will be assessed: that is to say, how the appraiser will judge whether the targets have been met. The targets set for each employee will, if achieved, contribute to the Academy's plans for raising standards and improving the education provided to pupils.

### **Observations and other sources of evidence**

The Academy believes that observation of classroom practice and other responsibilities is a useful way to assess employees' performance and to support Academy improvement more generally. All observation will be carried out in an open and supportive manner.

Teachers will be formally observed twice a year and all classroom observations will be carried out by those with QTS. Teachers are given 5 working days' notice for formal observations. Formal observations are appraised through performance management. If a teacher's lessons are judged to be 'requiring improvement', then the head of department will re-observe, normally within two weeks, so that the teacher has the opportunity to make improvements highlighted by the first observer. If the teacher's lessons are judged to be 'inadequate', then a no-notice observation will occur by a senior member of staff, normally within two weeks. Additional support and monitoring is provided if there is no further improvement.

In addition to formal observations, the Head Teachers or other senior leaders with responsibility for teaching standards may "drop in" on lessons in order to evaluate teaching and ensure that high professional standards are maintained. The duration and frequency of formal and "drop in" observations will vary depending on factors including the individual circumstances of the teacher, the needs of a particular class or subject area, and the overall targets and priorities of the Academy.

Other employees who have responsibilities inside or outside the classroom should also expect to have their performance of those responsibilities observed. Performance will also be assessed by reference to appropriate information sources (such as pupil achievement data) and other evidence relevant to the employee's job role, such as financial metrics or survey feedback.

### **Performance review and feedback**

Employees will receive constructive feedback on their performance throughout the year and as soon as practicable after observation has taken place or other evidence has come

to light. Feedback should acknowledge and praise areas of strength as well as highlighting any areas that need attention or where further support may be appropriate.

Performance should be informally reviewed on a regular basis throughout the year, as part of normal management practice. At least one formal interim review should also take place during the appraisal cycle, to assess performance against targets and consider whether any changes need to be made.

### **Performance concerns and transition to capability**

Where there are concerns about any aspects of an employee's performance, the appraiser or line manager will meet the member of staff to:

- give clear feedback about the nature and seriousness of the concerns;
- give the employee an opportunity to comment on and discuss the concerns;
- decide what support can be provided to help the employee to address the concerns (such as coaching, mentoring, training or opportunities to observe best practice);
- make clear how and when progress will be reviewed; and
- explain the implications if no (or insufficient) improvement is made.

This is not a formal meeting but the points above should be documented in writing after the meeting to provide clarity.

When progress is reviewed, if the appraiser or line manager is satisfied that the employee has made, or is making, sufficient improvement, the appraisal process will continue as normal, with any remaining issues being addressed through this process. If progress is not satisfactory, the employee will be notified in writing that their performance will now be managed under the Capability Procedure.

### **Annual assessment**

Each employee's performance will be formally assessed at or around the end of each appraisal period. The appraiser will invite the employee to an appraisal meeting, and both the appraiser and the employee will be able to provide evidence as input to the discussion. Either at or following the appraisal meeting the employee will receive and will be able to append their own comments to a final written appraisal report which will include:

- details of the employee's targets for the appraisal period in question;
- an assessment of the employee's performance of their role and responsibilities against their targets and the relevant standards; and
- an assessment of the employee's continuing professional development needs and aspirations and any action that is recommended to progress them.

As outlined in the Pay Policy, decisions regarding pay increases (outside of any nationally agreed award) for all employees will be made with reference to the appraisal report and the pay recommendation it contains. The assessment of performance and an employee's professional development needs will inform the setting of targets for the following appraisal period.

Employees have a right of appeal against pay progression decisions, as set out in the Pay Policy.

## **APPENDIX A: TEACHER PERFORMANCE TARGETS AND STANDARDS**

The below are examples of SMART targets that are written to have impact upon student outcomes. The phrasing of these SMART targets should be used to devise SMART targets specific to an individual teacher's performance management.

90% more able students from year 8 set 1 to make at least 2 sub-levels' progress to end of 2017, moderated by HoD, with 30% of those making 3 sub-levels' progress.

Increase targeted tutor group attendance from 88% to 95% by end of spring term 2017.

Raise attainment of year 11 targeted groups, focusing upon KS2 level 4 entry, so that 90% have made at least 3 levels progress from KS2 and 40% have made at least 4 levels' progress in their GCSE exam results.

Improve the impact of my marking so that students improve their next attempts at work, guided by my targets, evident in improved sub-levels over autumn term and through HoD feedback.

Raise the number of department's outstanding lessons in KS3, from 25% to 50%, by summer 2017, evident in lesson observation and student progress data.

### **Teacher Targets**

Teachers' performance is assessed against the relevant standards as well as against their targets. Targets are likely to focus on:

- impact on pupil progress;
- impact on wider outcomes for pupils;
- improvements in specific elements of practice, such as behaviour management or lesson planning;
- impact on effectiveness of teachers or other staff; and
- wider contribution to the work of the school.

Targets provide an important basis for assessing performance, but they are not the only one. A teacher is also expected to meet all of the relevant standards.

### **Teachers' Standards**

All teachers at this Academy are expected to meet the Teachers' Standards as set out in the STPCD in order to be considered good teachers, but they will not be expected to provide evidence of this for the purposes of their appraisal. If the Academy has concerns that a teacher may not be meeting the Teachers Standards appropriate action will be considered under either the Disciplinary or Capability procedure.

### **Post Threshold Standards**

Teachers on the Upper Pay Range should be able to demonstrate that they are meeting the Post Threshold Standards as set out below, and that they are continuing to meet the

criteria for being paid on the Upper Pay Range, as set out in the STPCD and the Academy's Pay Policy.

(1) Professional Attributes

**Frameworks**

P1. Contribute significantly, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their implementation.

(2) Professional knowledge and understanding

**Teaching and learning**

P2. Have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential.

**Assessment and monitoring**

P3. Have an extensive knowledge and well-informed understanding of the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those related to public examinations and qualifications.

P4. Have up-to-date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs.

**Subjects and curriculum**

P5. Have a more developed knowledge and understanding of their subjects/curriculum areas and related pedagogy including how learning progresses within them.

**Health and well-being**

P6. Have sufficient depth of knowledge and experience to be able to give advice on the development and well-being of children and young people.

(3) Professional skills

**Planning**

P7. Be flexible, creative and adept at designing learning sequences within lessons and across lessons that are effective and consistently well-matched to learning targets and the needs of learners and which integrate recent developments, including those relating to subject/curriculum knowledge.

**Teaching**

P8. Have teaching skills which lead to learners achieving well relative to their prior attainment, making progress as good as, or better than, similar learners nationally.

**Team working and collaboration**

P9. Promote collaboration and work effectively as a team member.

P10. Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback.

**Career Stage Expectations**

The following matrix gives an indication of the standard of performance that the Academy expects teachers to meet in order to achieve progression up the pay scale. This may be supplemented by specific performance targets for all teachers, and the threshold standards for teachers who wish to be paid and to progress on the Upper Pay Range. Teachers are not expected to evidence each aspect at their appraisal, but this may be required in the event of an appeal against a pay decision.

<b>CAREER STAGE EXPECTATIONS</b>					
<b>Professional Area</b>	<b>M1-2</b>	<b>M3-4</b>	<b>M5-6</b>	<b>UPS 1-2</b>	<b>UPS 3</b>
<b>Professional</b>	All lessons	All lessons	All lessons	All lessons	All lessons good

<b>Practice</b>	good.	good some with outstanding features.	good many with outstanding features.	good with outstanding features, some outstanding.	with outstanding features, majority outstanding.
<b>Professional Outcomes (Student Progress)</b>	Almost all students progress in line with school expectations with evidence of monitoring, tracking and intervention.	Almost all students progress in line with school expectations with evidence of monitoring, tracking and intervention.	Almost all students progress in line with school expectations; some exceed them with evidence of monitoring, tracking and intervention	All students progress in line with school expectations; some exceed them with evidence of monitoring, tracking and intervention	All students progress in line with school expectations; a significant proportion exceed them with evidence of monitoring, tracking and intervention
<b>Professional Relationships</b>	Positive working relationships with students, colleagues and parents.	Positive working relationships with students, colleagues and parents which are securely focused on improving student outcomes.	Professional relationships with students, colleagues and parents lead to outstanding class provision.	Plays a proactive role in improving Key Stage or Departmental teams, enhancing provision and student outcomes.	Plays a proactive role in building whole school ethos through initiatives/projects to improve provision and student outcomes.
<b>Professional Development</b>	Able, with support, to identify key professional development needs and respond to advice and feedback. Participate in CPD. Can produce student resources with guidance.	Take a proactive role in accessing relevant support and CPD from colleagues, able to keep up-to-date with current pedagogy. Actively participates in relevant training. Can produce effective student resources.	Fully competent practitioner, able to keep up-to-date with current pedagogy and adapt practice accordingly. Actively participates in training and can support other colleagues. Can produce effective student resources.	Plays a proactive role in leading the CPD of pastoral or department colleagues. Can lead colleagues in producing effective resources for students.	Plays a proactive role in leading the CPD of pastoral or department colleagues. Where appropriate takes part in whole school developments. Can lead teams of colleagues to produce high quality resources to further enhance learning.
<b>Professional</b>	Meets all	Meets all	Meets all	Meets all	Meets all



<b>Conduct</b>	standards	standards	standards	standards	standards
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## Appendix B – Performance Management Target Setting Form

Name:  Department:   
 Years teaching:  Position:

### Teaching and Tutoring Targets

Based upon:

- Either the evaluation from last year
- And/or the data for new classes

**Devise three teaching targets that will have impact!**

Target	How am I going to achieve this and by when?	Mid-Year Review: How is it going?

### Professional Targets

Based upon:

- Your contributions to your team(s)
- Your leadership role(s)

**Devise three professional targets that will have impact!**

Target	How am I going to achieve this and by when?	Mid-Year Review: How is it going?
	•	
	•	
	•	

Signed by led colleague  Date:   
 Signed by PLL   
 Signed by Senior line manager   
 Signed by Head Teacher

Name:

Department:

Years teaching:

Position:

Data:

Year	Judgment	Context
7		
8		
9		
10		
11		
12		
13		

Year	Prediction Accuracy	Target Comparison	Context
11			
12			
13			

Observation judgments: *(At least two observations)*

Date	Year Group observed	Judgment

**Tutor group attendance:**

**Professional development:** *(for instance, what you did additional to teaching and tutoring)*

**PLL Comments:**

Signed by led colleague:

Date

Signed by PLL:

Signed by Senior line manager:

Signed by Head Teacher:

**Appendix C: Performance Management – Evidence & Evaluation: 2015-16**

Name:

Department:

Years teaching:

Position:

Data:

Year	Judgment	Context
7		
8		
9		
10		
11		
12		
13		

Year	Prediction Accuracy	Target Comparison	Context
11			
12			
13			

Observation judgments: *(At least two observations)*

Date	Year Group observed	Judgment

**Tutor group attendance:**

**Professional development:** *(for instance, what you did additional to teaching and tutoring)*

**PLL Comments:**

Signed by led colleague:

Date

Signed by PLL:

Signed by Senior line manager:

Signed by Head Teacher:

#### **APPENDIX D: SUPPORT STAFF PERFORMANCE TARGETS**

Targets for each member of Associate staff will be set before, or as soon as practicable after, the start of each appraisal period. The targets set for each individual will take account of relevant occupational standards, the individual's job description and the person specification relating to the individual's role. Where possible targets should contribute to the Academy's plans for raising standards and improving the education provided to pupils.

The targets will be Specific, Measurable, Achievable, Relevant 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 targets, but if they cannot agree, the appraiser will determine the targets; targets will take into consideration progress made previously. Targets may be revised during the appraisal period if circumstances change.