



Policy for Appraising Teacher Performance in Langley Park Learning Trust

Owner (job role):	Director of HR
Approval Body:	Trust Board
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Date of next review:	September 2022

Version	Approval Date	Summary of Changes
1.0	19th September 2019	New policy
1.1	15 th July 2021	Reviewed without changes



Policy for appraising teacher performance

The Trust Board of Langley Park Learning Trust adopted this policy on 19th September 2019.

It is applicable to teachers in all Trust schools:

- Clare House Primary School
- Hawes Down Primary School
- Langley Park School for Boys
- Langley Park School for Girls
- Langley Park Primary School

Objective

Teacher professionalism is at the heart of how Langley Park Learning Trust approaches teacher appraisal and performance development.

This policy sets out the framework for a clear and consistent assessment of the overall performance of teachers, including the headteacher, and for supporting and rewarding their development within the context of the trust and school plan for improving educational provision and performance, and the standards expected of teachers.

Application of the policy

This appraisal policy applies to the headteacher and to all teachers employed by the school or trust except those on contracts of less than one term, those undergoing induction (*i.e.* ECTs) and those who are subject to the Capability policy.

The policy should always be applied in a way that is robust whilst minimising the impact on workload for teachers, line managers, headteachers and governance boards.

The policy also applies to the Chief Executive Officer.



Appraisal

Appraisal in this Trust will be a supportive and developmental process designed to ensure that all teachers have or fully develop the skills and access to 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 to develop as teachers.

The appraisal period

The appraisal period will run for twelve months from 1 September to 31 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. The length of the period will be determined by the duration of their contract and an individual teacher's objectives should take account of the length of contract.

There is flexibility to have a longer or shorter appraisal period when teachers begin or end employment or are absent for a period of time during the year.

Appointing appraisers

The CEO of the trust will be appraised by the trust board, supported by a suitably skilled and/or experienced external adviser who has been appointed by the trust board for that purpose. Headteachers will be appraised by the CEO, with input from the school governing body and/or an external advisor as appropriate.

The task of appraising the CEO, including the setting of objectives, will be delegated to a sub-group consisting of three trustees.

The task of the appraising the headteacher of the school will be delegated to the CEO.

The headteacher in each school will decide who will appraise other teachers.

Setting objectives

The CEO's objectives will be set by the trust board after consultation with the external adviser.

The headteacher's objectives will be set by the CEO after consultation with the school governing body and external advisor as appropriate.

Objectives for each teacher will be set before, or as soon as practicable after, the start of each appraisal period. The objectives set for each teacher, will be Specific, Measurable, Achievable, Realistic and Time-bound and will be appropriate to the teacher's role and level of experience. Objectives and performance management discussions will not be based on teacher generated data and predictions, or solely on the assessment data for a single group of pupils. Objectives can be set in relation to robust assessment data, however, these will not be used in isolation. The appraiser and teacher will seek to agree the objectives but, if that is not possible, the appraiser will determine the objectives. Objectives should be revised if circumstances change.



Objectives for teachers must show an appropriate balance between:

- Improving the impact of teaching on pupils’ achievement and personal development, where relevant, including examination outcomes
- Improving the professional skills and/or achieving the aspirations of the individual

Main scale teachers and unqualified teachers will be set three objectives.

Upper pay spine teachers will be set up to four objectives.

Post holders (TLR-holders) will be set up to four objectives

Leadership and Leading Practitioner scale teachers will be set up to four objectives.

Appraisal Cycle	Objective linked to student/pupil progress
	Objective linked to Leadership (including TLR) where appropriate
	Objective linked to professional skills and development
	Development and Application of the Teacher Standards
Continuing Professional Development	

The objectives set for each teacher will, if achieved, contribute to the school’s plans for improving the school’s educational provision and performance and improving the education of pupils at that school.

The appraiser has a duty to have regard to the work-life balance of the appraisee and objectives will reflect this.

Before, or as soon as practicable after, the start of each appraisal period, each teacher will be informed of the standards against which that teacher’s performance in that appraisal period will be assessed. *With the exception of those who are qualified teachers by virtue of holding and maintaining Qualified Teacher Learning and Skills (QTLS) status, all teachers must be assessed against the set of standards contained in the document called “Teachers’ Standards” published in July 2011. The Teacher Standards may be used as a framework for professional dialogue, a reflection tool for staff, a means to identify development needs*

For teachers who are qualified teachers by virtue of holding QTLS status, it is for the headteacher to decide which standards are most appropriate.

Reviewing performance

Assessing the quality of teaching and observation

The Trust believes that observation of classroom practice and other responsibilities is important as a way of developing teachers’ performance in order to identify any particular strengths and areas for development they may have, gaining useful information which can inform school improvement more generally and enabling teachers to learn from each other and collaborate. All observation will be carried out in a supportive fashion and not add to teacher workload.

Assessing the quality of teaching and learning may also include book looks, learning walks, review of assessment data and an assessment of professional practice against the Teacher Standards.



Development and support

Appraisal is a supportive process which will be used to determine decisions on pay progression and inform continuing professional development. The Trust wishes to encourage a culture in which all teachers take responsibility for improving their teaching through appropriate professional development. Professional development will be linked to school improvement priorities and to the ongoing professional development needs and priorities of individual teachers.

Where there are concerns, colleagues will be supported with enhanced line management support for a period of 4-10 weeks.

Feedback

Teachers 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 will highlight particular areas of strength as well as any areas that require further development. Where there are concerns about any aspects of the teacher's performance the appraiser will meet the teacher formally to:

- give clear written feedback to the teacher about the nature and seriousness of the concerns;
- give the teacher the opportunity to comment and discuss the concerns;
- set clear objectives for required improvement;
- agree any support (e.g. coaching, mentoring, structured observations, enhanced line management), that will be provided to help address those specific concerns;
- make clear how, and by when, the appraiser will review progress. This will include enhanced line management support for a period of 4-10 weeks;
- explain the implications and process if no, or insufficient, improvement is made – e.g. impact on pay progression and potential move to capability procedures.

When progress is reviewed, if the appraiser is satisfied that the teacher 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.

Evidence

The range and level of evidence collected for appraisal and pay determination purposes will always be proportionate and minimise workload.

Transition to capability

If a teacher demonstrates serious under performance and has not responded to the developmental support provided within the appraisal process, 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. The capability procedures will be conducted in accordance with the Langley Park Learning Trust's Capability Procedure for Teachers.



Annual assessment

Each teacher's performance will be formally assessed in respect of each appraisal period. In assessing the performance of the headteacher, the governance board must consult the external adviser.

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 (*e.g. once a term*).

The teacher will receive as soon as practicable following the end of each appraisal period – and have the opportunity to comment on – an appraisal report. In trust schools, teachers will receive their appraisal reports by 31 October (31 December for the headteacher). 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 the relevant standards
- an assessment of the teacher's professional development needs and identification of any action that should be taken to address them
- a recommendation on pay where that is relevant (*NB – pay recommendations should be made by 31 December for the CEO and headteachers (via the Trust senior remuneration committee) and by 31 October for other teachers*)

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

Confidentiality

The appraisal process will be treated with confidentiality. However, the desire for confidentiality does not override the need for the headteacher and governance board to quality-assure the operation and effectiveness of the appraisal system. For example, the headteacher or appropriate colleague might review all teachers' objectives and written appraisal records personally, in order to check consistency of approach and expectation between different appraisers. The headteacher might also wish to be aware of any pay recommendations that have been made.

Consistency of Treatment and Fairness

The governance board is committed to ensuring consistency of treatment and fairness. It will abide by all relevant equality legislation, including the duty to make reasonable adjustments for disabled teachers. The governance board is aware of the guidance on the Equality Act issued by the Department for Education.

Definitions

Unless indicated otherwise, all references to "teacher" include the headteacher.



Delegation

Normal rules apply in respect of the delegation of functions by governance boards, headteachers and local authorities.

Sickness

If long term sickness absence appears to have been triggered by the commencement of monitoring performance at any stage of the appraisal process, the case will be dealt with in accordance with the trust's absence policy (*e.g. referred immediately to the occupational health service to assess the member of staff's health and fitness for continued employment and the appropriateness or otherwise of continuing with monitoring or formal procedures*). In some cases, it may be appropriate for monitoring and/or formal procedures to continue during a period of sickness absence.

Monitoring and Evaluation

The Trust Board and CEO will monitor the operation and effectiveness of the trust's appraisal arrangements. This will include ensuring that the arrangements minimise the impact on workload for all parties involved.

Retention

The governance board and headteacher will ensure that all written appraisal records are retained and stored in a secure place in line with their Retention and Disposal Policy.