

Teachers' Appraisal Policy

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Objectives

- To clarify the changes to teachers' appraisal with effect from September 2012
- To outline the requirements of the compulsory annual audit against the new national teachers' standards
- To consider the career grade expectations - appropriate objectives for teachers at all stages of their careers.

Effective Performance Management

- Recognises and celebrates achievement and good practice
- Develops a culture of individual professional accountability and self-evaluation
- Ensures that CPD, PM, improvement planning and self-evaluation are interconnected and interdependent
- Ensures commitment from staff to engage in regular and honest professional dialogue about issues of performance and accountability

What is changing?

- New regulations remove unnecessary prescription
- 3 hour classroom observation limit removed
- Annual audit of teachers against new teachers' standards and other 'relevant' standards
- Overlap between PM and capability systems removed so that under-performance can be dealt with more swiftly and effectively
- Herts model policy available and used by majority of schools

Adopting the Policy

- Policy has been agreed with most Professional Associations
- Career grade expectation and policy expectations to be shared and discussed with staff (not consultation).
- School Governors need to formally adopt policy and record in minutes.

New National Standards

- From September 2012 there is a new set of national standards applicable to all teachers and against which they must legally be assessed on an annual basis
- Appraisers will assess teachers against the standards to a level that is consistent with what should be expected of a teacher in the relevant role and stage of their career

Professional Area	Relevant Standards	M2	M4	M6	UPS 1	UPS 3	+	-	Standards For Professional Dialogue
PROFESSIONAL PRACTICE	1.1(1); 1.2(2,3,5) 1.3 (1,3) 1.4(1,2,3) 1.5 all 1.6 (1) 1.7 (1,2,3) 1.8 (3) 2.1 (2,4) Preamble	All teaching satisfactory; much good or better	All teaching good or better	All teaching good; some outstanding	All teaching good; much outstanding	All teaching good; most outstanding			
PROFESSIONAL OUTCOMES	1.1(2) 1.2(1,2,3) 1.5(1) 1.6 (3,4) Preamble	Most pupils achieve in line with school expectations	Almost all pupils achieve in line with school expectations	Almost all pupils achieve in line with school expectations; some exceed them	Almost all pupils achieve in line with school expectations; many exceed them	Almost all pupils achieve in line with school expectations; most exceed them			
PROFESSIONAL RELATIONSHIPS	1.1(1) 1.6(4) 1.7(4) 1.8(2,3,5) 2.1 (1,3,4) Preamble	Positive working relationships with pupils, colleagues and parents	These relationships are securely focussed on improving provision for pupils	These relationships lead to excellent class provision	Plays a proactive role in working with colleagues to improve provision and outcomes within the key stage or department	Plays a proactive role in working with colleagues to improve provision and outcomes across the whole school			

Professional Area	Relevant Standards	M2	M4	M6	UPS 1	UPS 3	+	-	Standards For Professional Dialogue
PROFESSIONAL DEVELOPMENT	1.2(4,5) 1.3(1,2,4,5) 1.4(5) 1.5(2,3,4) 1.6(1) 1.8(4) 2.1(2) 2.3 Preamble	Able, with support, to identify key professional development needs and improve practice in line with advice and feedback	Takes a proactive role in accessing relevant support and professional development from colleagues	Fully competent practitioner; keeps up-to-date with changes; adapts practice accordingly	Plays a proactive role in leading the professional development of key stage or departmental colleagues	Plays a proactive role in leading the professional development of colleagues across the school			
PROFESSIONAL CONDUCT	1.1(3) 1.7(1) 1.8(1) 2.1(all) 2.2 2.3 Preamble	Meets all standards	Meets all standards	Meets all standards	Meets all standards	Meets all standards			

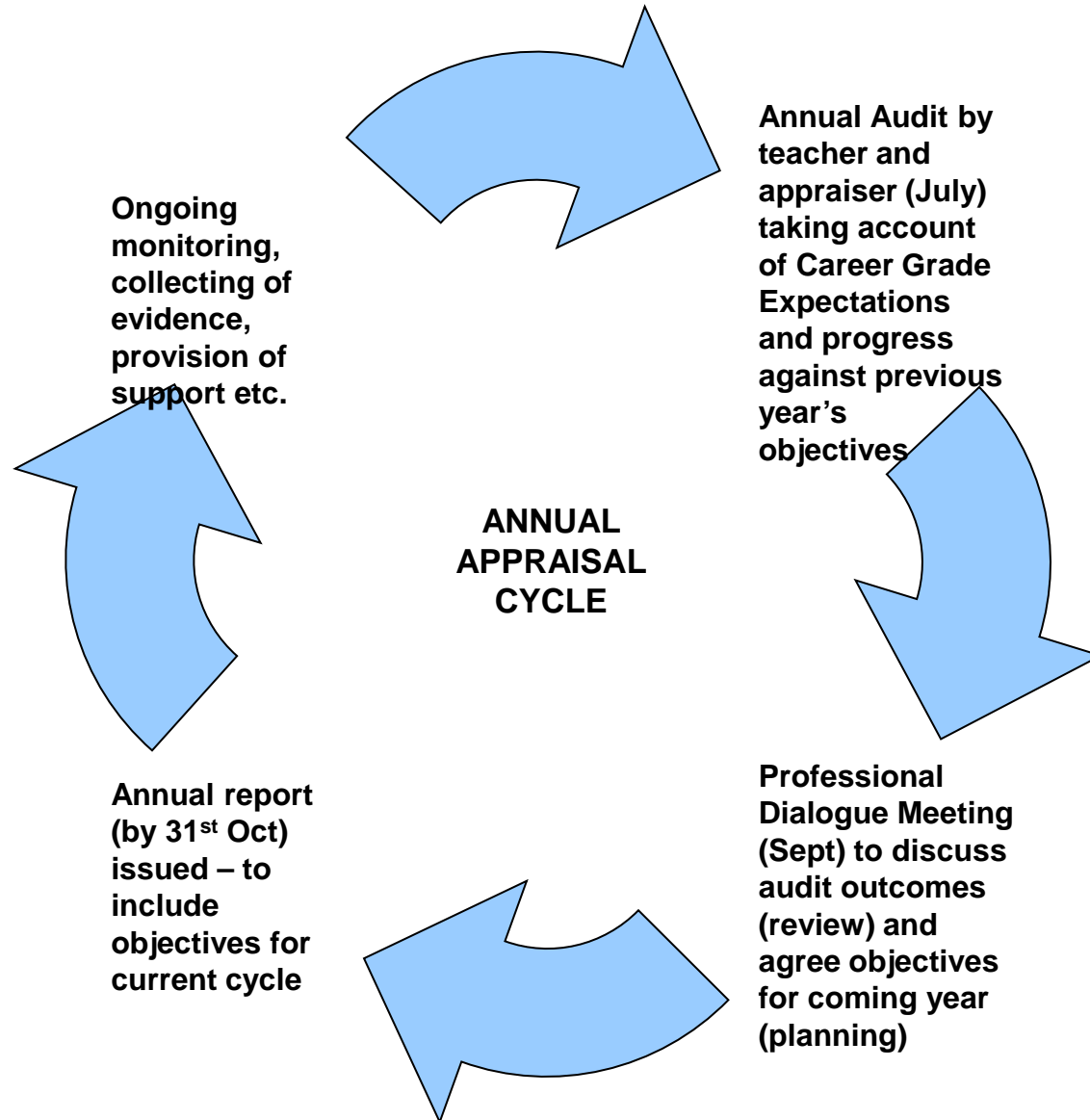
The Appraisal Process

- Teacher to conduct self audit against national standards at level appropriate to the career grade expectations
- Appraiser to undertake the same exercise. (Where performance is not at the level required written evidence to back up that decision needs to be available.)
- Audits will be exchanged at least one week before the professional dialogue meeting.
- Professional dialogue meeting 45-60 minutes

The Appraisal Process cont.

- Outcome met - free to identify standards
- Outcome not met - standards will form next appraisal cycle.
- Dispute – refer to Headteacher
- Headteacher will meet with teacher
- Consider evidence
- Inform teacher of their decision
- Teacher has right to appeal decision to Governors

Flowchart of Annual Appraisal Cycle



Recommended Framework for Objectives

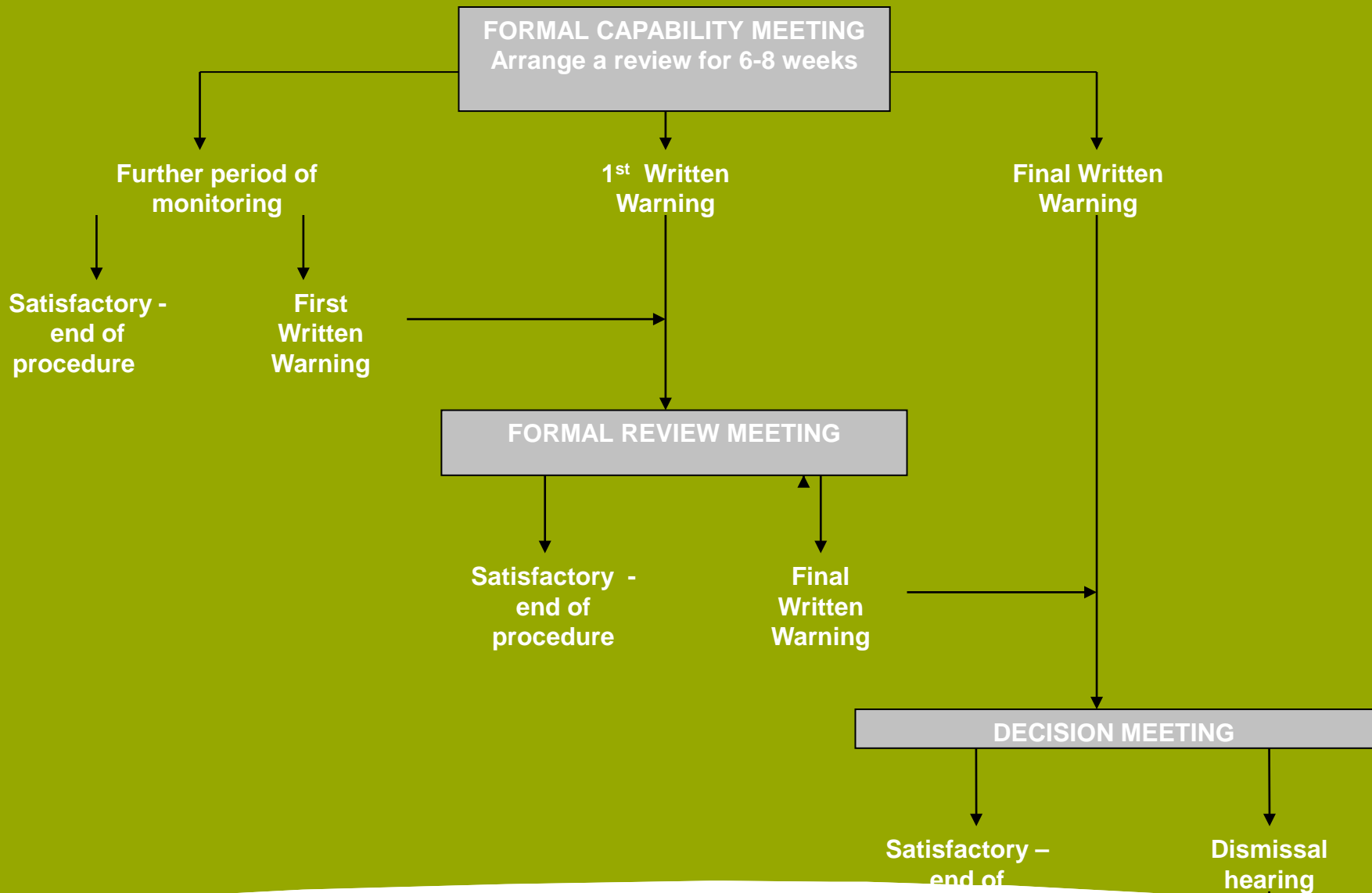
- Pupil progress – arising from key school attainment priorities
- Professional development – arising from audit against standards
- Leadership and management – arising from audit against teacher standards and any leadership standards as agreed within the school and from key school priorities
- Where leadership and management objective is not relevant the 3rd objective could relate to pupil progress or professional development

Links with Ofsted

- Inspectors now expect to see no teaching which is less than good.
- If schools have any satisfactory teaching occurring they are expected to show they are addressing the issue through performance management objectives
- Inspectors will ask to see anonymised performance management objectives to check that these issues are being effectively addressed

Capability procedure

- Before embarking on the Capability Procedure, management should ensure that through normal appraisal and supervision:
- the employee has been alerted to concerns;
- the employee has an agreed job description, which is fully understood and that there is a clear agreed expectation of standards of performance;
- a programme of support has been arranged for the employee and has been well documented and can be provided in written form; and
- a reasonable timescale for improvement has been set and the employee has been informed of the programme of support in writing.



Questions?

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