



**Penistone Grammar School**

Advanced Learning Centre

Policy Statement:  
**Appraisal  
Policy**

**Never Stop Flying**

**This policy sets out the framework for a clear and consistent assessment of the overall performance of teachers, including the Principal, and for supporting their development within the context of the school’s plan for improving educational provision and performance, and the standards expected of teachers. It also sets out the arrangements that will apply when teachers fall below the levels of competence that are expected of them.**

A copy of this policy will be made available for all staff, together with any supporting relevant documentation regarding pay and conditions.

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This policy was reviewed in **September 2016** and has been approved for implementation by the Governing Body on the date as signed below.



Signed as Approved ..... on ..... date  
(On behalf of the Governing Body)

## 1. Application of the Policy

This policy applies to the Principal and to all teachers employed by the school or Local Authority, except those on contracts of less than one term and those undergoing induction (for example; ECTs).

## 2. Aim

The appraisal procedure at Penistone Grammar School will be a supportive and developmental process designed to ensure that all teachers have the skills and support they need to carry out their role effectively. It will ensure that teachers are able to continue to improve their professional practice and to develop as teachers and therefore support the school in meeting its Curriculum Intent.

## 3. The Appraisal Period

- 3.1 The appraisal period will run for twelve months from 1 September to 31 August the following year.
- 3.2 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.
- 3.3 There is flexibility to have a longer or shorter appraisal period when teachers begin or end employment with the school, or when unattached teachers change post within the same authority.

## 4. Appointing Appraisers

- 4.1 The Principal will be appraised by the Governing Body, supported by a suitably skilled and/or experienced External Adviser who has been appointed by the Governing Body for that purpose.
- 4.2 At Penistone Grammar School the task of appraising the Principal, including the setting of objectives, will be delegated to a sub-group consisting of three members of the Governing Body.
- 4.3 The Principal will appoint the appraisers for all other teachers within the school.
- 4.4 All appointed appraisers will have access to appropriate training and development in the role.

## 5. Setting Objectives

- 5.1 The Principal's objectives will be set by the Governing Body after consultation with the External Adviser.
- 5.2 Not less than two objectives for each teacher will be set as soon as is practicable after the start of each appraisal period.
- 5.3 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.
- 5.4 The appraiser and teacher will seek to agree the objectives but if that is not possible, the appraiser will determine the objectives.
- 5.5 Objectives may be revised if circumstances change throughout the course of the appraisal period that are beyond the control of the teacher/appraiser.
- 5.6 The objectives set for each teacher will clearly contribute to achieving the school's improvement priorities
- 5.7 Objectives will be moderated by the Principal (and/or member(s) of the Strategic Leadership Team who may hold delegated responsibility for appraisal) to ensure consistency and equality. Objectives will also be quality assured against the school's improvement plan.



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5.8 Teachers will also be assessed against the relevant teacher standards as set down in the school's Career Stage Expectations document.

## 6. Reviewing Performance

6.1 Penistone Grammar School believes that observation of classroom practice and other responsibilities is important, not only as a tool to support the development of individual's teaching, but to inform wider school improvement priorities.

6.2 Any formal Quality Assurance will be carried out with the purpose of being—supportive and developmental and will be conducted with professionalism, integrity and courtesy.

6.3 Formal classroom quality assurance for appraisal will be carried out only by those who hold qualified teacher status.

6.4 The cumulative time spent observing an individual teacher formally will not exceed 3 hours per academic year (with the exception of those colleagues subject to support; see paragraph 6.9).

6.5 In addition to formal quality assurance, the Principal and members of the Strategic Leadership Team will “drop in” to lessons to ensure that high standards of professional performance are consistently established and maintained.

6.6 All quality assurance will be evaluated objectively and reported accurately and fairly and will take account of circumstances which may affect performance on the day.

6.7 Teachers (including the Principal) who have responsibilities outside the classroom should also expect to have performance of those responsibilities quality assured and assessed (Objective 3).

6.8 Where a shortfall in the performance of a member of staff is identified, a programme of support will be agreed.

6.8.1 The purpose of the support programme will be to ensure the member of staff:

- Understands the shortfall and the evidence for this;
- understands what the expected standard of performance is;
- understands the steps needed to reach the expected standard of performance; and
- is clear in terms of the support they will receive to enable them to reach the appropriate standard (and sustain this level of performance) as quickly as possible.

6.8.2 A broad range of evidence will be considered when determining whether a member of staff's performance fails to meet the expected standard, including (but not limited to) examination results, feedback and assessment, effectiveness of planning and the teacher's general performance against Teacher Standards/Career Stage Expectations.

6.8.3 An initial meeting will be held to agree the programme of support. At the meeting it will be made clear:

- How progress will be monitored;
- when the support programme will be reviewed;
- the duration of the programme and the date by which the member of staff's performance is expected to have improved (this will be a reasonable amount of time of not less than 6 weeks);
- how the outcome of the support programme will be assessed (for example; through formal re-observation).



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- the potential implications should the shortfall remain upon conclusion of the agreed programme of support.

6.8.4 Where it is apparent that a teacher's personal circumstances may be leading to difficulties in them undertaking their role effectively support will be offered at the earliest opportunity without waiting for the formal mid-term review or annual assessment.

## 7. Professional Development

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

## 8. Feedback

- 8.1.1 Teachers will receive constructive and confidential feedback on their performance throughout the year, through regular quality assurance and from their Teacher Development Program coach.
- 8.1.2 Feedback on performance provided to members of staff will also be shared with their Line Manager.
- 8.1.3 For formal quality assurance, verbal and written feedback will be provided as soon as is practicable and within no more than 5 working days.
- 8.1.4 Feedback will highlight areas of strength as well as any areas that require development.
- 8.1.5 Where there are concerns about any aspect of the teacher's performance the appraiser will meet the teacher to:
- give clear feedback to the teacher about the nature and seriousness of the concerns;
  - give the teacher the opportunity to comment and discuss the concerns;
  - agree any informal support (for example; coaching, mentoring, structured observations), that will be provided to help address the concerns;
  - make it clear how and by when, the appraiser will review progress (it may be appropriate to revise objectives, and it will be necessary to allow sufficient time for improvement. The amount of time is up to the school but should reflect the seriousness of the concerns);
  - explain the implications and process if no, or insufficient, improvement is made.
- 8.1.6 When progress is reviewed, if the appraiser is satisfied that the teacher has made, or is making, enough improvement and continuing to meet the relevant standards, the appraisal process will continue as normal, with any remaining issues continuing to be addressed through that process.

## 9. Transition to Capability

- 9.1 Where the appraiser is not satisfied with progress within the appraisal process over a period and where a programme of support has been implemented but the shortfall in performance remains, 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.
- 9.2 The member of staff will be invited to a formal capability meeting and procedures will be conducted from that point forward as detailed within the Capability Procedure for Teachers.



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9.3 The transition from appraisal to capability will not be as a result of a single piece of quality assurance or not meeting a relevant teacher standard on one occasion.

## 10. Annual Assessment

10.1 Each teacher's performance will be formally assessed and documented in respect of each appraisal period.

10.2 Teachers will participate in a review meeting with their appraiser at the mid-point of the appraisal period.

10.3 The final assessment will take place upon conclusion of the appraisal review period. This assessment will be 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 part of an on-going professional dialogue.

10.4 In assessing the performance of the Principal, the Governing Body must consult a suitably appointed External Adviser.

10.5 The teacher will receive as soon as is practicable following the end of each appraisal period, a written appraisal report. 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 training and development needs and identification of any action that should be taken to address them;
- a recommendation on pay where that is relevant.

In addition, there will be a space for the teacher to make comments.

10.6 Where a teacher disagrees with the recommendation and/or outcome made to the Principal by their appraiser they will be given opportunity to outline the reasons for this to the Principal prior to the Principal making their final recommendations to the Governing Body in terms of appraisal and pay awards.

10.7 The final appraisal outcome will be confirmed in writing to teachers by no later than 30 November (or as practicably possible in the event of absence) except for the Principal, who will receive written confirmation by 31 December.

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



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(On behalf of the Governing Body)

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Copies of this document are available to download from our website ([www.penistone-gs.uk](http://www.penistone-gs.uk)) or by contacting the school

## 11. General Principles Underlying this Policy

### 11.1 Confidentiality

11.1.1 The appraisal process will be undertaken with the upmost regard for confidentiality.

11.1.2 The process of gathering evidence for performance reviews will not compromise normal professional relationships between teachers. However, the desire for confidentiality does not override the need for the Principal and Governing Body to quality assure the operation and effectiveness of the appraisal system.

11.1.3 Where the Principal has delegated the responsibility for appraisal to others, the Principal/Strategic Leadership Team member's role will be one of moderation and/or quality assurance (i.e. the Principal or appropriate colleague(s) will review all teachers' objectives and written appraisal records, to check consistency of approach and expectation between different appraisers).

### 11.2 Consistency of Treatment and Fairness

The Governing Body is committed to ensuring consistency of treatment and fairness and will abide by all relevant equality legislation.

### 11.3 Definitions

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

### 11.4 Monitoring and Evaluation

The Governing Body and Principal will monitor the operation and effectiveness of the school's appraisal arrangements. This will be done in accordance with all relevant legislation and with reference to all school policies regarding equal opportunities.

### 11.5 Retention

The Governing Body and Principal will ensure that all written appraisal records are retained in a secure place for six years and then destroyed.

### 11.6 Appeals

Teachers and Principals may choose to exercise an individual right of appeal against the implementation/operation of the school's appraisal policy. via the schools standard grievance procedure.



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## **Penistone Grammar School**

Achieving Excellence through a Values Driven Education

**Never Stop Flying**

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