



# Riseley Church of England Primary School

## Teacher Performance Development Policy

This is a core policy that forms part of the induction for all staff. It is a requirement that all members of staff have access to this policy and sign to say they have read and understood its contents.

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## 1. Aims

This policy aims to:

- Set out the arrangements for appraising teachers, including the process and the responsibilities of individuals
- Ensure consistency and fairness across the school
- Create a process where teachers' professional development is supported and encouraged, in the context of the school's latest Ofsted report, our school improvement plan and the Teachers' Standards
- Ensure teachers have the skills and knowledge they need to fulfil and excel in their role and provide an excellent education to our pupils

The policy applies to all teaching staff employed by the school or local authority, except those on contracts of less than one term, those undergoing induction and those undergoing capability procedures.

## 2. Legislation and guidance

The minimum national requirements for teachers' appraisal in maintained schools are set out in [The Education \(School Teachers' Appraisal\) \(England\) Regulations 2012](#).

This policy is based on the [model policy](#) produced by the Department for Education (DfE).

## 3. Definitions

In this policy, the term 'teacher' refers to classroom teachers, middle and senior leaders, and the Executive Headteacher.

Where relevant, we have added further detail regarding arrangements for headteachers.

## 4. The performance development period

The performance development period will run for 12 months beginning on Autumn term. Performance Development meetings will be held during the Autumn term.

For teachers on fixed-term contracts of less than 12 months, the performance development period will be determined by the duration of their contract.

Teachers who start at or leave the school during the performance development period can have a longer or shorter performance development period in that appraisal round.

It is intended that teachers will have had their annual performance development meeting and received their performance development report by 31<sup>st</sup> October

It is intended that the Executive Headteacher will have had their annual performance development meeting and received their report by 31st December.

## **5. Setting objectives**

Teachers' objectives will be set before, or as soon as possible after, the start of the performance development period.

The Executive Headteacher's objectives will be set by the governing board, in consultation with the LA's school improvement adviser.

Objectives will:

- Contribute to improving the education of pupils at the school and the implementation of any school improvement plans. To ensure this happens, the Executive Headteacher will quality assure all objectives against the school development plan
- Be specific, measurable, achievable, realistic and time-bound (SMART)
- Be appropriate to the teacher's role and career experience
- Be revised if circumstances change throughout the year

When objectives are set, teachers will also be informed of the standards their performance will be judged against.

The appraiser and teacher will seek to agree the objectives but, if that is not possible, the appraiser will determine the objectives.

## **6. Standards**

Teachers will be assessed against the [Teachers' Standards](#). The Executive Headteacher, and other school leaders where relevant, will also be assessed against the [Headteachers' Standards](#).

## **7. Reviewing performance (including observation protocol)**

We will use a range of evidence to judge a teacher's performance:

- Formal and informal lesson observations
- Observations and results from wider school activities, if applicable
- Performance of their pupils
- Reviews of planning and marking
- Parent and pupil voice, if applicable

## **7.1 Observation protocol**

We believe that observations are an important way of assessing teachers' performance. They can help identify a teacher's strengths and areas for improvement and can help us identify areas of good practice that can be shared across the school.

There will be both formal and 'drop in' observations. Teachers with responsibilities outside the classroom will also have these responsibilities observed.

All observations will:

- Be carried out in an objective, fair, professional and supportive manner
- Be carried out by teachers with Qualified Teacher Status
- Provide constructive feedback
- Remain confidential to those who need to know details as part of their jobs

## **7.2 'Drop in' observations (Learning Walks)**

Drop-in observations will usually be conducted by the teacher's line manager in order to monitor the quality of teaching and learning.

Notice of 'drop in' observations will be given a week in advance.

They will usually last around 10-15 minutes and may involve the observer talking to pupils and looking at their work.

The frequency will depend on the individual teacher and the school's needs at the time.

Generally, verbal feedback will be given the following day, if requested.

Please note that we also carry out drop-in observations where fellow teachers observe a lesson for their own professional development. Notice may not be given, and evidence will not be used as part of the appraisal process.

## **7.3 Formal observations**

The purpose of formal observations is to assess the teacher's performance and progress against their objectives and the relevant standards.

We will take into account the teacher's workload and individual circumstances when determining the number of formal observations.

For example, ECTs and less experienced teachers who have recently started at the school will receive a number of formal observations to establish their strengths and areas for development. A very experienced teacher will typically receive fewer observations.

Teachers will not receive more than 3 formal observations over the year.

Generally, verbal feedback will be given the following day.

We will use all reasonable endeavours to provide written feedback within 5 working days.

## **7.4 Additional observations**

Additional formal observations will take place if:

- The teacher requests them
- There are concerns that the teacher's performance is not up to standard (this may be triggered by poorly performing or poorly behaved pupils)
- The teacher is subject to formal capability proceedings

The above protocols will still apply to these additional observations.

## **8. Annual assessment**

Performance will be reviewed and addressed on a regular basis throughout the year in termly meetings with the teacher's line manager.

The performance development meeting is the end point of the annual performance development process and will take place in the Autumn term. In this meeting, the appraiser will:

- Review the relevant evidence
- Assess performance in the performance development period against the relevant standards
- Assess performance in the performance development period against objectives
- Discuss the teacher's professional development needs and identify action that should be taken
- Discuss the teacher's wellbeing, career aspirations and any difficulties they may be facing
- If necessary, discuss underperformance and put a plan in place to address it. If a teacher continues to demonstrate serious underperformance and does not respond to support provided, they 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. Refer to our capability policy for more information.

## **9. Conducting annual performance development meetings**

The Executive Headteacher's performance development meeting will be conducted by the governing board. To support the Executive Headteacher's performance development, the governors will appoint an external

adviser with relevant skills and experience. The adviser may be from the local authority, a neighbouring local authority, or an external consultant.

The governing board will typically delegate the Executive Headteacher's performance development to a sub-group of three governing board members with a wide range of experience and knowledge of the school. This will not include any staff governors.

The Executive Headteacher will decide who will appraise teachers. Unless there is a good reason not to, this will normally be the teacher's line manager. By way of example, a 'good reason' could be a poor or deteriorating working relationship between the teacher and line manager, including where a formal grievance has been lodged by the teacher citing their line manager.

All appraisers will be provided with appropriate training.

Performance Development meetings will take place within the teacher's normal working hours and will typically last for at least an hour. Scheduling performance development meetings for an hour and a half is therefore recommended.

## **10. Performance Development Report**

Teachers will be provided with a written report of their performance development. The report will be completed by the person who conducted the performance development meeting. We will use all reasonable endeavours to complete this within 5 working days.

This will include:

- An assessment of the teacher's performance against their objectives and the relevant standards
- An assessment of the teacher's training and development needs, and the action that should be taken to address them
- Where relevant, a recommendation on pay progression

There will be space in the report for the teacher's own comments.

After the report has been issued, we will hold review meetings where teachers can discuss the contents of their report if they wish.

Teachers will sign the performance development report to say they have seen it and agree with its content. Teachers can appeal to the Executive Headteacher, and the Executive Headteacher can appeal to the governing board, if they disagree with the contents of the report and the pay recommendation it makes.

## **11. Concerns about a teacher's performance**

If it becomes clear a teacher is having difficulties at any point during the performance development period, they will be provided with additional support.

This will begin with a meeting with their line manager, where the problem will be discussed and potential solutions identified. A performance improvement plan may be created.

The nature of the support will be based on the individual's circumstances. For example, teachers whose difficulties are linked to a long-term health condition may be referred to the occupational health service. Teachers new to the school may be given a mentor or coach.

The concerns may be of a nature that would usually involve beginning the capability procedure. In these cases, refer to our capability policy.

## **12. Confidentiality**

The performance development process and relevant documents are strictly confidential. Only staff members who need the information in order to do their jobs will have access to the information.

Performance Development information will be anonymised when information is reported to the governing board.

Performance Development records will be kept securely in the teacher's personnel file.

## **13. Monitoring arrangements**

The governing board will monitor and review the effectiveness of the performance development arrangements. The Executive Headteacher will monitor objectives and assessments to ensure consistency. Add more details about your own monitoring methods.

This policy will be reviewed every two years.

The governing board will be responsible for approving this policy.

## **14. Links with other policies**

This policy should be read in conjunction with our capability and pay policies.

The **capability policy** will be used where this appraisal policy has not been able to address concerns with a teacher's performance. It applies to all staff, not just teaching staff.

The **pay policy** sets out how pay increases will be awarded, based on the results of a teacher's appraisal.

## Appendix 1: Performance Development timeline

Date	Action
First day of Autumn Term	Performance Development cycle begins
September – October	Performance Development meeting held to review the previous appraisal period
31 <sup>st</sup> October	Performance Development process is completed for teachers, deadline for appraisal reports to be sent
31 <sup>st</sup> December	Performance Development process is completed for the Executive Headteacher, deadline for performance development report to be sent
Termly throughout the year	Meetings held to review progress
Throughout the year	Formal and drop-in observations and monitoring take place, constructive feedback is provided