

Model Teacher Appraisal Policy Guidance Notes

Issued September 2012 – (revised in December 2013 and
September 2017)

These Guidance Notes must be read in conjunction with
the Model Appraisal Policy

In Support of
Learning



HR and Payroll
Service



MODEL TEACHER APPRAISAL POLICY – GUIDANCE NOTES

For the purposes of consistency with the 2012 regulations, the term “appraisal” is used in place of “performance management”.

These guidance notes must be read in conjunction with the model Appraisal Policy.

1. INTRODUCTION

This guidance has been prepared by Warwickshire County Council to support the introduction of revised appraisal arrangements for teachers and headteachers from September 2012. It should be read alongside Warwickshire County Council’s model Appraisal Policy and the Education (School Teachers’ Appraisal) (England) Regulations 2012.

The Appraisal Policy and these guidance notes should be reviewed every three years or sooner if there are changes to the regulations

Appraisal is the process for assessing the overall performance of a teacher or headteacher, in the context of their job description, their future development and the school’s improvement plan. The assessment of a teacher’s performance of their role and responsibilities will be against the Teachers’ Standards and any objectives agreed at the beginning of the appraisal cycle.

2. TEACHERS STANDARDS

New teachers’ standards have been introduced from 1 September 2012. The standards define the expectations of all teachers and apply to all teachers regardless of their career stage. They have been designed to provide a basic framework within which all teachers should operate from the point of initial qualification onwards. They set out clearly the key areas in which a teacher should be able to assess his or her own practice and receive feedback from colleagues. As their careers progress, teachers will be expected to extend the depth and breadth of knowledge, skill and understanding that they demonstrate in meeting the standards, as it is judged to be appropriate to the role they are fulfilling and the context in which they are working. The Standards are in two parts: Part 1 Teaching, Part 2 Personal and Professional Conduct. The Teachers’ Standards can be found on the DfE website at <https://www.gov.uk/government/collections/teachers-standards> .

The government has stated that it is not necessary or helpful to set out exactly, and in rigid models, what the Teachers’ Standards mean for teachers at different points on the pay scale. Headteachers and other appraisers are expected to use their professional judgement and common sense when appraising teachers’ performance against the standards.

3. ROLES AND RESPONSIBILITIES

Governors, headteachers and teachers all have key roles to play and responsibilities to

discharge in the appraisal process. By way of a summary their main roles and responsibilities are as follows.

Governing Bodies

Establish a teachers' appraisal policy and monitor its operation, ensuring that appraisals are carried out for teachers in each appraisal period and that there are robust performance management arrangements in place.

Monitor the outcomes of appraisal arrangements, and review the policy and its operation every year (or other frequency, as agreed). (This is not statutory but is recommended good practice).

Appoint (normally) three governors to review the headteacher's performance on an annual basis.

Appoint an external adviser to advise and support appointed governors on the headteacher's appraisal.

Make decisions about pay and career progression based on pay recommendations made by the Headteacher / appraisees.

Provide a written report of the Headteacher's appraisal (comprising the appraisal planning statement and appraisal review report) and retain a copy (normally the Chair of Governors).

Where the headteacher makes such a request, to action requests for evidence from the appraisal process to be transferred if the headteacher transfers mid-cycle.

Ensure the content of the headteacher's appraisal planning statement is drafted having regard to the need to be able to achieve a satisfactory work life balance.

Undertake action in relation to appeals in line with the school's procedures.

Ensure that arrangements are in place for appraisers to be appropriately trained in the appraisal process and procedures.

Headteachers

Report annually to the governing body on appraisal arrangements and on training and development needs. (This is not a statutory requirement but is recommended. Under the Ofsted inspection framework, the robustness of performance management

arrangements will be evaluated).

Make arrangements to ensure that appraisers are appropriately trained in the appraisal process and procedures and that the appraisal process is carried out in directed time.

Play an active role in their own appraisal and professional development including taking action as agreed at review meetings.

Act as appraiser and, where appropriate, delegate the role of appraiser.

Retain copies of all review and planning statements and provide others with access to statements where appropriate.

Take account of appraisal outcomes in school improvement planning and ensure the school produces and resources an effective plan for the professional development of its workforce.

Evaluate standards of teaching and learning and ensure proper standards of professional practice are established and maintained.

Establish a protocol for classroom observation for inclusion in the appraisal policy.

Action any request from a teacher for evidence from appraisal process to be transferred if the teacher moves school mid-cycle.

Ensure that the teacher's appraisal planning statement is drafted having regard to the need for a satisfactory work life balance.

Teachers

Play an active role in their own appraisal and professional development including taking action as agreed at review meetings.

Where the role of appraiser has been delegated to them, act as appraiser for other teachers.

Undertake appropriate training in the appraisal process and procedures.

Contribute to the annual planning and assessment of other teachers where appropriate.

4. ESTABLISHING THE APPRAISAL PROCEDURE (regulation 3)

Governing Bodies of maintained schools must establish an appraisal process for teachers and a policy that deals with capability for all staff. They must also establish a pay policy (as required by the School Teachers Pay and Conditions Document STPCD).

Governing bodies should consult staff and seek to agree their appraisal (and pay) policies and any revisions to them with recognised trade unions. The Local Authority may recommend to Governing Bodies model policies that have been agreed with the recognised teaching associations. Where Governing Bodies adopt these policies, there is no formal requirement to consult locally with staff, unless any revisions or terms particular to the school are to be made. Nevertheless, in deciding whether to adopt a local authority model, schools should consult staff and notify them once a decision has been made. Copies of the relevant policies must be made available to all staff.

Policies should be reviewed when changes occur to the STPCD and/or accompanying statutory guidance, or at other intervals (e.g. yearly or bi-annually), whichever is the more frequent.

This above will ensure fair and equitable treatment for all teachers and minimise the prospect of disputes and legal challenge of pay decisions. If, after due consultation, consensus is not fully achieved the governing body has the final say.

Appraisal policies must comply with all the requirements of discrimination legislation.

It is the responsibility of appraisers to ensure that the appraisal process undertaken, actions/judgements/decisions taken are appropriate in terms of equal opportunities considerations.

Local authorities have similar duties in relation to pay and appraisal policies relating to unattached teachers.

5. THE APPRAISAL PERIOD (regulation 5 / appraisal policy section 3)

The appraisal cycle must be a period of 12 months and the policy should set out the timing of the cycle. It is normal for this to be the academic year, starting 1 September.

6. APPOINTMENT OF AN EXTERNAL ADVISOR (regulation 4 / appraisal policy section 4)

Governing bodies are required to appoint an external adviser to provide advice and support in the appraisal of the headteacher. The external adviser must be consulted in setting the objectives for the headteacher and in appraising the headteacher's performance. We would advise that the adviser has up to date/recent knowledge and experience of education and school leadership. It will be beneficial for the adviser to have an on-going relationship with the school and have a thorough knowledge of it. The adviser should be engaged in the process of identifying priorities, improvement planning and target setting. The intelligence gathered through these activities will enable the adviser to give relevant high quality advice to governing bodies.

The governing body must have regard to relevant procurement requirements and should adopt a process of selection that is open, transparent, relevant and appropriate.

Persons appointed as external advisers should not have any personal or pecuniary interest.

7. APPOINTMENT OF APPRAISERS (regulation 7 / appraisal policy section 4)

a. Appraisers of Headteachers

It is recommended that the governing body appoints three members of the governing body as appraisers for the headteacher and ensure they receive appropriate preparation for their role. The governing body should seek to secure a balanced representation of reviewers, taking account of such factors as gender, ethnic group and age and seek to appoint reviewers who have the knowledge and experience to carry out this role. Persons appointed as appraisers should not have any personal or pecuniary interest. Governors who are members of the school staff cannot be appointed as appraisers for the headteacher.

b. Appraisers of Other Teachers

The headteacher may be the appraiser for other teachers or may delegate this role to other teachers who are line managers/school managers/leaders. The headteacher should not retain elements of the process whilst delegating other elements to others.

Headteachers may wish to consider whether it is appropriate to delegate the appraiser role of a teacher in its entirety and permanently or on a time-limited basis, for example, the headteacher may wish to undertake appraiser responsibilities for a teacher on the upper pay spine where a pay recommendation needs to be made.

All appraisers should receive appropriate preparation for their role. Schools may want to consider whether to dedicate all or part of one of the five teacher days for a whole school briefing on these revised arrangements.

Schools may wish to place a limit for each appraiser on the number of teachers for which appraisals have to be carried out and may need to consider their responsibility structures in the light of the demands made on those appointed as appraisers. Schools may decide that several teachers in a large department or key stage should have line management responsibilities. Staff with responsibility for appraisals should be appropriately rewarded, e.g. be paid an appropriate Teaching and Learning Responsibility payment if not on the leadership scale. The appraisal process should be carried out in directed time.

If, in exceptional circumstances where the teacher believes the appraiser is unsuitable (where the role has been delegated), s/he may ask the headteacher to appoint an alternative appraiser of comparable or higher status in the staffing structure than the original appraiser. (Any such request from an appraisee should be made in writing and state the reason for requesting a change. A headteacher requesting an alternative appraiser should send a written request to the Chair of Governors who will consider whether to accept the request.)

Where an appraisee's request for change is not accepted, the reasons for this should be explained in writing by the headteacher (or in the case of the headteacher, the Chair of Governors) and be appended to the planning statement, together with the appraisee's request..

8. SETTING OBJECTIVES (regulation 6 / appraisal policy section 7)

Appraisers are responsible for ensuring rigour when objectives are set. Objectives should

focus on priorities. They should be time bound, challenging but achievable, and reflect the need for a satisfactory work/life balance. Objectives should reflect any relevant team, year or whole school objectives and the experience and aspirations of the teacher.

Some objectives may be achievable within the appraisal cycle. Others may require a longer time span, in which case the record of objectives should show the milestones towards that objective to be achieved in the current cycle. Teachers should not be held accountable for progress towards objectives in cases where promised support has not been forthcoming.

Objectives should contain a description of what success might look like. Where numerical targets are appropriate, these should be reasonable in the circumstances in which the teacher works, and it should be recognised that factors outside the teacher's control may significantly affect success.

When setting objectives, the appraiser should take into account the effects of an individual's circumstances, including any disability. For example, this might include a reasonable adjustment such as allowing slightly longer for a teacher to complete a task. Also, if returning from a period of long-term absence (such as long-term sickness, maternity, unpaid leave, parental, secondment) it may be appropriate to amend or review and re-focus an objective with the appraisee, for example to allow them to re-adjust to their working environment. If objectives are amended, this should be done in consultation between the appraisee and appraiser.

In determining the number of objectives to be set, it should be remembered that setting more than 3 objectives or, for example, using sub-targets, can lead to teachers experiencing unreasonable workload and pressure, making the objectives more difficult to achieve. Therefore, other than in exceptional circumstances, the LA advises that teachers should be given no more than three.

It is recommended that, prior to the appraisal meeting and the setting of objectives for the next cycle, the headteacher (if not the appraiser) meets with the appraiser to discuss how the objectives and standards (contained in the teacher's planning statement) have been met and to discuss the framework for setting objectives for the next cycle. This will help the process of moderation of objectives and help to ensure that objectives are equitable between teachers.

9. PAY PROGRESSION FOR TEACHERS (appraisal policy section 6)

Appraisers will make recommendations about pay progression of teachers as part of the appraisal process and will record their recommendations on the appraisal review report. In the interests of quality assurance and so as to provide a whole-school overview of pay outcomes arising from the appraisal process, it is advisable that pay recommendations are passed through the headteacher for passing to the Governing Body for decision. As referred to in 8 above, the prior involvement of the headteacher in reviewing and moderating objectives through discussion with appraisers will help ensure that the headteacher agrees with any pay recommendation.

Under the Ofsted Inspection framework, inspectors will evaluate the robustness of the school's performance management arrangements and consider whether there is an appropriate correlation between the quality of teaching in a school and the salary progression of the school's teachers.

Whilst the new appraisal regulations have removed the requirement to ensure that decisions

on pay progression are made by 31 December (for headteachers) and 31 October (for other teachers), they remain in Section 3 (the Statutory Guidance) of the STPCD and it is therefore recommended that these timescales are adhered to. If there are justifiable difficulties in meeting these timescales, the Governing Body may consult over the use of different timescales but should ensure that any alternative timescales are reasonable. In any event, the LA recommends that pay decisions should be made by 31 December at the latest.

10. THE APPRAISAL AND PLANNING MEETING PROCESS (appraisal policy section 9)

10.1. Appraisal – appraisees

The meeting should be a professional dialogue between the appraiser and appraisee. Appraisees should play an active part in the meeting making sure they put forward their views about their performance and future development. There should be no surprises about any performance issues under discussion at the meeting.

Assessment against the Teachers Standards will start from the premise that teachers are meeting the standards and teachers will be assessed as meeting the standards unless there is clear written evidence to the contrary.

Appraisees may find it helpful to consider the following ways of preparing:

- Reflect on their achievement in the last appraisal cycle, including against the objectives recorded in the appraisal planning statement.
- Reflect on their performance against the teaching standards, referenced in the appraisal planning statement.
- Ensure they have copies of any relevant documentation and evidence, and written feedback on classroom observations.
- Identify any issues that have affected their performance, positively or negatively
- Consider any issues about the planned support they needed/received.
- Assess the impact of their engagement in professional development and, as appropriate, their support for the professional development of others, recognising that it can take time for benefits to be realised fully and reflected in improved classroom practice.

10.2 Appraisal – appraisers

Appraisers will want to be well prepared for the appraisal and planning meeting and may find it helpful to:

- Check that elements in the appraisal planning statement have been addressed.
- Check that all documents to which they will refer at the meeting have been shared with the appraisee.

If concerns about performance are to be discussed, these should not come as a surprise to the appraisee.

Prior to the appraisal meeting, appraisers should complete the appraisal report in draft and share it with the appraisee in advance of the meeting, so that a positive 2-way discussion can take place, following which a jointly-agreed report can be drawn up.

10.3 Planning for the next cycle

In preparing for the discussion about planning for the next cycle, appraisers may wish to prompt appraisees to:

- Consider what they would like to achieve in the next cycle taking account of departmental, faculty, year group or whole school improvement plans.
- Consider how the standards apply to their current career stage and assess their own practice against these
- Consider how they might develop and extend the standards for their career progression
- Identify what professional development might help them develop their practice and performance further.
- Consider their professional aspirations.

There is no need for every aspect of the appraisee's responsibilities to be covered in the appraisal planning statement - rather objectives should focus on priorities and areas where specific action is required, set in the context of the teachers' standards.

The plans agreed should be realistic and manageable and enable the appraisee to achieve a satisfactory work/life balance. They should include:

- a. the appraisee's objectives;
- b. the arrangements for observing the appraisee's performance in the classroom;
- c. any other evidence which will be taken into account in assessing performance;
- d. the teaching standards against which the appraisee will be assessed;
- e. the support that will be provided to help the appraisee to meet the standards and objectives;
- f. timescales for the achievement of objectives and within which support will be provided where these differ from the length of the appraisal cycle; and
- g. the appraisee's training and development needs and the actions that will be taken to address them.

In preparing for the appraisal meeting, appraisers may find it helpful to:

- Consider the school's plan to improve the school's educational provision and performance and improving the education of pupils and how these will be applied to planning with the appraisee.
- Ensure they are familiar with the relevant teachers' standards against which performance is to be assessed taking account of the appraisee's career stage and career development and in the context of their role and responsibilities.
- Ensure they are familiar with any relevant criteria for pay progression set out in the School Teachers' Pay and Conditions Document.
- Consider how appraisees may be able to demonstrate that they meet the teacher standards at a given career point.
- Consider what success against objectives set and against the teachers' standards will look like
- Ensure they have consulted with others with direct professional knowledge of the appraisee, about possible objectives for the next review cycle, performance criteria, evidence, arrangements for collecting it and support to be provided to the teacher.
- Where the appraisee works for more than one line manager, the appraiser should consult other line managers in advance of the planning and review meeting about the issues to be explored in the next cycle.

11. CLASSROOM OBSERVATION (appraisal policy section 8.1)

Headteachers have a duty to evaluate the standards of teaching and learning and to ensure that proper standards of professional performance are established and maintained and classroom observation is critical to this.

Observations will take place throughout the appraisal cycle. The focus of and arrangements for observations will normally be established at the planning meeting between the teacher and appraiser and will be included in the planning statement. They will be reviewed as necessary at any feedback or subsequent review meeting.

All classroom observation should be undertaken in accordance with the school's protocol for classroom observation. Classroom observation should not be undertaken for its own sake. There should always be a clear rationale and focus for any classroom observation. The classroom observation agreed in the planning statement should be proportionate, multi-purpose, and should provide monitoring information for a range of other necessary purposes, such as school self- evaluation or a school improvement programme, as well as performance management. Observations should take place in directed time. At least 5 working days' notice of an observation should be given, unless agreed otherwise.

Observations should be proportionate to the needs of the individual in order to support the achievement of their objectives and other performance criteria, such as standards of teaching, and should reflect their individual circumstances.

The period for classroom observation is likely to be around three hours per cycle. There may be circumstances justifying or requiring additional observation, for example, where the appraisee requests an additional observation or where concerns have been raised about a teacher's performance.

Classroom observation must be undertaken by teachers with QTS and who have appropriate professional expertise. Headteachers should ensure that all those who act as observers have adequate preparation and the appropriate skills to undertake observation and to provide constructive oral and written feedback and support.

Classroom observation should be supportive and developmental and not simply a judgement using Ofsted grades. .

Feedback should be given as soon as possible after any observation and preferably by the end of the next school day. A short written record of the observation, feedback and any subsequent follow-up work should be given, preferably within 5 working days (unless circumstances make this impossible).

The observation record should be sufficient to meet the needs of individuals and the school (for example, it should include the date it took place, the lesson and length of lesson, summarising the focus, what was learnt from the observation, the feedback given and any subsequent actions or other follow-up) but not represent an unnecessary burden. The appraisee has the opportunity to make and where necessary record any comments they have on the feedback record. PPA time must not be used for feedback purposes.

If concerns arise during the appraisal cycle or the appraisee's circumstances change, there is scope to revisit the amount of classroom observation agreed at the beginning of the cycle. In

such circumstances additional classroom observation, may be agreed. This should be recorded in a written addition to the review statement.

Teachers should have the opportunity to engage in classroom observation with other professional colleagues, by agreement, in order to review and develop their practice. Developmental peer observations are voluntary and initiated by teachers and are not part of performance management arrangements. Classroom observations by Ofsted or by a local authority using its statutory powers of intervention are also not part of performance management. Even in these circumstances observation should be reasonable, proportionate and fit-for-purpose.

Drop-ins:

The headteacher (or other leaders with responsibilities for teaching standards) has the right to “drop in” and to undertake other forms of monitoring, such as learning walks, to inform his/her monitoring of the quality of teaching and learning and to collect evidence of progress and areas for school development/improvement.

These activities do not, of themselves, form part of the formal appraisal process of individuals. However, they are part of a wider culture of monitoring, good management and leadership practice, where managers are encouraged to walk around and see and hear what is going on, on a continuous basis. Information can be gleaned about teaching and learning relating to the school as a whole, including identifying where good practice is operating, or areas for development and that information then be used in a supportive way.

If, as a result of a drop-in, an area of concern is identified, this should be discussed informally with the teacher and, if the issue needs to be explored further, it should be handled within the formal observation process and the arrangements for so doing be agreed with the teacher.

(see Appendix 1 attached)

12. OTHER EVIDENCE

The other evidence which may be taken into account could be in the form of data or written feedback from specific individuals. Those providing evidence should always have direct professional knowledge of the appraisee’s work.

Other evidence may relate to areas of the appraisee’s work which are not reflected directly in their objectives or classroom observation and which helps the appraiser to make a judgement about the overall performance of the appraiser. For example, evidence about the outcomes of the appraisee’s engagement in professional development, including feedback on the contribution they have made to the development of others, might be considered in this context.

13. SUPPORT, TRAINING AND DEVELOPMENT (appraisal policy section 12)

The appraisal process should be a developmental process and a key part of the planning discussion should be about the support that the appraisee may need to meet the performance criteria, their training and development needs and how those needs will be met. Support may take a number of forms, for example, time, coaching and mentoring, additional assistance in the classroom, equipment or ICT facilities. **To foster support for the teacher, schools could consider using a focused 30 day period of challenge and support.** This is separate from the Teacher Experiencing Difficulties stage in 8.4 of the Teacher Appraisal Policy.

In considering training and development, going on courses is one possible option but both parties should recognise that a wide range of activities constitute professional development. Effective professional development can be achieved by teachers learning from other teachers in the classroom.

Where difficulties might arise as outlined in 8.4 of the Appraisal Policy, the school may wish to use its discretion in allowing a trade union representative or work colleague to support them in discussions aimed at helping the teacher to address these matters.

14. RECORDING PLANS AND APPRAISAL REPORTS (appraisal policy section 13)

The appraisal planning statement provides the record of agreed plans and should cover all of the points set out in paragraph 10.3 above. The appraisal review report contains the written report of the assessment of the teacher's performance in respect of that appraisal period and any pay recommendation.

A model appraisal planning statement and appraisal review report are provided in annex 1A and 1B of this guidance.

The appraiser should produce a draft of the planning statement and appraisal report and provide the appraisee with a copy. There are no statutory timescales but it is recommended that the draft is issued within five working days of the meeting. The appraisee and appraiser should seek to agree both documents. The appraisee may request changes to both documents and make written comments on them. The planning statement should record all elements of the agreed plans (as referenced in 10.3). The appraisal report should record evidence that supports the performance assessment. The documents should be a fair summary of what took place at the meeting. The appraisee should, therefore, only be able to secure changes when either document does not convey this fairly or where the wording is capable of the wrong interpretation.

It is recommended that, within ten working days of the meeting, the appraiser should issue the final planning statement and appraisal report for signature. The appraisee may add final comments before signing. Where the appraiser is not the headteacher, the appraiser should give the appraisee a copy of the final statement and pass the original to the headteacher for retention and moderation (or, if the appraisee is the headteacher, to the Chair of Governors). The five and ten day periods referred to above be extended if either party does not work or is absent from work during those school days following receipt of the draft planning statement and appraisal report.

Where appraisal records are kept electronically, they must be kept secure and in accordance with the Data Protection Act.

15. MODERATION OF PLANS BY THE HEADTEACHER (appraisal policy section 5)

The headteacher has a duty to ensure that these procedures and processes are applied fairly and consistently across the school and with regard to equal opportunities considerations. It is anticipated that headteachers will set up procedures for monitoring and moderating the plans for the forthcoming cycle agreed in appraisal planning statements (also see section 8). As part of this, the headteacher may review planning statements, (recommended to be within 10 days of their completion) and where necessary instruct the appraiser to prepare a new statement prior to it being finalised and retained. Headteachers are under no obligation to review planning statements and it is for them to decide whether they wish to do so. They may wish to

moderate a sample of statements rather than all statements from the school.

The grounds on which a headteacher may change the statement are that the statement was not consistent with those for other teachers with similar experience and/or who had similar levels of responsibility; or that the statement was not in line with the school's appraisal policy or school improvement plan.

If a headteacher is concerned about a statement, following discussion with the appraisee and appraiser, a revised statement may be prepared. It is recommended that the appraiser and appraisee should produce a revised statement within 10 days of being instructed by the headteacher so to do. The appraisee can also add any comments at this stage.

16. RIGHT OF APPEAL (appraisal policy section 10)

It is hoped that the appraiser and appraisee will reach agreement on the content of the written planning statement and appraisal report. Whilst the appraiser can take a decision on the content where agreement cannot be reached, the appraisee will have a right of appeal against entries with which they do not agree.

Simple disagreements should be capable of being resolved by discussion between the appraiser and the appraisee without recourse to formal grievance procedures and any appeal should be deferred until after the moderation process is complete.

Where it is not possible to resolve the disagreement, the normal school's grievance procedures should be used.

17. MONITORING AND REPORTING ON OPERATION OF APPRAISAL POLICIES (appraisal policy section 14)

The regulations require that Governing Bodies ensure that teachers' appraisals take place in each appraisal period. It is, therefore, recommended that headteachers provide the governing body with a written report every year on the operation of the school's appraisal policy, the effectiveness of the school's appraisal procedures and teachers' training and development needs. As part of this annual monitoring and reporting process, it is recommended that governing bodies examine the equal opportunities implications at each stage of the process.

18. CONFIDENTIALITY AND ACCESS TO STATEMENTS (appraisal policy sections 16/17)

The appraisal process and, in particular, the statements generated under it should be treated with confidentiality at all times. Where it is necessary to report on appraisals to third parties, e.g. to the Governing Body, Ofsted, reports will be anonymous.

19. TEACHERS WHO ARE ABSENT (appraisal policy section 18)

In assessing a teacher's overall performance, the appraiser should take account of what it was reasonable for the teacher to achieve, including against the objectives, during the time when they were not absent. Particularly if a member of staff is on long-term absence (e.g. long term sickness, maternity, parental, unpaid leave, secondment etc), it may be appropriate for the appraiser to review and re-focus objectives with the appraisee.

20. PART-TIME TEACHERS

Appraisal arrangements should apply on the same basis as for full-time staff, including the length of the review period. The same degree of challenge in the process should also apply but the breadth and volume of each element in the process should be proportionate to and reflect the period of time worked. The duration of classroom observations which can be planned for appraisal purposes will need to be fair and proportionate to need taking into account the circumstances of individual part-time staff. The intention is to ensure that part-time staff have equivalent access to developmental support/feedback as their full time colleagues.

21. TEACHERS EMPLOYED AT MORE THAN ONE SCHOOL

Where a teacher is employed at more than one school, the governing body of each school is responsible for ensuring that a named person acts an appraiser and that appraisal arrangements are put in place for the teacher for the time they spend at their school.

22. TEACHERS ON FIXED-TERM OR SHORT-TERM CONTRACTS

The circumstances in which teachers are employed for short periods of time vary substantially and the actual period of employment often extends beyond that which was first anticipated. In applying appraisal arrangements, every effort should be made to mirror as closely as possible all the arrangements for teachers permanently based at the school. Teachers employed for less than one school term are not covered by the appraisal regulations.

Headteachers will want to consider:

- Employment legislation which provides protection for staff on fixed-term contracts against being treated detrimentally in comparison to permanent staff. This is particularly significant where pay progression is being considered.
- The definition of a year's employment in paragraph 1.8 of the STPCD. The employing school should ensure that any teacher who has, or is anticipated to fulfil a year's employment is considered for relevant pay progression in the same way as a permanent member of staff.
- The headteacher or nominated line manager will want to discuss with each teacher employed on a fixed-term contract at an early stage how to proceed in relation to appraisal arrangements with a view to establishing an agreed approach that is appropriate to the circumstances.

23. TEACHERS EMPLOYED THROUGH AN AGENCY

Where a teacher working in a school is employed by an agency, to which the school pays a fee, there are no legislative requirements in relation to appraisal. If the teacher is likely to be in the post for a significant period of time, the school may choose to include the teacher in its appraisal arrangements. Arrangements in relation to teachers employed by an agency should also be reviewed with the teacher if the duration of the employment is extended significantly.

If a school considers appraisal arrangements are not appropriate, it may wish to make alternative arrangements for the teacher to receive feedback at the conclusion of their placement at the school, possibly providing a statement from the school relating to the teacher's work and performance. The school will need to ensure that if there are concerns they are raised as they occur to give the teacher an opportunity to respond – there should be no surprises as they leave. The purpose of providing feedback would be to:

- seek to achieve and record a shared understanding of the progress made by the

- teacher in relation to the teachers' standards and towards meeting any agreed objectives and performance criteria, in the context of the teacher's job description; and
- where appropriate, provide an opportunity for the teacher briefly to record their views.

APPRAISAL PLANNING STATEMENT

Appraisal Period:

Appraisee's name:

Appraiser's name:

Relevant standards against which performance is to be assessed:
Objectives for the appraisal period (may include relevant whole school/team/faculty objectives):
Arrangements for planned classroom observations:
Criteria for successful achievement of the objectives set and evidence to be considered:
Support:
Timescales for completion:

Signed (Appraisee):

Signed (Appraiser):

Date:

APPRAISAL REVIEW REPORT (Part B)

Appraisal Period:

Appraisee's name:

Appraiser's name:

Assessment of the appraisee's performance against the relevant standards and objectives set:

Identified training and development needs and action/support to address them:

Where relevant, recommendation on achievement of pay progression criteria:

Signed (Appraisee):
Date:

Signed (Appraiser):