

UNATTACHED TEACHER APPRAISAL PROCEDURE

This document applies to all Council employees on Teachers Terms and Conditions.

This document may not be applicable to employees who transferred into LCC under TUPE legislation and remain on the terms and conditions of their previous organisation.

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TEACHER APPRAISAL – SUMMARY

Senior managers are responsible for ensuring that each unattached teacher within the Directorate is clear about what is expected of them in achieving their personal objectives from the beginning of their employment.

Appraisals give individuals and their manager an opportunity to review performance, agree objectives linked to the education and learning and development requirements, which will help to achieve those objectives.

This document should be read in conjunction with the Council's Appraisal Policy and is underpinned by the Council's values and expected behaviours.

ADVICE AND SUPPORT

Please contact your HR Adviser.

PROCEDURE FOR TEACHER APPRAISAL

PURPOSE

This procedure sets out how the Council will support unattached teachers to improve outcomes for children and young people, and raise the morale of unattached teachers, by motivating teachers to up-date their skills and improve their performance.

The appraisal procedure will be used also to address any concerns that are raised about an unattached teacher's performance. If concerns are such that they cannot be resolved through the appraisal process, there will be consideration of whether to commence the Council's Capability Policy and procedure.

APPLICATION OF THE TEACHER APPRAISAL PROCEDURE

This policy applies to all unattached teachers employed by the Council except those on contracts of less than one term and those undergoing induction (*i.e.*, *NQTs*) or unattached teachers on capability procedures.

Appraisal in this service will be a supportive and developmental process designed to ensure that all unattached teachers have the skills and support they need to carry out their role effectively. It will help to ensure that unattached teachers are able to continue to improve their professional practice and to develop as teachers.

THE APPRAISAL PERIOD

The appraisal period will run **for 12 months**, normally from 1 September to 31 August, but will take account of the service planning cycle.

Unattached 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 procedure. The length of the period will be determined by the duration of their contract.

Where an unattached teacher starts their employment with the Council part-way through a cycle, the senior manager shall determine the length of the first cycle for that teacher, with a view to bringing his/her cycle into line with the cycle for other unattached teachers as soon as possible.

APPOINTING APPRAISERS

Wherever possible, all appraisers of unattached teachers will be qualified teachers with current or recent teaching experience and will be suitably trained to undertake teacher appraisal.

The choice of appraiser is for the senior manager, but will normally be the individual's line manager.

Where it becomes apparent that the appraiser appointed by the senior manager will be absent for the majority of the appraisal cycle, the senior manager may perform those duties herself/himself or delegate those duties to another unattached teacher for the duration of that absence.

If the senior manager appoints an appraiser who is not the teacher's line manager, the appraiser to whom she/he delegates those duties will have an appropriate position in the staffing structure, together with the necessary background knowledge, skills and training to undertake the role.

Where a teacher is experiencing difficulties that relate to performance concerns and the senior manager is not the appraiser, the senior manager may undertake the role of appraiser. Where these difficulties do not relate to performance concerns (for example, health, conduct, etc), the appropriate policy must be followed. See also section on Teachers Experiencing Difficulties.

SETTING OBJECTIVES

The senior manager's objectives will be set by the service planning process.

Objectives will be set before, or as soon as practicable after, the start of each appraisal period. The objectives set will be Specific, Measurable, Achievable, Realistic and Time-bound and will be appropriate to the appraisee's role and level of experience. In setting the objectives, reviewers will have regard to what can reasonably be expected in the context of roles, responsibilities and experience, consistent with the Council's strategy for achieving a work/life balance for all staff. Appraisees may at any point append their comments alongside their objectives.

The appraiser and appraisee will seek to agree the objectives. Objectives may be revised if circumstances change.

The agreed objectives will contain a description of what success may look like. Where use of numerical targets is appropriate, these will be reasonable, in the circumstances in which the unattached teacher works.

Setting more than three objectives, or, for example, using sub-targets, can lead to teachers experiencing unreasonable workload and pressure, making the objectives more difficult to achieve; however, it may be appropriate for those teachers who have additional responsibilities in line with STPCD to have more than three objectives set, for example, Leading Practitioners.

The objectives set for each teacher are intended to contribute to the Council's plans for improving the education provision and performance and improving the education of children and young people in the County and will take into account the professional aspirations of the unattached teacher as well as the Teacher Standards.

Before, or as soon as practicable after, the start of each appraisal period, each unattached teacher will be informed of the standards against which that teacher's performance in that appraisal period will be assessed. Teachers will be assessed against the appropriate set of standards contained in the document *Teachers' Standards*, published in July 2011. The senior manager for the service will need to consider whether certain unattached teachers should be assessed against other sets of standards published by the Secretary of State or other body that are relevant to them.

PAY PROGRESSION

Where unattached teachers are eligible for pay progression, the recommendation made by the appraiser will be based on the assessment of their performance against

the agreed objectives. The decision made by the senior manager will be based on the statutory criteria and guidance set out in the *School Teachers' Pay and Conditions Document (STPCD)*, the Council's Unattached Teacher Pay Policy and the relevant teacher standards.

The Council has agreed the pay policy of unattached teachers and has considered the implications of the appraisal policy with respect to the arrangements relating to teachers' pay in accordance with the *STPCD*. The senior manager will ensure that decisions on pay progression are made by 31 December for unattached head teachers and by 31 October for other unattached teachers.

REVIEWING PERFORMANCE

Observation

The effective and efficient operation of the appraisal process requires teaching observation to be a confidential process of constructive engagement within an atmosphere of support and co-operation.

Accordingly, observations will be carried out in a supportive fashion, with professionalism, integrity and courtesy, will be evaluated objectively and reported accurately and fairly.

Wherever possible, at least five working days' notice of the date and time of the observation will be given and verbal feedback provided by at least by the end of the next school day and written feedback within 5 working days.

Teaching observation will be carried out by qualified teachers.

For the purposes of appraisal, unattached teachers' performance will be observed on an appropriate and reasonable number of occasions and will, as far as possible, be agreed by the appraiser with the appraisee based on the individual circumstances of the teacher and the overall needs of the service.

For the purpose of professional development, feedback about lesson observations should be developmental, not simply a judgement.

Unattached Teachers whose posts have responsibilities outside the direct teaching delivery should also expect to have their performance of those responsibilities observed and assessed.

Development and Support

Appraisal is a supportive process which will be used to inform continuing professional development. The Council wishes to encourage a culture in which all unattached teachers take responsibility for improving their teaching through appropriate professional development, through peer observation for example. Professional development will be linked to education improvement priorities and to the on-going professional development needs and priorities of individual unattached teachers.

The service's CPD programme will be informed by the training and development needs identified as part of the appraisal process. The senior manager will ensure in the budget planning that, as far as possible, resources are made available in the

service budget for appropriate training, and support agreed for appraisees, maintaining access on an equitable basis.

With regard to the provision of CPD in the case of competing demands on the service budget, a decision on relative priority will be taken with regard to the extent to which:

- (a) the training and support will help the service to achieve its priorities; and
- (b) the CPD identified is essential for an appraisee to meet their objectives.

Account will be taken in a review meeting of where it has not been possible for teachers to fully meet their performance criteria because the support recorded in the planning statement has not been provided.

ANNUAL ASSESSMENT

Each unattached teacher's performance will be formally assessed in respect of each appraisal period. In assessing the performance of an unattached head teacher, the senior manager may consult an external adviser.

The unattached teacher will receive as soon as practicable following the end of each appraisal period – and have the opportunity to comment on - 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 against the relevant standards;
- an assessment of the teacher's learning and development needs and identification of any action that should be taken to address them;
- an assessment of how the teacher's is meeting the Council's values and behaviours, as well as Core Abilities;
- a recommendation on pay where that is relevant (**N.B. – pay recommendations need to be made by 31 December for head teachers and by 31 October for other teachers**);
- a space for the teacher's own comments.

A review meeting will take place to discuss the content of the report and any further action required and to inform objective setting for the next cycle. In some circumstances an interim review meeting may be appropriate.

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

TEACHERS EXPERIENCING DIFFICULTIES

When dealing with an unattached teacher experiencing difficulties, the objective is to provide support and guidance through the appraisal process in such a way that the teacher's performance improves and the problem is, therefore, resolved.

If concerns remain, then consideration will be given to commencing with the Council's Capability Policy.

APPEALS

Appraisees have a right of appeal against any of the entries in the written appraisal report that have resulted in an impact on pay progression in line with the Teacher Pay Policy.

GENERAL PRINCIPLES UNDERLYING THIS POLICY

ACAS Code Of Practice on Disciplinary and Grievance Procedures

The conduct of the formal capability stage will be undertaken in accordance with the provisions of the *ACAS Code of Practice*.

Consistency of Treatment and Fairness

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

Grievances

Where a member of staff raises a grievance during the appraisal process, the process may be temporarily suspended in order to deal with the grievance.

Confidentiality and Professional Relationships

The appraisal and capability processes will be treated with confidentiality. Only the appraiser's line manager or, where s/he had more than one, each of her/his line managers will be provided with access to the appraisee's plan recorded in her/his statements. This will be done upon request and only where this is necessary to enable the line manager to discharge her/his line management responsibilities. Appraisees will be consulted on requests for access to statements in the context of this procedure.

The process of gathering evidence for performance review will not compromise normal professional relationships between teachers. The Council recognises that the reviewer will consult with, and seek to secure the agreement of, the reviewee before seeking information from other colleagues about the work of the reviewee.

However, the desire for confidentiality does not override the need for the senior manager to quality-assure the operation and effectiveness of the appraisal system. The senior manager might, for example, review all teachers' objectives and written appraisal records personally – to check consistency of approach and expectation between different appraisers.

Monitoring and Evaluation

The senior manager will monitor the operation and effectiveness of the service's appraisal arrangements.

Retention

The senior manager will ensure that all written appraisal records are retained in a secure place for six years and then destroyed in line with Data Protection legislation.