



PHILIPS HIGH SCHOOL

POLICY ON

**QUALITY ASSURANCE APPRAISAL &
PERFORMANCE MANAGEMENT**

2021-2022

Contents

Section		Page
1	Introduction	3
2	Performance Management	4
3	The Quality Assurance/Appraisal	5
4	Appointing Appraisers	5
5	Setting objectives	5
6	Reviewing performance	6
7	Dealing with concerns	8
8	Transition to capability	9
9	Link to pay	9
10	Annual assessment	10
11	Confidentiality	10
12	Equality and consistency	10
13	Retention of statements	11
	Appendix- Triad paperwork, QA and Appraisal flow chart	12-15

1 Introduction

- 1.1 This model teachers' Appraisal & Performance Management policy has been prepared by the Department for Education ('DfE'), and has been amended for Philips High School. It is recommended for schools to use to support the implementation of the appraisal & performance Management arrangements as set out in [The Education \(School Teachers' Appraisal\) \(England\) Regulations 2012](#) and replace the [Education \(School Teacher Performance Management\) \(England\) Regulations 2006](#).
- 1.2 At a local level this model policy has been consulted upon with members of the Teachers Associations and any deviation to the model policy must be negotiated directly with the Teacher Association representatives and teachers employed within the school.
- 1.3 Revised appraisal arrangements came into force with effect from 1 September 2012 as set out in [The Education \(School Teachers' Appraisal\) \(England\) Regulations 2012](#).
- 1.4 The quality assurance/appraisal process will be used to determine pay progression for all staff employed on [School Teachers Pay and Conditions Document 2017](#). As such, this policy should be read in conjunction with the [Pay Policy](#).
- 1.5 Importantly, teachers' performance will be assessed against the relevant standards (as well as against their objectives and against their role in the school) and as such, the revised [Teachers' Standards](#) which were introduced from 1 September 2012 should be read in conjunction with this policy. The latest Teachers' Standards regulations are available from <https://www.gov.uk/government/publications/teachers-standards>.
- 1.6 By statute, all schools must have both an agreed appraisal policy for teachers (including head teachers) and a policy, covering all staff, which deals with lack of capability. Capability issues within this school are managed in accordance with the agreed [Managing Teachers' Capability Policy](#).
- 1.7 The teacher's Appraisal, Quality Assurance and Triad Policy is designed to provide a supportive and developmental framework and process to ensure that all teachers have the skills and support they need to carry out their role effectively.
- 1.8 [The Education \(School Teachers' Appraisal\) \(England\) Regulations 2012](#) require that the Governing Body shall ensure the performance of teachers and the head teacher is managed and reviewed, in accordance with the regulations and the school's performance management policy. Before establishing or revising the policy, the Governing Body shall seek to agree the policy with the recognised trade unions and teacher associations, and ensuring any subsequent changes from this model policy are communicated to all teachers.
- 1.9 Within this policy;
 - Green text indicates statutory requirements within [The Education \(School Teachers' Appraisal\) \(England\) Regulations 2012](#) or [The School Staffing \(England\) Regulations 2009](#).
 - Purple text details school flexibilities, which must be assessed and completed on a school-by-school basis.

- 1.10 This policy has been adopted by Philips High School as of November 2018 and will be reviewed annually.

Purpose

- 1.11 This policy sets out the framework for a clear and consistent assessment of the overall performance of teachers, including the head teacher, and for supporting their Management within the context of the school's plan for improving educational provision and performance, and the standards expected of teachers.
- 1.12 The quality assurance/appraisal process will be used as part of the criteria to determine pay and pay progression. Within this school all pay decisions will be made by;
- [Governor's pay review panel](#)
- 1.13 Further information regarding pay and conditions can be found in the School Teachers Pay and Conditions document (2017).

Application of the policy

- 1.14 This policy covers quality assurance/appraisal and the triad process, and applies to the head teacher and to all teachers employed by the school or local authority, except those on contracts of less than one term and those undergoing induction (i.e. NQTs.) Furthermore, teachers and head teachers who are currently subject to formal capability procedures are not covered within the scope of this policy.

2 Performance Management

- 2.1 Performance Management is seen as a continuous cycle and all teachers will be encouraged to self-reflect and will be monitored and provided with feedback by their HODs and their SLT links. There will be much more of a department focus regarding Performance Management this year, allowing Departments to work closely on aspects of PM.

3 The Quality Assurance/Appraisal

- 3.1 This is a continual, yearly process where staff are monitored through book looks, learning walks and parent/pupil voice. SIMS data analysis may also be used as an indicator of performance. [The quality assurance/appraisal process will run for 12 months](#) from 31 October each year. (Please refer to flow chart in Appendix).
- 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 and appropriate appraisal objectives will be set to reflect this period.

- 3.3 Where a Teacher starts their employment at the school partway through a cycle, the head teacher shall determine the length of the first cycle for that Teacher, with a view to bringing the cycle into line with the cycle for other teachers at the school as soon as possible.
- 3.4 Where a teacher transfers to a new post within the school partway through a cycle, the head teacher shall determine whether the cycle shall begin again.

4 Appointing Appraisers

- 4.1 The head teacher will be appraised by a subcommittee of the Governing Body, supported by a suitably skilled and experienced external adviser who has been appointed by the Governing Body for that purpose. Prior to the appointment of the external adviser, the subcommittee of the Governing Body and head teacher should meet to discuss the suitability, skills and expertise of the external advisor who is to be appointed.
- 4.2 In this school the task of appraising the head teacher, including the setting of objectives, will be delegated to a sub-group consisting of three members of the Governing Body supported by the School Improvement Partner.
- 4.3 The Head Teacher will decide who will appraise Senior Leaders.
- 4.4 Where a Senior Leader or Head Teacher is of the opinion that the appraiser appointed under this regulation is unsuitable for professional reasons, they may submit a written request to the Head Teacher or Governing Body for the appraiser to be replaced, stating those reasons. The final decision regarding this matter will rest with the Head Teacher or Governing Body, and there is no further right of appeal.
- 4.5 The final decision on pay progression lies with the Head teacher.

5 Setting objectives

- 5.1 The Head Teacher's objectives will be set by the Governing Body after consultation with the School Improvement Partner.
- 5.2 Objectives for each teacher will be set before or as soon as is practicable after, the start of each appraisal period, as per school calendar. The objectives set for each teacher, will be Specific, Measurable, Achievable, Realistic and Time-bound ('SMART') and will be appropriate to the teacher's role and level of experience. Guidance will be provided to support staff with constructing targets.
- 5.3 The appraisee will seek to agree the objectives with their appraiser or SLT link, if that is not possible, the appraiser/SLT link will determine the objectives, and the teacher should record their comments in writing as an appendix to the appraisal statement. A copy of which should be forwarded to the Head Teacher who will then moderate the objectives set against those of similar banding or leadership positions within the school.
- 5.4 Objectives may be revised if circumstances change such as due to absence, or changes in professional circumstances. This is to support the teacher as the original objectives may be no longer appropriate or reasonably met.
- 5.5 The objectives set for each teacher will, if achieved, contribute to the school's development plans for improving the school's educational provision and performance and improving the education of pupils at that school. This will be ensured by:

- the Head Teacher agreeing 'core' objectives with the Governing Body;
 - quality assuring all objectives against the School Management Plan;
 - supporting individuals Continuing Professional Management (CPD) linked to School Management Plan;
 - supporting on-going Pupil/Student Progress needs;
- 5.6 Before, or as soon as practicable after, the start of each appraisal period, each teacher will be informed of the [Teachers' Standards](#) against which that teacher's performance in that appraisal period will be assessed. The Head Teacher or Governing Body (as appropriate) will need to consider whether certain teachers should also be assessed against other sets of standards published by the Secretary of State that are relevant to them.
- 5.7 The Head Teacher will be responsible for ensuring that the appraisal process operates consistently and that objectives are focused on school priorities and where appropriate have taken account of the teachers own self-evaluation. All triad objectives will be referred to the Head Teacher prior to the commencement of the cycle of monitoring.
- 5.8 Where the Head Teacher has concerns about the relevance of the objectives set, these concerns will be discussed with the SLT link and the objectives may require amendment following discussion with the appraisee.
- 5.9 Within this school, normally **no more than three objectives** will be agreed each cycle.
- 5.10 If during the quality assurance/appraisal cycle, teachers are found not to be meeting the expected standards, the quality assurance/appraisal flow chart will be followed.

6 Reviewing performance

- 6.1 Appraisal in this school is a supportive process, which will be used to inform continuing professional development. The school promotes and encourages a culture in which all teachers take responsibility for improving their teaching through the triad process which will be linked to school improvement priorities and to the on-going professional development needs and priorities of individual teachers.

Methods of reviewing performance

- 6.2 Teacher quality assurance and appraisal is an ongoing process. The quality and impact of performance needs to be evidenced over time and not as a series of one-off activities.

Observation

- 6.3 This school believes that observation of classroom practice and other responsibilities is important both as a way of assessing teachers' performance in order to identify any particular strengths and areas for development they may have and of gaining useful information, which can inform school improvement more generally. The school is committed to all learning walks being carried out in a supportive fashion.

Learning walks are not graded, however areas of strength and development will be given as feedback.

- 6.4 In this school, teachers' performance will be regularly observed according to the overall needs of both the teacher and the school and as per school calendar. If issues emerged from a learning walk/observation that were not part of the focus of the learning walk/observation these should also be covered in the written feedback.

Learning Walks

- 6.5 Head Teachers or other leaders with responsibility for teaching standards may conduct a learning walk in order to evaluate the standards of teaching and to check that high standards of professional performance are established and maintained.
- 6.6 The purpose of learning walks is primarily to support the teacher and to maintain the operating and learning standards of the school. The length and frequency of any learning walk visit will vary depending on specific circumstances but in normal circumstances would not normally exceed approximately 15 minutes.
- 6.7 Any significant concerns, which are identified, will be discussed with the individual teacher and Head of Department. Further reviewing may follow as per quality assurance/appraisal flow chart.
- 6.8 Teachers (including the Head Teacher) who have responsibilities outside the classroom should also expect to have their performance of those responsibilities observed and assessed.

Pupil Progress and Outcomes

- 6.9 Pupil progress and outcomes are a key factor within appraisal and an indicator of performance and is important both as a way of assessing teachers' performance in order to identify any particular strengths and areas for development they may have and of gaining useful information, which can inform school improvement more generally.
- 6.10 Pupil progress and outcomes will be regularly monitored and assessed in accordance with [Teachers' Standards](#).
- 6.11 In addition, schools may wish to refer to existing agreed policies within the school. (See [Teaching and Learning Policy](#) and the [Feedback Policy](#)).

Feedback

- 6.12 Teachers should systematically reflect on their impact on student progress, for example as part of the PPR process.
- 6.13 Teachers will receive constructive feedback on their performance throughout the year and as soon as practicable, after observation has taken place or other evidence has become known e.g. pupil progress information. This will normally occur within 5 working days of the observation-taking place and no later than 10 days after the observation-taking place.
- 6.14 Feedback will highlight particular areas of strength as well as any areas that need development.

- 6.15 Within this school, there will also be several interim reviews of progress against agreed appraisal objectives. These can take form in triad groups, one to one conversations and staff Management sessions.
- 6.16 Continued good performance allows teachers an expectation of progression to the top of their respective pay range.

7 Dealing with concerns

- 7.1 Appraisal within this school will be a supportive and developmental process and throughout the academic year teachers will be monitored and assessed and as such will be provided with feedback on their performance on a continual basis.
- 7.2 Where there are concerns about any aspects of the teacher's performance the appraiser must discuss this in the first instance with the designated SLT link to ensure consistency.
- 7.3 They may agree that this is dealt with through discussion with the appraiser and teacher, or that there is a need to meet more formally. If the latter is the case the appraiser (and/or appropriate manager), will meet with the teacher to discuss the performance concerns as per quality assurance/appraisal flow chart. If within 3 weeks issues are to: resolved this may inform a support plan. The aims of the support plan meeting are:
- give clear feedback to the teacher about the nature and seriousness of the concerns including the evidence base to support the concerns;
 - give the teacher the opportunity to comment and discuss the concerns;
 - agree any additional support (e.g. coaching, mentoring, structured observations), that will be provided to help address those specific concerns, through the implementation of a bespoke Performance Improvement Plan;
 - make 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 and should reflect the seriousness of the concerns, however this would not normally exceed 6 weeks);
 - advise the teacher to discuss their position with a trade union representative or colleague;
 - explain the implications and process if no, or insufficient improvements are made;
- 7.4 The details and outcome of the meeting will be confirmed in writing.
- 7.5 Where it has been agreed that Support Plan is to be set, arrangements should be made at the initial meeting to hold an interim meeting (normally at the mid-point of the agreed timescale) with the teacher concerned in order to review progress and consider any changes to the support plan if appropriate.
- 7.6 At any time during this assessment period, if an appraiser is not satisfied with the progress being made, a further meeting(s) should be held with the teacher concerned to offer additional support, mentoring and guidance. These are informal meetings aimed at improving the teachers' performance to the necessary standards; however, detailed records of these meetings and any supporting actions should be made.

- 7.7 When progress is reviewed, if the appraiser is satisfied that the teacher has made, or is making, sufficient improvement, the appraisal process will continue as normal, with any remaining issues continuing to be addressed through that process.
- 7.8 If at the conclusion of the informal support period, it is deemed that the teacher has made insufficient progress then the appraiser must speak to the Head Teacher who will decide if a transition to the formal Capability Procedure is needed.

8 Transition to capability

- 8.1 Where following the on-going informal support process the appraiser is not satisfied with progress, the teacher will be notified in writing that they are required to attend a transitional meeting with the Head teacher to further discuss these concerns. Please refer to the Disciplinary Procedures for Teachers and Support Staff in Schools.
- 8.2 The employee should normally be given notice, of at least 4 days of this meeting and be advised of their right to be represented by a Trade Union Representative or work colleague. It is the employee's responsibility to arrange representation at the meeting. At this point, the teacher will be informed in writing that the appraisal process will no longer apply and that their performance will be passed to the Head Teacher to be managed under the school's managing capability procedure.
- 8.3 The purpose of the transitional meeting is to ensure all parties fully understand the processes which will be followed prior to the commencement of the formal capability procedure and that the potential implications following the transition to formal capability procedures are fully explained.

9 Link to pay

- 9.1 Following changes to the [STPCD](#), with effect from 1 September 2013 a decision [may be made to not award pay progression whether or not the teacher is subject to capability proceedings](#).

10 Annual assessment

- 10.1 This assessment is [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 [interim meetings, which will take place as a minimum every 6 months](#).

[Performance evidence will be provided by the Triad Record & Triad Presentations, which will enable assessments of performance measured in terms of teacher standards, appraisal targets and the progress of students in their class.](#)

- 10.2 [The teacher will receive, as soon as is practical, feedback which 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;

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

11 Confidentiality

11.1 Access to any written documentation from the formal appraisal process will normally be limited to the appraisee, the appraiser, the Head Teacher or any nominated member of the senior management team. Triad paperwork is not confidential as is solely a supportive and developmental process.

12 Equality and consistency

12.1 As outlined in section 5, the Head Teacher will have overall responsibility for the quality assurance of the appraisal process across the school. This will include ensuring the consistency and equality of application of the process throughout the school. The Head Teacher may delegate responsibility for monitoring consistency and equality of application to a teacher member of the senior leadership team.

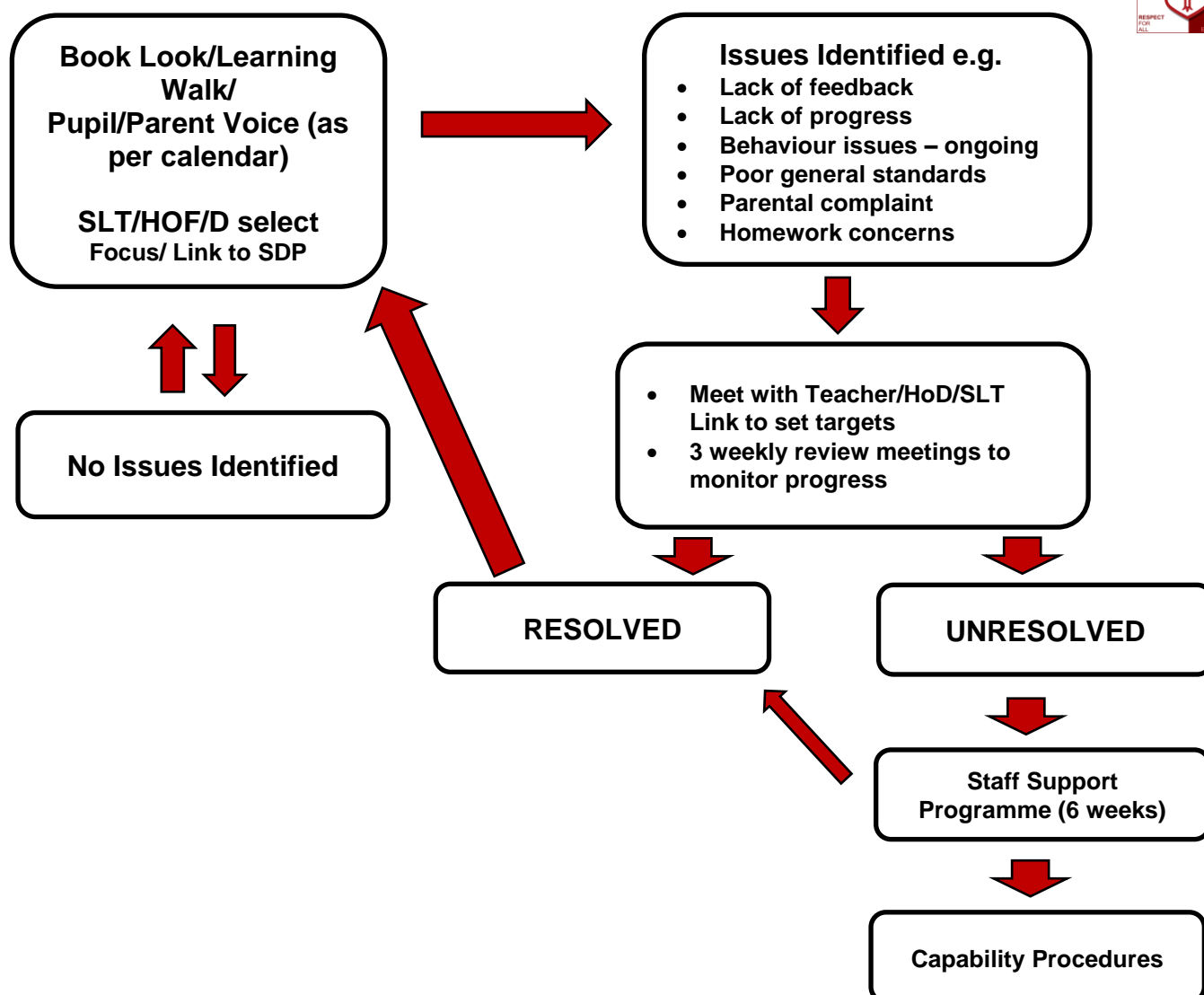
12.2 The Head Teacher will be responsible for reporting annually to the Governing Body on all recommendations on pay and any relevant issues, including those of underperformance, arising from the annual review cycle and on any action required to address those issues. The report will enable Governors to receive an overall general report of the process but will not include specific details relating to individual members of staff.

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

13 Retention of statements

13.1 The Governing Body and Head Teacher will ensure that all written documentation linked to the formal appraisal process are retained in a secure place for six years and then destroyed.

QA PROCEDURE/APRAISAL PROCESS



Exam Results Issues Identified (August)

<u>Department Level</u>	<u>Individual Level</u>
<p>In depth review of department to include:-</p> <ul style="list-style-type: none"> • Data analysis • Book look • Learning walks • Behaviour analysis • Additional CPD put in place • SLE support • Review of allocated classes/staff 	<ul style="list-style-type: none"> • Staff support programme initiated • If unsuccessful - capability procedures triggered

HoD/Faculty can complete Learning Walks/Book Look/Pupil Voice etc. in addition as they see fit. The Triad process is a supportive learning process and will not be used to form part of our QA procedures. Our QA procedures inform our appraisal process to address performance concerns. Lack of engagement with the Triad process may result in your SLT link completing additional learning walks and the QA flowchart followed as above.