



National  
Autistic  
Society



Vanguard  
School

# APPRAISAL AND PERFORMANCE MANAGEMENT POLICY

Version	Date	Distribution
2.0	13 <sup>th</sup> May 2019	NASAT Vanguard Project Group
2.1	10 <sup>th</sup> June 2019	NASAT Vanguard Project Group

## 1 Introduction

This performance management policy has been drawn up in the context of Regulation 7(9) of The Education (School Teacher Performance Management) (England) Regulations 2006 which came into force on 1 September 2007, as revised from time to time, and is consistent with the appraisal elements of the DfE Teacher Appraisal and Capability model policy.

At NAS Vanguard School we promote an ethos of delegated leadership with clear accountability embedded procedures and systems. At the heart of this are high expectations in terms of students' academic progress, their well-being and safety. These are linked to annual appraisal objectives to monitor performance and inform staff professional development and training.

## 2 Overview

The policy applies to all support staff and teachers employed by the school except teachers on contracts of less than one term, those undergoing induction (*i.e.* *NQTs*) and those who are the subject of capability procedures which will be conducted using the DfE model policy for capability.

The principles outside of direct teaching responsibilities and related aspects also apply to the support staff team, who will take advice from their line manager who in turn will normally be responsible for their annual appraisal.

Appraisal and reflective supervisions are regarded as an important mechanism in whole school as well as staff development and therefore fundamental to achieving our objectives. At NAS Vanguard School appraisal is a thorough, rigorous, supportive and developmental process, which assists staff in improving their performance by concentrating on key objectives. In addition to formal supervision and appraisals, line managers will provide ongoing mentoring and coaching to the members of staff in their teams.

All staff will benefit from a 1:1 supervision meeting every term and ideally every half term. The appraisal period is 12 months. Line managers will allow a minimum of one hour for annual appraisal meetings.

Annual appraisals recognise strengths, and areas for future development and helps enhance professional practice. Teachers' pay progression is influenced by successfully achieving appraisal objectives. Performance is RAG rated where amber is expected performance, green is exceptional and red is a concern. Where this ensures all supervision and appraisal records clearly rate all aspects of performance.

### **3 Purpose**

This policy sets out the framework for reviewing the overall performance of teachers and the Executive Principal and for supporting their development needs within the context of the school's improvement plan and their own professional needs.

Where teachers are eligible for pay progression, the assessment of performance throughout the cycle against the performance criteria specified in the statement will be the basis on which the recommendation is made by the reviewer, who will normally be the Reviewee's line manager. In some cases, the Executive Principal may vary this position.

To comply with the requirement to show how the arrangements for performance management link with those for school improvement, school self-evaluation and school development planning and to minimise workload and bureaucracy the performance management process will be the main source of information as appropriate for school self-evaluation and the wider school improvement process.

All reviewers are expected to explore the alignment of reviewees' Targets with the school's priorities and plans. The Targets should also reflect reviewees' professional aspirations.

### **4 Consistency of Treatment and Fairness**

The Local Governing Body of NAS Vanguard School is committed to ensuring consistency of treatment and fairness in the operation of performance management.

### **5 Quality assurance**

The Executive Principal may delegate the reviewer role. In these circumstances the Executive Principal will moderate all the planning statements to check that the plans recorded in the statements of teachers at the school:

- are consistent between those who have similar experience and similar levels of responsibility
- comply with the regulations and with the requirements of equality legislation.

The Governing Body will:

- nominate the Chair of the Local Governing Body, who will not be involved in the Executive Principal's performance management or any appeal regarding the Executive Principal's performance management to ensure that the Executive Principal's planning statement is consistent with the school's improvement priorities and complies with the Regulations

## 6 Target Setting

The Targets set will be rigorous, challenging, achievable, time-bound, fair and equitable in relation to teachers with similar roles, responsibilities and experience, and include student progress. Staff will be made aware of the reasonable and valid means by which evidence will be gathered. Targets will have regard to what can reasonably be expected of any teacher in that position given the desirability of the reviewee being able to achieve a satisfactory balance between the time required to discharge his or her professional duties and the time required to pursue his personal / family interests outside work. They shall also take account of the teacher's or member of staff's professional aspirations and any relevant pay progression criteria.

As a result, they should be such that, if they are achieved, they will contribute to improving the progress of students at the school. The reviewer and reviewee will seek to agree the Targets but where a joint determination cannot be made the reviewer will make the determination.

All NAS Vanguard School staff will have no more than 3 Targets. These will be one personal, one whole school and one linked to their curriculum area or a relevant area of teaching and learning responsibility or in the case of non-teaching staff related to their function. Targets will be agreed by the Reviewer and reviewee in negotiation.

Performance management is an assessment of overall performance of the member of staff. Targets will focus on the priorities for an individual for a given review cycle. At the review stage it will be assumed that those aspects of a staff member's roles and responsibilities not covered by the Targets or any amendment to the statement which may have been necessary in accordance with the provisions of the regulations have been carried out satisfactorily.

## **7 Reviewing Progress**

It will be the responsibility of the Teacher to ensure that they are making effective progress towards the targets set and the Reviewer to ensure that the support promised in the Planning Meeting is delivered effectively. The Reviewee and Reviewer will meet around the mid-year point to discuss progress.

At the end of the annual cycle (usually Sept-July), assessment of performance against any Target will be on the basis of the performance criteria set at the beginning of the cycle. Good progress towards the achievement of a challenging Target, even if the performance criteria have not been met in full, will be assessed favourably.

Because of the nature of some of the target(s) set, assessment against some targets may involve evidence other than through classroom observation e.g. evidence of improved student's progress in an agreed area could be through work samples or data analysis.

The performance management cycle is annual, but on occasions it may be appropriate to set Targets that will cover a period over more than one cycle. In such cases, the basis on which the progress being made towards meeting the performance criteria for the Target will be assessed at the end of the first cycle and will be recorded in the planning and review statement at the beginning of the cycle.

## **8 Professional Disagreement**

At relevant points in the performance management process staff will have a right to make an annotation against any of the entries in their planning and review statements.

## 9 Confidentiality

The whole performance management process and the statements generated under it, in particular, will be treated with strict confidentiality at all times. Only the reviewee's line manager or, where the staff member has more than one, each line managers will be provided with access to the reviewee's plan recorded in the reviewee's statement, upon request, where this is necessary to enable the line manager to discharge appropriate line management responsibilities. Reviewees will be told who has requested the plan and has been granted access.

## 10 Training and Support

NAS Vanguard School's CPD programme will be informed by the training and development needs identified in the training annex of the reviewees' planning and review statements. The governing body will ensure via budget planning that, as far as possible, appropriate resources are made available in the school budget for any training and support agreed for reviewees.

An account of the training and development needs of staff in general, including the instances where it did not prove possible to provide any agreed CPD, will form a part of the Executive Principal's annual report to the governing body about the operation of the performance management in the school.

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

- a) the CPD identified is essential for a reviewee to meet their Targets; and
- b) the extent to which the training and support will help the school to achieve its priorities.

The school's priorities will have precedence. Teachers will not be held accountable for failing to make good progress towards meeting their performance criteria where the support recorded in the planning statement has not been provided.

## **11 Appointment of Reviewer for the Executive Principal**

The Governing Body is the reviewer for the Executive Principal and Headteacher and to discharge this responsibility on its behalf will appoint 2 governors assisted by an external specialist adviser.

Where the Executive Principal is of the opinion that any of the governors appointed by the governing body under this regulation is unsuitable for professional reasons, she may submit a written request to the governing body for that governor to be replaced, stating those reasons. The governing body will then make a determination.

## **12 Appointment of Reviewers for Teachers**

The Executive Principal will be the reviewer for those teachers she directly line manages and will delegate the role of reviewer, in its entirety, normally to the relevant line managers for any other teachers.

If a teacher has more than one-line manager, the Executive Principal will determine which line manager will be best placed to manage and review the teacher's performance.

Where a teacher is of the opinion that the person to whom the Executive Principal has delegated the reviewer's, duties is unsuitable for professional reasons, this teacher may submit a written request to the Executive Principal for that reviewer to be replaced, stating those reasons. The Executive Principal will then make a determination.

Where it becomes apparent that the reviewer will be absent for the majority of the cycle or is unsuitable for professional reasons the Executive Principal may perform the duties herself or delegate them in their entirety to another teacher.

Where this teacher is not the reviewee's line manager the teacher will have an equivalent or higher status in the staffing structure as the teacher's line manager. A performance management cycle will not begin again in the event of the reviewer being changed.

All line managers to whom the Executive Principal has delegated the role of reviewer will receive appropriate preparation for that role e.g. via training and coaching.

### **Appointment of Reviewers for Support Staff**

The person responsible for carrying out the annual appraisal process for support staff will usually be the line manager of the person being appraised. The same arrangements for absence and replacement apply here as described above for teachers.

### **The Performance Review Cycle**

The performance of teachers will be reviewed on an annual basis. Performance planning and reviews will be completed for all teachers by 31 July and for the Executive Principal by 30 June.

The performance management cycle in NAS Vanguard School will run from the beginning of September in one school year to the end of July in the next school year for teachers, and from July in one school year to June in the following school year for the Executive Principal. The length of the cycle for temporary appointments will be determined by the duration of the contract.

Where a teacher starts their employment at the school part-way through a cycle, the Executive Principal or, in the case where the teacher is the Executive Principal, the governing body shall determine the length of the first cycle for that teacher, with a view to bringing their cycle into line with the cycle for other teachers at the school as soon as possible.

Where a teacher transfers to a new post within the school part-way through a cycle, the Executive Principal or, in the case where the teacher is the Executive Principal, the governing body shall determine whether the cycle shall begin again and whether to change the reviewer.

### **Retention of Review Statements**

A record will be completed within a week of the final review meeting and kept within the employee's personnel file. This will include:

- Recognition of achievements

- Review of personal development plan to address areas for development
- Assessment of performance against agreed targets and related competencies
- Review of support available from line manager
- Setting of new SMART targets
- Resulting actions for line manager
- Opportunity for the appraised teacher to add comments
- Statement of confidentiality

Where a job description is updated as part of the appraisal, this must be recorded.

Performance management planning and review statements will be retained for a minimum period of 6 years.

### **Monitoring and Evaluation**

The governing body will monitor the operation and outcomes of performance management arrangements. The Executive Principal will provide the governing body with a written report on the operation of the school's performance management policy annually. The report will not contain any information which would enable any individual to be identified. The report will include:

- the operation of the performance management policy;
- the effectiveness of the school's performance management procedures;
- teachers' training and development needs.

The Governing Body is committed to ensuring that the performance management process is fair and non-discriminatory and the following monitoring data should be included in the Executive Principal's report because they represent the possible grounds for unlawful discrimination:

- Race
- Sex / gender reassignment
- Sexual orientation
- Disability
- Religion and belief
- Age
- Part-time contracts

- Trade union membership

The Executive Principal will also report on whether there have been any appeals or representations on an individual or collective basis on the grounds of alleged discrimination under any of the categories above.

The Governing Body will take account of the Executive Principal's report in its review of the performance management policy. The policy will be revised as required to introduce any changes in regulation and statutory guidance to ensure that it is always up to date. To ensure teachers are fully conversant with the performance management arrangements, all new teachers who join the school will be briefed on them as part of their introduction to the school.

### **Access to Documentation**

Copies of the school development plan are published on the school's website and can be obtained from the school office. Performance Review statements shall remain confidential.

The governor with responsibility for oversight of staff development has access to an anonymised summary of developmental targets and associated planned professional development, with the exception of the Executive Principal whose identification is unavoidable.

### **Protocols for Teachers' Classroom Observation and Subsequent Actions**

All classroom observation will be undertaken in accordance with the performance management regulations and with best practice.

The Governing Body is committed to ensuring that classroom observation is developmental and supportive and that those involved in the process will:

- carry out the role with professionalism, integrity and courtesy;
- evaluate objectively;
- report accurately and fairly; and
- respect the confidentiality of the information gained.

The total period for classroom observation arranged for any teacher will not exceed three hours per cycle having regard to the individual circumstances of the teacher. There is no requirement to use all of the three hours. The amount of observation for each teacher should reflect and be proportionate to the needs of the individual

At NAS Vanguard School we recognize the importance of organising classroom observations, where possible, over the year, which meet the needs of Performance Management as well as school self evaluation. To this end there will be one observation directly linked to each individual's Performance Management. This observation will be agreed at the Planning meeting and will be the choice of the class teacher. This observation will be undertaken by the Reviewer. The observation may be linked specifically to a specific Performance Management Target (in which case a joint observation with the relevant Subject Coordinator may be deemed appropriate) or a lesson may be picked which allows the Class Teacher to demonstrate their overall skills as a teacher.

The arrangements for classroom observation will be included in the planning and review statement and will include the amount of observation, specify its primary purpose, any particular aspects of the teacher's performance which will be assessed, *the duration of the observation*, when during the performance management cycle the observation will take place and who will conduct the observation.

Where evidence emerges about the reviewee's teaching performance which gives rise to concern during the cycle, classroom observations may be arranged in addition to those recorded at the beginning of the cycle subject to a revision meeting being held in accordance with the Regulations. Competency proceedings are not part of the review process.

If the Class teacher identifies another lesson observation that they would like to take place to support progress against their targets it can be agreed between the Reviewer and the Class Teacher. It is expected that this further lesson observation will not take the total for the year over the agreed three-hour limit.

Information gathered during the observation will be used, as appropriate, for a variety of purposes including to inform school self-evaluation and school improvement strategies in

accordance with the school's commitment to streamlining data collection and minimising bureaucracy and workload burdens on staff. In keeping with the commitment to supportive and developmental classroom observation those being observed will be notified in advance.

Classroom observations will only be undertaken by experienced persons with QTS. In addition, classroom observation will only be undertaken by those who have had adequate preparation and the appropriate professional skills to undertake observation and to provide constructive oral and written feedback and support, in the context of professional dialogue between colleagues.

Oral feedback will be given as soon as possible after the observation and no later than the end of the following working day. It will be given during directed time in a suitable, private environment.

Written feedback will be provided within five working days of the observation taking place. If issues emerged from an observation that were not part of the focus of the observation as recorded in the planning and review statement these should also be covered in the written feedback and the appropriate action taken in accordance with the regulations and guidance.

The written record of feedback also includes the date on which the observation took place, the lesson observed and the length of the observation. The teacher has the right to append written comments on the feedback document. No written notes in addition to the written feedback will be kept.

The Executive Principal has a duty to evaluate the standards of teaching and learning and to ensure that proper standards of professional performance are established and maintained. The Executive Principal therefore has a right to 'drop-in' to inform their monitoring of the quality of learning. Drop-ins will only inform the performance management process where evidence arises which merits the revision of the performance management planning statement, in accordance with the provisions of the regulations.

### **Review of this Policy**

This policy will be reviewed bi-annually by the Head teacher and Governors.

