



Wadham School

Staff Appraisal and
Performance Management
January 2024

Signed

Date:

Statement of Intent



Our school is shaped by key values which flow from our Christian foundation as represented in the wheel above.

At its centre is "Hope". Without hope we and our students will not flourish. Valuing our staff, both teaching and support staff, is at the heart of improving quality of education.

Our values have driven our work forward in bringing appraisal for all staff in line with each other. We all belong and work with the same goal of educating the young people in our school community to the highest level possible inside and outside of the classroom. All work by members of staff is valued and contributes to school development. All members of staff at Wadham School deserve the opportunity for appraisal leading to personal development.

This policy sets out the framework for a clear and consistent assessment of the overall performance of staff at Wadham School, including Support staff, Teachers, Leaders, Senior Leaders and the Headteacher.

This policy is supporting professional and personal development within the context of the school's plan for improving educational provision and performance. It also provides the basis for assessment linked to recommendation that will be presented to the Governing Body's Pay Committee for pay progression.

The procedure that will also be used to address any concerns that are raised about performance providing a supportive process to secure improvement. If concerns are such that they cannot be resolved through the review process, there will be consideration of whether to commence the separate capability procedure.

This Policy applies to the Headteacher and to all employed at Wadham School. The exceptions are those on contracts of less than one term, those undergoing induction (i.e. ECTs) or staff who are on any relevant formal capability procedures.

Overview

- All staff must be supported to perform their role at the highest level possible to secure positive school development. The Performance Appraisal Policy plays an important role in this.
- All staff are entitled to a review of their professional practice and each member of staff plays a key role in their own performance and development.
- All members of staff are entitled to have clear expectations of their role and development linked to the responsibilities that they hold which are outlined in their job description.
- Wadham does not differentiate between the different roles of employees –however, responsibilities and standards may be regulated nationally and by organisations
- Wadham will use the performance appraisal process professionally to help provide the vital service of education to the community. This will hold all employees to account, but also to support development in all areas required on a personal and whole staff level.
- All appraisal records will be recorded and updated on an ongoing basis. Performance management and appraisal will be stored in a dedicated team within Microsoft teams. Each member of staff will have a dedicated secure channel with limited access. Within this all documentation will be stored and updated. Staff will be encouraged to upload information concerning any CPD they have taken part in along with sharing this with the 'Senior Team Administrator' for their personal record. Evidence for work staff have done to improve their practice will also be stored within this secure channel on teams.
- There are regulations determining the appraisal of teaching staff in maintained schools but no comparable regulations or guidance has been published by the government regarding support staff in schools. The document 'School support staff – the way forward' published in 2003 by the National Joint Council for Local Government Services, states 'for training and development policies to be effective, every member of staff must receive rigorous, constructive appraisal leading to development of an individual plan for development'.

Objective

The central aim of appraisal in Wadham School is to improve the quality of education for the students through the development of staff, and to bring about specific benefits for the individual and for the school. The governors at Wadham recognise that appraisal is an entitlement and the school wish to recognise the contribution each member of staff makes to the school by marking individual achievements and agreeing future areas of development. The target is to develop and encourage a culture in which all members of staff take responsibility for improving their performance by appropriate professional development linked to the school's development priorities and to the personal professional development priorities of each member of staff, resources permitting.

Every member of staff should receive rigorous and constructive appraisal throughout an academic year and have an annual review.

Head Teacher

The task of appraising the Headteacher, including the setting of objectives, will be delegated to a sub-group normally consisting of 3 members of the Governing Body. Where the Headteacher is of the opinion that any of the governors appointed by the governing body is unsuitable to act as their reviewer they may submit a written request for that governor to be replaced, stating the reasons for the request.

Support, Teaching staff, Leaders and Senior Leaders

The Headteacher is responsible for overseeing this policy, it's correct implementation and consistency, but may delegate responsibilities to a member of the Senior Leadership Team. Lesson visits and Observation will be used where necessary and will be carried out in a supportive fashion. Constructive feedback will be given and where concerns about performance does not lead to improvement after feedback and support, competency procedures will be undertaken. Appraisal documents may be asked for by the governors to support decisions or recommendations regarding pay, promotion, dismissal or disciplinary matters.

The Headteacher will choose the reviewer for each member of staff. Where staff have an objection to the Headteacher's choice, their concerns will be carefully considered and, where appropriate an alternative reviewer will be offered.

Where it becomes apparent that the reviewer appointed by the Headteacher will be absent for the majority of the performance review cycle, the Headteacher may perform those duties themselves or delegate those duties to another teacher for the duration of that absence.

Relevant Professional Standards – Teaching Staff

Before, or as soon as practicable after, the start of each performance review period each teacher will be informed of the professional standards against which that teacher's performance in that performance review period will be assessed. All teachers will be assessed against the standards contained in the document "Teachers' Standards". All teachers should be able to demonstrate competence against the relevant professional standards. It is expected that competence will be

further developed as a teacher's career progresses. To progress to the Upper Pay Range a teacher will need to demonstrate that they are "highly competent in all elements of the relevant standards", as specified in the School Teachers' Pay and Conditions document.

Action

The appraisal period will follow the academic calendar. Appraisers could be The Headteacher, A member of the Senior Management Team, A member of staff with leadership responsibilities or a member of staff who has line management responsibilities.

Objectives set for each member of staff will be specific, measurable, achievable, realistic and time-bound (SMART) and will take into account relevant occupational standards, job descriptions and personal specifications.

Performance and development priorities will be reviewed and addressed on a regular basis and feedback on performance will highlight strength and initiate a discussion on development.

Staff will be encouraged to self-audit throughout the year and identify to appraiser's any need for change, updating or further support required.

All meetings will require careful forethought by all parties so that an objective to move forward can be planned and achieved. Meetings should be un-interrupted and conducted in a calm supportive manner. The previous meeting's discussion should be re-visited before new discussions commence. The meeting must identify professional development requirements and give the opportunity for any additional points that the appraisee wants to discuss.

The objectives set for each member of staff are intended to contribute to the school's plans for improving the school's educational provision and performance and improving the education of pupils attending the school and will take into account professional aspirations of the member of staff.

The reviewer will take into account the effects of an individual's circumstances, including any disability, when agreeing objectives. For example, this might include a reasonable adjustment to allow an individual slightly longer to complete a task than might otherwise be the case. When staff return from a period of extended absence, objectives may be adjusted to allow them to readjust to their working environment.

If support from the Headteacher is required in a situation where the appraisee and appraiser disagree a formal meeting will collect all the evidence and be considered. During the meeting both parties may take notes. A decision will be made and communicated. There will be required documentation if this situation arises:

- Details of the member of staff's appraisal meetings
- Details of observations and assessments of the member of staff compared to objectives
- Details of professional development requirements being met
- Any other documentation that is relevant and will inform the decision by the Headteacher

The Headteacher will discuss appraisal with the Senior Team and Governors at least annually and an annual report will be provided to governors. The report will enable governors to receive an overall general report of the process but not include specific details relating to individual members of staff.

Teaching staff will use the Teacher Standards (required) to pinpoint areas of strengths and weakness, which will then allow meaningful and precise targets for staff to work on throughout the academic year.

Reviewing Performance

Evidence will be gathered from observations (all staff) learning walks and book scrutiny (teachers and leaders). Other evidence: Self-assessment, Peer-review, Pupil progress data.

Feedback will be given and recorded centrally within the staff member's secure channel on teams. Feedback will highlight particular areas of strength as well as any areas that need development and will:

- give clear feedback
- give the member of staff the opportunity to comment and discuss the concerns
- agree any support that will be provided to help address developmental needs

The school may use the findings of each classroom visit and observation, including performance review observations, for other management purposes (for example subject area / team reviews).

Support staff and Leaders (including the Headteacher) whose posts have responsibilities outside the classroom should also expect to have their performance of those responsibilities observed and assessed.

Where a teacher is experiencing difficulties, see the section on Teachers Experiencing Difficulties(below).

Professional Development

Training and development needs will be identified as part of the performance review process. The governing body will ensure in the budget planning that, as far as possible, resources are made available in the school budget for appropriate training, and support agreed for reviewees, maintaining access on an equitable basis.

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

Annual Assessment

The performance management cycle is annual, but on occasions it may be appropriate to set objectives 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 objective 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.

Ongoing recording will be stored within the secure private teams channel and will keep all parties up to date with professional development.

Teaching staff recommendations for pay progression (where applicable) will be made by 31st December for Headteachers and by 31st October for other staff. Recommendations from teachers' reviewers will be collated and moderated by the Headteacher, who will put forward final recommendations on pay progression to the Governing Body's Pay Committee or other relevant decision-making body). The decision made by the Governing Body's Pay Committee (or other

relevant decision-making body) will be based on the statutory criteria set out in the School Teachers' Pay and Conditions Document (STPCD), the relevant teacher standards, non-statutory guidance from the DfE and the school's own pay policy.

The Governing Body has agreed the pay policy of the school and has considered the implications of the performance review policy with respect to the arrangements relating to teachers' pay in accordance with the School Teachers' Pay and Conditions Document. The Governing Body will ensure that decisions on pay progression are made by 31 December for Headteachers and by 31 October for other teachers.

Appeals

Reviewees have a right of appeal against any of the entries in the written performance review report. Details of the appeals process are available from the Headteacher or from the school governing body. Where the Headteacher has not been recommended for pay progression he will be informed by the appropriate governor. The Headteacher will notify any teacher who has not been recommended for pay progression of the date when the governing body meets to consider pay recommendations, following which the teacher (and Headteacher when the headteacher has not been recommended for pay progression) may exercise the right of appeal, assisted by a companion who may be a colleague, a trade union official or a trade union representative.

Teachers Experiencing Difficulties

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

Where it is apparent that a teacher's personal circumstances are leading to difficulties at school, support will be offered as soon as possible, without waiting for the formal annual assessment. In such circumstances advice and support from Human Resources should be sought and the teacher should be advised to seek support from their union representative.

If a reviewer identifies through the performance review process, or via other sources of information, for example verifiable parental concerns, that the difficulties experienced by a teacher are such that, if not rectified, could lead to capability procedures the reviewer, the Headteacher, or a member of the leadership team, will, as part of the performance review process meet the teacher to:

- give clear written feedback to the teacher about the nature and seriousness of the concerns;
- give the teacher the opportunity to comment on and discuss the concerns;
- give the teacher at least 5 working days' notice that a meeting will be held to discuss targets for improvement alongside a programme of support, and inform the teacher that he/she has the right to be assisted by a representative of an independent trade union or work place colleague, and at any future meetings where capability will be discussed;
- in consultation with the teacher at the above meeting, an action plan with support will be established (for example coaching, training, in-class support, mentoring, structured observations, visits to other classes or schools), that will help address those specific concerns;
- make clear how progress will be monitored and when it will be reviewed;
- explain the implications and process if no – or insufficient – improvement is made.

The teacher's progress will continue to be monitored as part of the performance review process and a reasonable time given for the teacher's performance to improve. This will depend upon the circumstances, but will be for a specified period of time, for example half a term, with appropriate support as agreed in the Action Plan, in order that the aim of recovering and improving performance can be achieved. During this monitoring period the teacher will be given regular feedback on progress and arrangements will be made to modify the support programme if appropriate.

If sufficient progress is made such that the teacher is performing at a level that indicates there is no longer a possibility of capability procedures being invoked the teacher should be informed of this at a formal meeting with the reviewer or Headteacher. Following this meeting the performance review process will continue as normal.

If no, or insufficient, improvement has been made over this period, the teacher will be invited to a transition meeting to determine whether formal capability proceedings need to be commenced or the performance review process remains in place. The teacher may be assisted by a trade union representative or work colleague and will have at least 5 working days' notice of the meeting.

GENERAL PRINCIPLES UNDERLYING THIS POLICY

ACAS Code of Practice on Disciplinary and Grievance Procedures.

In the first instance, issues relating to teacher performance will be managed through the arrangements for Teachers Experiencing Difficulties set out within this policy.

The conduct of any subsequent formal capability process will be undertaken outside the Performance review process under the separate Capability Procedure and in accordance with the provisions of the ACAS Code of Practice.

Consistency of Treatment and Fairness

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

Sickness

If long term sickness absence appears to have been triggered by the commencement of monitoring or application of the formal capability procedure, the case will be dealt with in accordance with the school's absence policy and will normally be referred to the occupational health service to assess the member of staff's health and fitness for continued employment and the appropriateness or otherwise of continuing with monitoring or formal procedures. In some cases, it may be appropriate for formal procedures to continue during a period of sickness absence. However, the views of the occupational health physician will always be considered before a decision is reached.

Grievances

Where a member of staff raises a grievance during the performance review or capability process, the performance review or capability process may be temporarily suspended in order to deal with the

grievance. Where the grievance and performance review or capability cases are related it may be appropriate to deal with both issues concurrently.

Confidentiality & Professional Relationships

The performance review and capability processes will be treated with confidentiality. Only the reviewer's line manager or, where s/he had more than one, each of her/his line managers will be provided with access to the reviewee'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. Reviewees will be consulted on requests for access to statements in the context of this policy.

The process of gathering evidence for performance review will not compromise normal professional relationships between teachers. The governing body 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 Headteacher and governing body to quality-assure the operation and effectiveness of the performance review system. The Headteacher or appropriate leadership colleague might, for example, review all teachers' objectives and written performance review records personally – to check consistency of approach and expectation between different reviewers. The Headteacher might also wish to endorse or amend any pay recommendations that have been made before they are considered by the Governing Body's Pay Committee (or other relevant decision-making body) in the light of recorded information relating to formal conduct, performance or attendance concerns.

Monitoring and Evaluation

The governing body and Headteacher will monitor the operation and effectiveness of the school's performance review arrangements. The Headteacher will provide the governing body with a written report on the operation of Wadham school's performance review and capability policies annually. The report will not identify any individual by name. The report will include an assessment of the impact of these policies on:

- Race
- Sex
- Sexual Orientation
- Disability
- Religion and Beliefs
- Age
- Part-time Status
- Maternity and Pregnancy

The Headteacher will report on whether there have been any appeals or representations on an individual or collective basis on the grounds of alleged discrimination.

Retention

The governing body and Headteacher will ensure that all written performance review records are retained in a secure place for six years and then destroyed.