

## Appraisal Policy

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This policy has been developed in partnership between key advisors from our Personnel provider, HR Connect and Kent County Council's Education, Learning and Skills Directorate. All Trade Unions and professional associations recognised by KCC have been consulted in the development of this policy.

The Governing Body of Portal House School first adopted this Appraisal Policy in May 2019, updated it in December 2021 and March 2024.

### 1. Introduction – Purpose of the Policy

In this school we are committed to continually improve the quality of teaching and learning for all our pupils and we believe that appraisal will assist our staff to achieve this aim through clarity of role and expectations, encouragement, development and feedback.

We believe that appraisal will enable a professional discussion to take place regarding workload and priorities and will give staff the appropriate focus, development and support. It will also provide staff with an opportunity to discuss in confidence any matters regarding their employment at work that may inhibit their performance.

This policy sets out the principles and framework for a clear and consistent appraisal of the overall performance of all staff and for supporting their development needs within the context of the school development plan and their own professional needs.

This policy also sets out the school's approach to the link between the appraisal process and pay progression.

### 2. Principles

We will implement our appraisal arrangements on the following principles:

- *Equality of Opportunity*: All staff should be encouraged and supported to achieve their potential through clarity of expectations and job role, regular feedback, performance review and provision of relevant development.
- *Consistency of Treatment and Fairness*: We will take action to ensure our performance appraisal process is fair, non-discriminatory and that staff are treated consistently
- *High Standards*: We believe by setting appropriate and challenging standards of performance and providing suitable feedback and development all staff have the potential to continually improve their performance
- *Work – life balance*: All staff are entitled to a satisfactory work – life balance and performance appraisal is an appropriate mechanism to facilitate this
- *Pay and Rewards*: Pay progression for staff should reflect their overall contribution to the school both as individuals and as team members.

### 3. Application of the Policy

This policy applies to all staff employed in this school with the exception of Early Career teachers undergoing their first two formal years of induction or those on contracts of less than a year. The operation of this policy will be suspended for any staff whose performance merits the application of the schools' formal competency procedure.

Performance appraisal arrangements for temporary and part – time staff, including job-sharers, should apply on the same principles as for full-time, substantive staff. The same degree of challenge in the process should apply but the breadth and volume of each element in the process should be proportionate to the period of time worked.

Teachers employed on a fixed term contract of less than one year, will have their performance managed in accordance with the principles underpinning the provisions of this policy. The length of the cycle will be determined by the duration of their contract.

The intention is that all staff will have equivalent access to appraisal, development and support.

## **4. Policy Framework**

### **4.1 General**

Performance appraisal is a shared responsibility. The Governing Body has the strategic responsibility for establishing this policy, providing the Headteacher with the support to ensure it is fully implemented and ensuring the Headteacher receives appropriate performance appraisal in order to set the right framework and culture for all staff in the school.

The Headteacher will ensure that this policy, associated regulations and guidance are communicated effectively and that staff with performance appraisal responsibilities have access to appropriate training and preparation.

The performance of all staff must be reviewed on an annual basis. The Appraisal reviews for all teachers in this school will be completed by 31 October, in any one academic year and by 31 December for the Headteacher.

The appraisal reviews for all support staff will be completed annually in line with the financial year ending on 31<sup>st</sup> March in each year.

Where a member of staff starts their employment at the school part-way through a cycle, the length of the first performance appraisal process will be such that the cycle can be brought into line with the appraisal process for that group of staff at the earliest opportunity.

Where a member of staff transfers to a new position within the school part-way through a cycle, the Headteacher shall determine whether the cycle shall begin again and whether to change the Appraiser.

All staff must have an up to date job description and this will form the basis for discussion at the appraisal planning and review meeting. Staff should have access to the school development plan and other relevant planning documents in good time for their appraisal meeting.

Where it appears that the Appraisee is either not meeting or partially meeting the relevant professional standards then the appraisal process must clearly set out the support and training that will be provided to address the areas of concern.

Where serious weaknesses are identified in an Appraisee's performance then this procedure should cease and the issues will be managed within the school's formal capability procedure. The appraisal process will be re-commenced when the Appraisee's performance has reached the required standards.

### **4.2 Appointing Appraisers**

The Headteacher will be appraised by the Governing Body, supported by a suitably experienced and qualified External Advisor who has been appointed by the Governing Body for that purpose.

In this school the task of appraising the Headteacher, including the setting of objectives, will be delegated to a sub-group of three members of the Governing Body.

The Headteacher will determine the appropriate Appraiser for all staff covered by this policy taking due consideration of line management responsibilities and other relevant factors.

If a member of staff has a concern regarding their allocated Appraiser then this should be communicated to the Headteacher, in writing, stating the reasons. The Headteacher will exercise careful consideration of the concerns and may allocate an alternative Appraiser.

The Headteacher will ensure all Appraisers receive appropriate training and preparation for their role.

### **4.3 The Appraisal Meeting**

It is the responsibility of the Appraiser to arrange the meeting with their Appraisee at the beginning of the cycle. This should be arranged by mutual agreement and normally with at least five working days' notice. The Appraiser must prepare for the meeting and ensure all relevant information and evidence that will be used during the meeting has been shared with the Appraisee at the earliest possible opportunity.

The Appraisal meeting should provide a two way discussion to:

- Assess performance during the previous year against the Appraisee's role and responsibilities, including performance objectives and any relevant standards
- Agree expectations for the year ahead by reviewing job description and appropriate performance objectives
- Confirm timescales for achievement of the objectives and for provision of support, including development
- Ensure the Appraisee understands the performance criteria, including relevant pay progression criteria, relevant professional standards and any other appropriate evidence to be taken into account in appraising performance including potential barriers to success
- Discuss and agree appropriate monitoring arrangements and other support for the Appraisee, including classroom observations, if appropriate to the reviewee's role
- Agree any areas of relevant training and development and related actions
- Allow the reviewee to raise any issues or concerns regarding their workload or work - life balance

It is the appraisee's responsibility to play an active role in their review. This includes preparing for the meeting by:

- reflecting on their performance during a mid year appraisal meeting, as well as and end of year appraisal meeting.
- considering how they have made a wider contribution to the school, and
- identifying some of their future development needs

Self-review is an important means of preparing for an appraisal meeting and a suggested framework for this is set out in Appendix 1a –Appraisal (Teachers and Support Staff), Appendix 1b Lesson Walk, Appendix 1c Work Scrutiny.

### **4.4 Appraising Performance**

All staff will be formally assessed in respect of each appraisal period. In assessing the performance of the Headteacher, the Governing Body will consult the external adviser.

Each member of staff will receive a written appraisal report as soon as practicable and within ten working days following the appraisal meeting and have the opportunity to comment in writing. The appraisal report will include:

- details of objectives for the appraisal period in question
- an assessment of performance of role and responsibilities against objectives and any relevant standards

- an assessment of training and development needs and identification of any action that should be taken to address them
- a recommendation on pay where this is relevant

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

#### **4.5 Links with Pay**

Before, or as soon as practicable after the start of each appraisal period, all staff will be informed of the standards and criterion against which individual performance will be assessed and on which pay decisions will be based. The criterion used must be consistent with any national or KCC determined requirements. *(This is clearly stated in the school's pay and reward policy.)*

Where the evidence from the appraisal process appears to suggest the appraisee's performance could be below that meriting pay progression at the end of the cycle, the appraisee should be made aware of this at the earliest opportunity. There should also be a professional discussion to identify actions which could remedy the position.

#### **4.6 Objectives**

The Headteacher's objectives will be set by the Governing Body after consultation with the external adviser.

All Appraisees must have performance objectives set before, or as soon as practicable after, the start of each appraisal period. All objectives must be relevant to the Appraisee's role, responsibilities and take full account of their experience and career/professional aspirations. The number and nature of objectives must be reasonable and, if achieved will contribute positively to the education of pupils at this school and the implementation of any plan designed to improve the school's educational provision and performance.

Normally an appraisee would expect to have 3 objectives (whole school, team/department and professional development). Staff with a wider role across the school, including teachers with or without a TLR, members of the leadership team and the headteacher, would normally expect to have one or additional objectives in the relevant area.

Appraisees should be encouraged to set challenging but achievable objectives (specific measurable, achievable but challenging, relevant and time framed) Meeting or nearly meeting challenging objectives is a good way to show the level of performance required for pay progression and will also assist career development.

As far as possible the objectives should be reached by agreement. However where a joint determination cannot be made the Appraiser will make the determination with the provision for the appraisee to record any disagreement if required.

Consideration should be given to ensure that the appraisal objectives can be used to secure good evidence for pay progression in line with the expectations in the school's pay policy.

#### **4.7 Training and Development**

Performance appraisal is a developmental process and a key part of the planning discussion. It should be about the support that the Appraisee will need in order to meet identified objectives and performance criteria.

This school is committed to ensuring that all staff have access to a level of development appropriate to their role, stage of career development, performance objectives and criteria and individual aspirations.

Development and training identified from the appraisal process must be recorded using the appropriate form and then passed to the CPD Coordinator (Mrs. Maddy Craggs) to inform the school's programme for training and development.

This school recognises that development and support may take a number of forms and a wide range of activities which may not necessarily involve a formal course.

#### **4.8 Monitoring**

The Appraiser will ensure that appropriate arrangements are in place to support the Appraisee with regular monitoring and feedback. This should be discussed in broad, flexible terms in the appraisal meeting. There should be at least one formal mid year review meeting to discuss performance, provide feedback and discuss the provision of training and development.

The Headteacher should audit mid-year reviews with Appraisers to ensure consistency of appraisal assessments.

There should be further, informal follow-up and support for Appraisees.

This school believes that observation of classroom practice and other responsibilities is important both as a way of assessing performance in order to identify any particular strengths and areas for development and of gaining useful information which can inform school improvement more generally. All observation will be carried out in a supportive fashion.

Monitoring will follow a 'Deep Dive' approach, encompassing a Lesson Walk, discussion with students and as well as a Book Scrutiny. The observer may or may not discuss the lesson with the Head of Department prior to the Deep Dive.

In this school teachers' performance will be regularly observed but the amount and type of observation will depend on the individual circumstances of the teacher and the overall needs of the school. Classroom observation will be carried out by those with QTS. In addition to formal observation, the Headteacher or other members of the SLT with responsibility for Teaching and Learning may "drop in" in order to evaluate the standards of teaching and to check that high standards of professional performance are established and maintained. The length and frequency of "drop in" observations will vary depending on specific circumstances. Please see our Quality Assurance Policy.

#### **4.9 Recording Plans**

Within five working days of the meeting the Appraiser will complete a draft statement and provide the Appraisee copy. The Appraisee may request changes if he/she feels the statement does not convey a fair summary of the meeting and/or may add comments. The Appraiser will prepare and sign a final statement within ten working days of the initial meeting.

The Appraiser may retain a copy of the appraisal plan, but he/she must pass a copy to the Appraisee and pass the original to the Headteacher.

## **5. Moderation**

The Headteacher is responsible for ensuring that performance appraisal is applied fairly and consistently across the school and that there is a strong link with school improvement. The Headteacher may therefore make appropriate arrangements for the moderation of performance appraisal reviews and objectives in particular to ensure consistency of approach and expectations between Appraisers. However, this exercise will be undertaken with due regard for the need to maintain confidentiality.

## **6. Changes to Plans in Mid Cycle**

There may be occasions when it is necessary to amend or change the content of the appraisal plan. This may include changes in the Appraisee's circumstances, school priorities or local/national policy initiatives. In this event the Appraiser and Appraisee should discuss and ideally agree the necessary changes.

If there is no agreement to the proposed changes then the Appraiser shall amend the appraisal plan with any changes he/she thinks ought to be made and pass the revised statement to the Appraisee who may add his/her comments.

## **7. Confidentiality and Retention of Records**

The performance appraisal process will be treated with full confidentiality at all times.

For the Headteacher's review the statement will be held by the Governors HTPM panel, outside consultants and the Headteacher.

All plans and appraisal reports must be retained in a secure place on the school premises for a period of six years from the date the appraisal cycle ends. After this date it would be normal to dispose of these records and this must be done confidentially and the employee notified.

## **8. Communication of this Policy**

A copy of this policy will be kept in in the School Office and on the School network portal to ensure that all staff can have access to a copy of it as needed. All new staff joining the school will be briefed on the policy as part of their induction into the school.

## **9. Monitoring and Evaluation**

The Governing Body and the Headteacher will monitor the operation and outcomes of the performance appraisal arrangements.

## **10. Review of Policy**

This policy is effective from March 2024 and the Governing Body will ensure the policy is reviewed no later than March 2026.

The policy may be revised at other times if necessary to take account of any statutory regulation or associated guidance or changes in policy by Kent County Council's policy.

# Appendix 1a

## PART ONE: TEACHING

A teacher must:

### 1. Set high expectations which inspire, motivate and challenge pupils

- a. establish a safe and stimulating environment for pupils, rooted in mutual respect
- b. set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- c. demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils

### 2. Promote good progress and outcomes by pupils

- a. be accountable for pupils' attainment, progress and outcomes
- b. be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on this
- c. guide pupils to reflect on the progress they have made and their emerging needs
- d. demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- e. encourage pupils to take a responsible and conscientious attitude to their own work and study

### 3. Demonstrate good subject and curriculum knowledge

- a. have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- b. demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- c. demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- d. if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- e. if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies

### 4. Plan and teach well-structured lessons

- a. impart knowledge and develop understanding through effective use of lesson time
- b. promote a love of learning and children's' intellectual curiosity
- c. set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- d. reflect systematically on the effectiveness of lessons and approaches to teaching
- e. contribute to the design and provision of an engaging curriculum within the relevant subject area(s)

### 5. Adapt teaching to respond to the strengths and needs of all pupils

- a. know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- b. have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- c. demonstrate an awareness of the physical, social and intellectual development of children, and how to adapt teaching to support pupils' education at different stages of development
- d. have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them

## 6. Make accurate and productive use of assessment

- a. know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- b. make use of formative and summative assessment to secure pupils' progress
- c. use relevant data to monitor progress, set targets and plan subsequent lessons
- d. give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback

## 7. Manage behaviour effectively to ensure a good and safe learning environment

- a. have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- b. have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- c. manage classes effectively, using approaches which are appropriate to pupil's needs in order to involve and motivate them
- d. maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary

## 8. Fulfil wider professional responsibilities

- a. make a positive contribution to the wider life and ethos of the school
- b. develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- c. deploy support staff effectively
- d. take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleague
- e. communicate effectively with parents with regard to pupils' achievements and well-being

## PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career:

- Teacher uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by
  - ¾ *treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position*
  - ¾ *having regard for the need to safeguard pupil's well-being, in accordance with statutory provisions*
  - ¾ *showing tolerance of and respect for the rights of others*
  - ¾ *not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs*
  - ¾ *ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law*
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in the own attendance and punctuality
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities



# Portal House Appraisal

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## Planning Statement

Objective Number 1: PUPIL ACHIEVEMENT	Key Area: school improvement/pupil progress; contribution to team; professional development; leadership; other (please specify)
OVERALL OBJECTIVE What do I need to achieve?	
SUCCESS CRITERIA How can I evidence this?	
<i>INTENTIONS</i> and ACTION STEPS	
SUPPORT What resources or support will I need?	
POSSIBLE BARRIERS TO SUCCESS	
COMMUNICATION <i>Who else needs to know?</i>	
POSSIBLE SOURCES OF EVIDENCE	
<b>Mid-Year Appraisal Meet</b>	

<b>Objective Number 2: WHOLE SCHOOL DEVELOPMENT</b>	<b>Key Area: school improvement/pupil progress; contribution to team; professional development; leadership; other (please specify)</b>
<p>OVERALL OBJECTIVE</p> <p>What do I need to achieve?</p>	
<p>SUCCESS CRITERIA</p> <p>How can I evidence this?</p>	
<p><i>INTENTIONS</i> and ACTION STEPS</p>	
<p>SUPPORT</p> <p>What training, resources or support will I need?</p>	
<p>POSSIBLE BARRIERS TO SUCCESS</p>	
<p>COMMUNICATION</p> <p><i>Who else needs to know?</i></p>	
<p>POSSIBLE SOURCES OF EVIDENCE</p>	
<p><b>Mid-Year Appraisal Meet</b></p>	

Objective Number 3: PROFESSIONAL DEVELOPMENT	Key Area: school improvement/pupil progress; contribution to team; professional development; leadership; other (please specify)
<p>OVERALL OBJECTIVE</p> <p>What do I need to achieve?</p>	
<p>SUCCESS CRITERIA</p> <p>How can I evidence this?</p>	
<p><i>INTENTIONS</i> and <i>ACTION STEPS</i></p>	
<p>SUPPORT</p> <p>What training, resources or support will I need?</p>	
<p>POSSIBLE BARRIERS TO SUCCESS</p>	
<p>COMMUNICATION</p> <p><i>Who else needs to know?</i></p>	
<p>POSSIBLE SOURCES OF EVIDENCE</p>	
<p><b>Mid-Year Appraisal Meet</b></p>	

**DEVELOPMENT AND TRAINING TO SUPPORT THE REVIEWEE'S OBJECTIVES**

(This page to be photocopied and passed to the school staff development co-ordinator)

Name:

Job title:

Review Period:

Development and/or training need (including knowledge and skills)	Target date	Activity How this will be achieved	Resources needed

Development Plan agreed by:

Reviewer: .....Date: .... / .... / .....

Reviewee: .....Date: .... / .... / .....

**Summary Statement for overall performance**

**Reviewees comments (optional)**

**Reviewee Signature..... Date:**

**Reviewer Signature..... Date:**

# Portal House Learning Walk

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LEARNING WALK EVIDENCE			
Member(s) of staff observed			
Observer(s)			
Date and time			
Subject		Year/Class	

FOCUS OF WALK/ KEY QUESTIONS
<ul style="list-style-type: none"><li>• Deployment of support within the classroom</li><li>• Evidence of literacy across</li></ul>

QUESTIONS WITH PUPILS	
Pupil(s) spoken to	Eg. 3 boys
<p>Additional comments:</p>	
LEARNING ENVIRONMENT	

## QUESTIONS WITH PUPILS

Additional comments:

## DIFFERENTIATION AND CHALLENGE

Additional comments:

## MARKING AND ASSESSMENT

Additional comments:

## BEHAVIOUR

Additional comments:

## BOOK SCRUTINY

Additional comments:

## SUMMARY OF LEARNING WALK

What went well	Even better if



# Portal House Book Scrutiny

## WORK SCRUTINY MONITORING FORM

Focus of scrutiny:	Marking in English
Teacher:	Mo Smith
Year group / subject:	Year 8
Scrutiny carried out by:	Jane Brown
Role:	English co-ordinator
Date:	18 February 2023

## ACTIONS FROM PREVIOUS WORK SCRUTINY (IF APPLICABLE)

All comments highlighted in yellow are an example

AREA	MEETS EXPECTATIONS IF...	MEETS EXPECTATIONS ✓	REQUIRES DEVELOPMENT ✓	EVIDENCE AND NOTES
Marking in line with the marking policy	<ul style="list-style-type: none"> <li>Pupils' work is marked following the school's marking policy</li> </ul>	✓		This is evident in all books.
Marking in relation to learning objectives	<ul style="list-style-type: none"> <li>Marking reflects the learning objectives for the lesson</li> <li>The teacher identifies how the pupil has achieved the objective or highlights what the pupil needs to do to achieve it</li> </ul>	✓		All books are marked against the learning objectives. Next steps are evident – book 1 and 2 are particularly good examples of this.

AREA	MEETS EXPECTATIONS IF...	MEETS EXPECTATIONS ✓	REQUIRES DEVELOPMENT ✓	EVIDENCE AND NOTES
Providing explicit guidance for pupils on how to improve, in relation to their targets	<ul style="list-style-type: none"> <li>• Marking comments are included to indicate how pupils need to improve, in relation to their targets</li> <li>• The teacher often provides a model of what they're expecting the pupil to do</li> </ul>		✓	Some books show evidence of this. Books 3, 5 and 6 don't include these types of comments.

#### SUMMARY OF GOOD PRACTICE TO SHARE WITH TEACHER(S)

1. Marking is consistently in line with our marking policy
2. All books are marked against the learning objectives. Next steps are evident

#### ACTIONS FOR DEVELOPMENT (TEACHER, SUBJECT OR SCHOOL)

1. Be sure to include comments about how to improve, and make sure these are clearly linked to targets