



**Central Lancaster  
High School**

## **TEACHERS' APPRAISAL POLICY**

**Date: June 2017**

**Review date: June 2018**

**SLT Review: KSH**

**Governors review: Pay Committee**

## **Scope**

Appraisal provides a framework for a clear and consistent assessment of the overall performance of teachers, including the Headteacher. It is a supportive process that outlines means for supporting the personal and professional development of teachers within the context of the School Improvement Plan, their own professional needs and the standards expected of teachers/Headteacher. Where teachers are eligible for pay progression, the assessment of performance throughout the cycle, against the performance criteria specified in the review statement, will be the basis on which the recommendation is made by the appraiser. The appraisal procedure also exists to address concerns that are raised about performance. If concerns are such that they cannot be resolved through the appraisal process and associated support mechanisms, then consideration of whether to commence capability procedure will be made. This policy should be read in conjunction with the pay Policy and Capability Policy.

## **Responsibilities**

The appraisal period runs from 1<sup>st</sup> September to 31<sup>st</sup> August. The Headteacher is responsible for all aspects of the appraisal process. They will decide who will appraise all other teachers (normally the line manager) and will moderate all the various planning statements to ensure consistency throughout the school. The Headteacher's appraisal will be conducted by governors from the Pay committee, supported by a suitably qualified and experienced external advisor.

## **Objectives**

The appraisal process consists of four objectives: Teaching, Outcomes, Wider Contribution and Personal. The objectives will be aligned with the school's priorities and plans, as well as reflecting professional aspirations. The appraiser and teacher will seek to agree objectives, but if this is not possible the appraiser will determine the objectives. The Wider Contribution objective will be linked to school, team or individual priorities. Teachers on UPS are expected to take on additional responsibilities commensurate with their UPS grade (see diagram for examples). The Personal Objective, which should be commensurate with career expectations, provides opportunities for self-evaluation. Individuals with a leadership responsibility will be given one or more Leadership Objectives commensurate with their position in school.

## **Evidence**

Evidence from non-graded observations, continuous monitoring, work scrutiny, data interpretation and other sources of information help appraise the Teaching Objective. There will be one formal observation in the first term. However, there may be more formal observations depending on the needs of the individual and/or the needs of the school. Teachers may request additional observations should they wish to develop their own practice as part of their Personal Objective.

## **Annual Assessment**

Each teacher's performance will be formally assessed at the end point of the annual appraisal period, but interim meetings will take place during the year at times identified in the school calendar. The appraisee is responsible for evidencing objectives being met – see link for examples of relevant evidence. The evaluation of performance and of CPD needs will inform the planning process for the following appraisal period.

## **Transition to Capability**

If the teacher's performance becomes a cause for concern, additional review meetings may take place and additional support such as a Teacher Support Plan (TSP) may assist with achievement of objectives. If the Appraiser is still not satisfied with the progress made the teacher will be informed in writing by the Headteacher that their performance will be managed under the Capability Policy.

**Wider Contribution\***  
Teachers on UPS to take on additional responsibilities commensurate with UPS grade  
\* Or Leadership

- Leading learning communities
- Wider subject development
- 1:1 Coaching

**Teaching**  
One formal observation in the first half term  
Wide evidence-base including continuous monitoring

**Appraisal**

Coaching

**Personal Target**  
Self-appraisal element commensurate with career expectations

**Leadership**  
Leaders will be given leadership objectives commensurate with position held in school

**Outcomes**  
Data from all key stages  
Data-driven targeted interventions

## Lesson Observation Form

Lesson Information		Pupil Information (SEND; PP; most able; EAL)
Class		
Date		
Period		
Teacher		
Observer		
Summary of what went well		Summary of what could be improved
<b>Actions (monitored through lesson-drop ins; peer observations and other relevant methods)</b>		



## Appraisal Review

Name:

Appraiser:

Date:

Objectives	Evidence (provided by the appraisee – link for examples)
Teaching	Objective Met/Part Met/Not Met
Outcomes	Objective Met/Part Met/Not Met
Wider Contribution or Leadership	Objective Met/Part Met/Not Met
Personal/Other	Objective Met/Part Met/Not Met

Signed

(Appraisee)

(Appraiser)

## Appraiser's Comments

## New Appraisal Objectives

1.

2.

3.

4.

Signed

(Appraisee)

(Appraiser)

Date: