

# TUNBRIDGE WELLS GIRLS' GRAMMAR SCHOOL

Approved by Governing Body: May 2020  
To be reviewed by: May 2023

## APPRAISAL POLICY

### 1. Introduction – Purpose of the Policy

TWGGGS is committed to improving the quality of teaching and learning for all pupils and believes that appraisal will assist members of staff in achieving 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 members of staff the appropriate focus, development and support. It will also provide members of staff with an opportunity to discuss in confidence any matters regarding their employment at work that may inhibit their performance. Where appropriate, the process should have due regard for the school's equalities policies.

This policy sets out the principles and framework for a clear and consistent appraisal of the overall performance of all members of staff (teaching and support staff) and for supporting their development needs within the context of the school plan for improvement 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 members of 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 through training and monitoring to ensure our performance appraisal process is fair, non-discriminatory and that staff members are treated consistently.
- *High Standards:* We believe by setting appropriate and challenging standards of performance and providing suitable feedback and development, all staff members have the potential continually to improve their performance
- *Work – life balance:* All members of 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 members of 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 members of staff employed in this school with the exception of teachers undergoing their formal year of induction or on contracts of less than a year. The operation of this policy will be suspended for any member of staff whose performance merits the application of the school's formal competency procedure. Performance appraisal arrangements for temporary and part-time staff members, 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 members 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 members in the school. The Headteacher will ensure that this policy, associated regulations and guidance are communicated effectively and that staff members with performance appraisal responsibilities have access to appropriate training and preparation.

The performance of all staff members must be reviewed on an annual basis. Appraisal planning and reviews must be completed for all teachers in this school and this, including time for consideration by Headteacher and Governors, will be by 31<sup>st</sup> October, in any one academic year, and by 31 December for the Headteacher. The appraisal reviews for all support staff will be completed annually, including time for consideration by Headteacher and Governors, ending on 31<sup>st</sup> March in each year.

Where a member of staff starts his/her 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 member of staff at the earliest opportunity. Where a member of staff transfers to a new post 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 members of staff must have a relevant job description, and this will form the basis for discussion at the appraisal planning and review meeting. All members of staff should have access to the school plan for improvement (on the shared area) 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. (This may have already occurred through a review meeting, or a specific meeting to raise a particular 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 members of 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 his/her 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 his/her 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. Self-review is an important means of preparing for an appraisal meeting. 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 (Appendices 1 & 2) and any other appropriate evidence to be taken into account in appraising performance, including potential barriers to success. For support staff, Schools Personnel Service Summary of Assessment Definitions for Schools relating to Total Contribution Pay and the SPS behaviours document are Appendices 4 and 5 respectively.
- 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 his/her workload or work - life balance

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

- Reflecting on his/her performance over the past year including performance against performance objectives and the relevant professional standards
- Considering how he/she has made a wider contribution to the school
- Identifying some of his/her future development needs, and
- Providing the appropriate documentation and evidence for review, to enable the Headteacher and, where appropriate Pay Committee governors, to make a considered assessment.

#### **4.4 Appraising Performance**

All members of 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. When assessing overall performance, appraisers should consider how challenging the objectives have been. Good progress towards the achievement of a challenging objective, even if the performance criteria have not been met in full, will be assessed favourably. Appraisees will not be held accountable if objectives have not been fully met for reasons outside the appraisee's control. If an appraisee is absent for a significant part of the cycle, the appraiser should, in conjunction with the Headteacher, consider what was reasonable to achieve during the time the appraisee was present.

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 members will be informed of the standards and criteria against which individual performance in that appraisal will be assessed and on which pay decisions will be based. The criterion used must be consistent with any national or KCC determined requirements, as stated in the school's pay 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. All members of staff will usually have 3 objectives. Staff with a wider role across the school, including teachers with or without a TLR, members of SLT and the headteacher, would normally expect one or additional objectives in the relevant area.

Appraisees should be encouraged to set **challenging** but achievable objectives, which are SMART (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 assist career development. Easy targets are unlikely to allow members of staff to demonstrate a higher level of performance. 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.

#### 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, where possible, that all staff members 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 Assistant Headteacher (with responsibility for CPD) for the school 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 informal follow-up and support for appraisees, particularly, where relevant, following lesson observations to discuss performance, provide feedback and to discuss the provision of training and development.

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. 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. (Appendix 4) 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.

#### **4.9 Recording Plans**

Within five working days of the meeting the appraiser will complete a draft statement and provide the appraisee with a copy. The appraisee may request changes if it is felt that 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, but must pass a copy to the appraisee and 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. If there are concerns that a statement is not consistent with appraisees of similar experience and/or similar levels of responsibility, or that the statement is not in line with school policy or the school development plan, then the Headteacher may instruct a new statement to be prepared.

#### **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 to be made and pass the revised statement to the appraisee who may add 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 Chair of Governors, the Chair of the Review Committee (if not the Chair of Governors) and the Headteacher. All planning and appraisal reports must be retained in a secure place on the school premises for a minimum of six years from the date the appraisal cycle ends.

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

A copy of this policy will be kept in the O;drive shared area and Google Drive entitled Staff Shared in a folder marked "Appraisal", to ensure that all staff members can have access as needed. All new staff members joining the school will receive the policy as part of induction.

#### **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**

The Governing Body will ensure the policy is reviewed every three years; it may be revised at other times, if necessary, to take account of any changes in statutory regulation, associated guidance or policy.

## **APPENDIX 1: DfE Teachers' Standards May 2012**

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

### **PART ONE: TEACHING**

#### **A teacher must:**

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

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

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

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

##### **3 Demonstrate good subject and curriculum knowledge**

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- 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
- *if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics*
- *if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.*

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

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- 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**

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- 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**

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- 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**

- 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
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

## **8 Fulfil wider professional responsibilities**

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- 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.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
  - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
  - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
  - showing tolerance of and respect for the rights of others
  - 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
  - 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 their 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.

## **APPENDIX 2: TDA Professional Standards for Post Threshold Teachers**

### **(1) Professional attributes**

#### FRAMEWORKS

P1. Contribute significantly, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their implementation.

### **(2) Professional knowledge and understanding**

#### TEACHING AND LEARNING

P2. Have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalize learning to provide opportunities for all learners to achieve their potential.

#### ASSESSMENT AND MONITORING

P3. Have an extensive knowledge and well-informed understanding of the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those related to public examinations and qualifications.

P4. Have up-to-date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs.

#### SUBJECTS AND CURRICULUM

P5. Have a more developed knowledge and understanding of their subjects/curriculum areas and related pedagogy including how learning progresses within them.

#### HEALTH AND WELL-BEING

P6. Have sufficient depth of knowledge and experience to be able to give advice on the development and well-being of children and young people.

### **(3) Professional skills**

#### PLANNING

P7. Be flexible, creative and adept at designing learning sequences within lessons and across lessons that are effective and consistently well-matched to learning objectives and the needs of learners and which integrate recent developments, including those relating to subject/curriculum knowledge.

#### TEACHING

P8. Have teaching skills which lead to learners achieving well relative to their prior attainment, making progress as good as, or better than, similar learners nationally.

#### TEAM WORKING AND COLLABORATION

P9. Promote collaboration and work effectively as a team member.

P10. Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback.

## **APPENDIX 3: Headteacher Standards (from the National Standards of Excellence for Headteachers, January 2015, Department for Education)**

In addition to Headteacher appraisal, some of these are used in the Appraisal target setting and review process for members of SLT where appropriate.

### **Domain One**

#### **Excellent headteachers: qualities and knowledge**

Headteachers:

1. Hold and articulate clear values and moral purpose, focused on providing a worldclass education for the pupils they serve.
2. Demonstrate optimistic personal behaviour, positive relationships and attitudes towards their pupils and staff, and towards parents, governors and members of the local community.
3. Lead by example - with integrity, creativity, resilience, and clarity - drawing on their own scholarship, expertise and skills, and that of those around them.
4. Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development.
5. Work with political and financial astuteness, within a clear set of principles centred on the school's vision, ably translating local and national policy into the school's context.
6. Communicate compellingly the school's vision and drive the strategic leadership, empowering all pupils and staff to excel.

### **Domain Two**

#### **Excellent headteachers: pupils and staff**

Headteachers:

1. Demand ambitious standards for all pupils, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on pupils' outcomes.
2. Secure excellent teaching through an analytical understanding of how pupils learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and pupils' well-being.
3. Establish an educational culture of 'open classrooms' as a basis for sharing best practice within and between schools, drawing on and conducting relevant research and robust data analysis.
4. Create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.
5. Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.
6. Hold all staff to account for their professional conduct and practice.

### **Domain Three**

#### **Excellent headteachers: systems and process**

Headteachers:

1. Ensure that the school's systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity.
2. Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing their exemplary behaviour in school and in the wider society.
3. Establish rigorous, fair and transparent systems and measures for managing the performance of all staff, addressing any under-performance, supporting staff to improve and valuing excellent practice.
4. Welcome strong governance and actively support the governing board to understand its role and deliver its functions effectively – in particular its functions to set school strategy and hold the headteacher to account for pupil, staff and financial performance.

5. Exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of pupils' achievements and the school's sustainability.
6. Distribute leadership throughout the organisation, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision making.

#### **Domain Four**

##### **Excellent headteachers: the self-improving school system**

Headteachers:

1. Create outward-facing schools which work with other schools and organisations - in a climate of mutual challenge - to champion best practice and secure excellent achievements for all pupils.
2. Develop effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for all pupils.
3. Challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well evidenced research to frame self-regulating and self improving schools.
4. Shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff.
5. Model entrepreneurial and innovative approaches to school improvement, leadership and governance, confident of the vital contribution of internal and external accountability.
6. Inspire and influence others - within and beyond schools - to believe in the fundamental importance of education in young people's lives and to promote the value of education.

#### **APPENDIX 4: Protocol for Lesson Observation**

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.

All lesson observations should be reasonable, appropriate and fit for purpose.

- a) The total period for classroom observation arranged for any teacher will usually be three hours per cycle, unless the member of staff is a CPD Workshop Leader (all UPR teachers) whereupon it will be one hour per cycle, having regard to the individual circumstances of the teacher.
- b) The arrangements for classroom observation will, where possible, be included in the planning form, include the amount of observation, specify its primary purpose and any particular aspects of the teacher's performance which will be assessed.
- c) Where evidence emerges about the appraisee'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.
- d) Information gathered during the observation will be used, as appropriate, for a variety of purposes, including inform school self-evaluation and school improvement strategies in accordance with the school's commitment to streamlining data collection, and minimizing bureaucracy and workload burdens on staff.
- e) In keeping with the commitment to supportive and developmental classroom observation, those being observed will be notified in advance. (Where practicable, this will be 5 working days in advance, however this may be varied by mutual agreement.) The member of staff observed will provide relevant planning documents as agreed when the observation was arranged.
- f) Classroom observations will only be undertaken by persons with QTS.
- g) Oral feedback will be given as soon as possible after the observation and no later than the end of the following working day, wherever practicable.
- h) 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 appraisal 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. .
- i) The observer should ensure that the Assistant Headteacher (with responsibility for CPD) is informed of any agreed formal, training and development need.
- j) The Headteacher has a duty to evaluate the standards of teaching and learning and to ensure that proper standards of professional performance are established and maintained. Heads have a right to drop in to inform their monitoring of the quality of learning. Clearly the appraisal arrangements are integral to fulfilling this duty and additional drop-ins may not be needed. As this is a large school, drop-ins will be undertaken by the Headteacher, supported by members of the Senior Leadership Team with QTS and (by arrangement with the Headteacher) the appropriate Curriculum Leader or Director of Achievement. Drop-ins will only inform the appraisal process where evidence arises which merits the revision of the planning statement, in accordance with the provisions of the regulations.

#### **APPENDIX 5: TOTAL CONTRIBUTION PAY: GUIDANCE FOR SCHOOLS – TWGGS**

The total contribution that someone makes to the organisation is recognised and rewarded through pay; this is called **Total Contribution Pay (TCP)**. Five elements need to be considered when setting expectations and assessing individual contribution. A total contribution assessment takes into account all the elements of an individual's performance: what they do, how they do it, their wider contribution, how they develop their capacity and capability and the actions they take to continuously improve the way they work and the service they work in.

Key Elements of Total Contribution	All employees	Managers (in addition to the column on the left)
<b>Objectives &amp; accountabilities</b> <i>What the employee does in their job</i>	Work-based objectives & outcomes Effectiveness in role Standards Feedback	Budget control People management accountabilities Organisational responsibilities
<b>Values &amp; behaviours</b> <i>How the employee does their job</i>	The way the employee does their job The way employee works with colleagues	Leadership capabilities & behaviours
<b>Wider contribution</b> <i>How the employee contributes outside of their day to day job to their team, their service, to the organisation or to public service</i>  <i>(Not obligatory for KR2-6)</i>	What the employee does: for the good of the team for the benefit of the service in helping the organisation providing a public service	
<b>Personal development</b> <i>How the employee develops their capacity and capability</i>	Development objectives & outcomes Application of learning	
<b>Working Better</b> <i>How the employee works to continuously do things better</i>	What actions does the employee take which lead to continuous improvement?	

### WORK-BASED OBJECTIVES & OUTCOMES

**Setting objectives** - Work-based objectives should:

- Be clear & specific.
- Have clearly defined outcomes - what will achievement of the objectives look like?
- How will the employee's personal impact be evidenced?
- Be challenging yet achievable.
- Not be too numerous.
- What are the key objectives?
- Relevant to the role.
- Be within the employee's control.

**Reviewing progress** - Areas to consider include:

- What were the key objectives/pieces of work?
- Were the outcomes achieved? What was the impact of the employee's personal actions?
- What worked well?
- What were the challenges?
- What could the employee have done differently?

Describe the objectives in a way that makes sense to your service and is proportionate to the job. Objectives should consider the employee's practical opportunity to deliver, ensuring that expectations are realistic and fair.

**Standards** - Employees should be familiar with any standards that apply to their work, including:

- Expected standards which apply to the role
- Professional standards (if applicable) which apply to the role

**Feedback** - Can come from a variety of sources, including:

- Customers
- Management observation
- Peer group
- Team members
- Performance data

### **VALUES & BEHAVIOURS**

Our values are:

- Be open.
- Invite contribution and challenge.
- Be accountable.

Behaviours turn values into observable and measurable elements which can be implemented, assessed and improved. Positive behaviours help employees to be more effective in the delivery of their work. Values and behaviours can be used in managing performance in a number of ways:

- To set expectations.
- To recognise the importance of how people do their job. For example a “Successful” rating should not be given if there have been examples of poor or ineffective behaviour.
- To identify areas for improvement and development.
- To reward people for ‘living the values’ of the organisation in everything they do and being a role model for others.
- To challenge poor or ineffective behaviour.

The behaviours are not prescriptive and are meant as a guide. They can be adapted to reflect the particular needs and circumstances of different roles. You may find other ways to describe behaviours which reflect our values which can be applied practically to the roles in your team or service. You and your team member should identify which behaviours are important for their particular role. Taking the time to reflect on and describe relevant behaviours can help employees be clear of expectations. Eg demonstrate a healthy attitude to risk

- What does this look like for the role?
- What do customers/service users/clients/colleagues/partner organisations experience if you demonstrate a healthy attitude to risk?

### **WIDER CONTRIBUTION**

This is about what difference people can make outside of their normal day-to-day work to their team, service, organisation or to public service. You need to be aware that:

- It applies to people on grades KR7 and above\*.
- It will look different for different roles, people who work part time or people with different abilities

Things to consider:

- Does your team member show a willingness to contribute beyond their normal day-to-day work?
- You should explore the potential impact part-time working hours, the type of role or grade or a disability may have on your team member’s ability and capacity to demonstrate wider contribution and explore ways to overcome this potential barrier to achieving a higher Total Contribution assessment rating.
- The expected impact of contribution should be relevant and proportionate to the role and grade.

\*Where people on grades KR2-6 have had the opportunity to demonstrate wider contribution, they should be assessed on it. If not, their overall assessment will not be adversely affected.

### **PERSONAL DEVELOPMENT**

This is about agreeing development objectives, planning to meet those objectives and reviewing the outcome.

The same principles which apply to work-based objectives apply to development objectives.

Setting development objectives

- What are your team member's strengths – how can they build on those or replicate them elsewhere?
- What are your team member's development needs – how can they be met?
- What changes in the role/team/service will impact on the way they work, skills/ knowledge they need?
- What does your team member need to do to be ready for their next role?
- How are they going to achieve the development objective?
- What action do you need to take to support your team member in identifying the most appropriate way of meeting the development objective, considering development in its widest sense?
- How could their knowledge/skills be shared with the team/service?
- Development objectives should be defined in terms of the outcomes – what will it look like when you have achieved the development objective?

#### Reviewing development objectives

- Evidence of completion of development objectives.
- What impact has any development had on the way the individual works/what the individual delivers?
- Where the outcomes achieved?
- What improvements have been made?

### **WORKING BETTER**

This is about the actions people to take to continuously improve the way they work and the service they work in. The 'working better factors' include\*:

- Showing interest or curiosity and asking questions about how things could be done better.
- Seeking new ways to do things, proposing ideas or making positive suggestions for improvement.
- Taking responsibility for personal improvement and development.
- Taking initiative, making links and finding solutions.
- Using other people or networks to generate new ideas or solutions.
- Using and developing personal and professional potential.
- Demonstrating a desire to make things better including relationships, processes, effectiveness and efficiency.

\*This is not an exhaustive list.

Expectations about and assessment of 'working better' should be proportionate to the employee's role/grade, working hours and opportunity.

### **MANAGING PEOPLE**

The people management part of your role is as important as service delivery, budget control and organisational responsibilities. Performance of people management responsibilities should be taken into consideration in the assessment of all managers who manage people. Your line manager should use all the available evidence to make an assessment. This may include:

- Conversations with you in which you can describe and evidence what you have done in managing your team members and how you have done it.
- Feedback you have sought from your team members on what you have done well, what you could do better or differently as a manager to help them be the best they can be.
- Observations by your line manager.
- Feedback from your team members to your line manager.

### **ASSESSING TOTAL CONTRIBUTION**

The total contribution assessment takes into account all of the 5 elements. In making your assessment you should be in a position to reflect back over the year, the expectations that have been set over that period of time, and any evidence as to how the employee has performed against them. Where an employee works in a more complex environment in which more than one person could perform the review, it should be agreed who will undertake this function. This assessment must be justified with appropriate evidence, to ensure that the outcome is fair and is considered to be consistent and equitable.

### **The Anticipated Ratings Distribution Curve**

It is anticipated that 55-65% of people will be rated as Successful, 30-40% rated as Excellent with the remainder being made up of Outstanding and Performance Improvement Required. The distribution curve is

a guide for managers. **It is not intended to be an absolute target**; however, it helps to give a degree of consistency across the organisation. The **key focus for managers is establishing the correct appraisal rating**.

People working on a part-time basis are expected to have a similar profile to full-time employees. If this is not the case managers need to consider the way objectives are set and reviewed. Someone working part-time may have a much-reduced opportunity to deliver in their role compared to a full-time employee. The profile should be consistent for people on lower graded roles and protected characteristics.

### **Total Contribution assessment definitions**

We have four Total Contribution assessment ratings which are defined below:

- Outstanding – Exceeds expectations most of the time.
- Excellent – Exceeds expectations some of the time.
- Successful – Meets expectations all the time.
- Performance Improvement Required – Does not meet expectations all the time.

The expectations for each of the 5 elements of Total Contribution for the successful rating are described below. Using these definitions, you should consider, based on the regular conversations during the year, whether your team member has exceeded, met or not met expectations for each of the 5 elements and how often those expectations have been exceeded, met or not met.

### **TCP RULES**

The rules which define whether an employee is eligible to have a Total Contribution assessment can be found on Kelsi called TCP Rules and Eligibility.

### **EQUALITIES AND DIVERSITY**

You are expected to manage in an inclusive way. This means:

- Not favouring one type of employee over another, such as part time/full time.
- Giving equal access to opportunities.
- Respecting people's differences.
- Valuing the contribution of everyone.
- Identifying any needs during the course of the appraisal year and making use of or signposting to support resources as appropriate.
- Encouraging your team member to share with you any barriers they are experiencing and working together to find solutions.
- Jointly reviewing with your team member any reasonable adjustments that might be in place or may be needed as a result of changes.
- Taking into account your team member's opportunity to deliver when setting expectations and assessing their contribution.

In setting objectives and reviewing performance you must take account of your team member's opportunity to deliver. For example, employees on part time hours, scope within the role given the level/grade they deliver at and employees with a disability.

### **PAY PROGRESSION**

The pay award an individual receives is governed by the Total Contribution assessment rating. Pay scales are also likely to be adjusted annually and this will affect the salary for people at the top and bottom of their grade.

**THE APPEAL PROCESS** - See the school's Pay Policy

### **APPENDIX 6: Total Contribution Pay**

#### **Schools Personnel Service Summary of Assessment Definitions for Schools**

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<b>Not Assessed</b>	<p>a) long term absence, such as sickness or maternity leave, to an aggregate level of 9 months or more during the assessment year – this period will amended pro rata for staff whose contract is for less than a full year; or</p> <p>b) the employee's performance is being monitored and reviewed within the school's formal capability procedure</p>
<b>Performance Improvement Required</b>	<p>one or a combination of:</p> <p>a) one or more performance management objectives not being met without adequate explanation</p> <p>b) evidence of behaviour or conduct contrary to that expected in the role</p> <p>c) a less than satisfactory attendance or punctuality record compared to the normal standards across the school</p> <p>d) overall standards of performance in the job are less than expected</p> <p>For this level it is essential that there has been at least one clearly recorded conversation to identify the area of concern and to agree a remedial plan of support from which the employee has not been able to attain the standard required in the area identified consistently</p>
<b>Successful</b>	<p>case but there is an understandable and acceptable reason for this. Additionally performance generally is consistently sound across all key areas of the role and the behaviours demonstrated by the employee consistently positive. In common terms an employee with this assessment would be regarded as sound, positive, reliable and doing a 'good job' all round and there will be a range of evidence to substantiate this.</p>
<b>Excellent</b>	<p>above the norm. Their work will be seen to be consistently of a high calibre with a sense of pride in the quality of their work. Performance objectives will have been met and exceeded in some way unless the objectives were regarded as 'stretch' targets or particularly challenging in some way.</p> <p>There will be evidence of using own initiative and taking personal responsibility to seek out new tasks or responsibilities that are desirable, appropriate and have a positive impact on children and/or colleagues. Typically attendance would be expected to be very high. The employee will also consistently demonstrate very positive behaviours towards their work, children and colleagues with clear evidence of effective outcomes.</p>
<b>Outstanding</b>	<p>quality of work throughout the year will be regarded as first class and impressive in terms of what is achieved and how it is delivered.</p> <p>Employees at this level will be regarded by others as 'exceptional' in their role and they demonstrate exceptionally positive behaviours towards children, parents (if appropriate to role) and colleagues. There will be clear evidence of often going the 'extra mile', of doing things over above expectation on a regular basis and constantly demonstrating behaviours consistent with the values, principles and ethos of this school.</p>

**APPENDIX 7: TWGGS Appraisal Review and Planning Forms**

**TWGGS: APPRAISAL REVIEW RECORD 2018/2019**

Teacher:

Appraiser:

Date:

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**Evidence to be taken into account:**

**Recommendation for Pay Progression?**

**Areas of particular strength:**

**Areas to be developed:**

**Related development / training needs:**

**Teacher's comments:**

**Signed**  
**Teacher:** \_\_\_\_\_  
 \_\_\_\_\_

**Appraiser:**

**Date:** \_\_\_\_\_

**Please return the fully completed and signed to RIS by close of day Monday 30/9/19**

**TWGS: APPRAISAL PLANNING RECORD 2019/2020**

**Teacher:**

**Appraiser:**

**Date:**



**Arrangements for classroom observation (3 hours or 1 hour for workshop leaders) and feedback (which may include monitoring support). Identify purpose of observation and any specific aspects to be assessed:**

**Other evidence to be taken into account in the 2020 review:**

**Development / training needs and actions to be taken:**

**Teacher's comments:**

**Signed**  
**Teacher:** \_\_\_\_\_  
\_\_\_\_\_

**Appraiser:**

**Date:** \_\_\_\_\_

**Please return the fully completed and signed to RIS by close of day Monday 30/9/19**

**TWGGGS: SUPPORT STAFF APPRAISAL PLANNING RECORD 2020**

Full name:

Job Title:

Appraiser:

Date:

			Development?

Further evidence to be taken into account in considering total contribution:

Support to be provided:

Development / training needs and actions to be taken:

Appraisee's comments:

Signed

Appraisee: \_\_\_\_\_

Appraiser:

\_\_\_\_\_

Date: \_\_\_\_\_

Please return the fully completed and signed to Richard Smith before .....

**TWGGGS: SUPPORT STAFF APPRAISAL REVIEW RECORD 2020**

Full name: \_\_\_\_\_ Appraiser: \_\_\_\_\_

Date: \_\_\_\_\_

Full job title (with job description included, Yes/No)

Full/part time? \_\_\_\_\_

All year round / Term-time only?

	Fully	

**Further evidence to be taken into account when considering total contribution:** (Please highlight ALL significant aspects of your contribution during the year, in addition to planned objectives.)

**Areas of particular strength: (to be completed by the appraiser)**

**Further development / training required:**

**Appraisee's comments:**

**Signed**  
Appraiser: \_\_\_\_\_

Date: \_\_\_\_\_

Appraisee: \_\_\_\_\_

Date: \_\_\_\_\_

**Please return fully completed and signed to Richard Smith before .....**

## **Appendix 8 – Impact of COVID-19 on Appraisal for 2019/20 cycle.**

As per Department for Education guidance, schools/colleges should not use the 2020 exams data as part of their teacher performance management process.

The impact of a significant reduction in teaching time means that staff will only be required to have been observed once in this cycle, unless school closures continue until the end of the appraisal cycle, in which case only observations completed prior to 23<sup>rd</sup> March will be feasible. Teachers will not be penalised for having a reduced number of or no observation evidence.

Decisions with regards to the completion of the appraisal cycle and pay progression should not be delayed by the COVID-19 school closure, and the school will create systems to administer this process if schools have not reopened by the end of the 2019/20 appraisal cycle.