



# Holyhead

Teach What Matters

## **Appraisal Policy for All Employee Performance**

**Autumn 2020**

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## Appraisal Policy for All Employee Performance

|   |           |
|---|-----------|
| <b>1. Purpose</b>   | <b>4</b>  |
| <b>2. Application of the policy</b>   | <b>4</b>  |
| <b>3. Appraisal</b>   | <b>4</b>  |
| <b>4. The Appraisal Period</b>  | <b>4</b>  |
| <b>5. Appointing appraisers</b>   | <b>5</b>  |
| <b>6. Setting objectives</b>  | <b>5</b>  |
| For Teachers Only   | 6         |
| <b>7. Reviewing performance</b>   | <b>6</b>  |
| Observation   | 6         |
| Development and support   | 6         |
| Feedback  | 7         |
| <b>8. Potential transition to capability</b>  | <b>7</b>  |
| <b>9. Annual assessment</b>   | <b>7</b>  |
| <b>10. Eligibility to apply for threshold assessment and progression to the Upper Pay Scale</b> | <b>8</b>  |
| <b>11. Evidence Period</b>  | <b>8</b>  |
| <b>Appendix 1</b>   | <b>9</b>  |
| FLOW CHART  | 10        |
| <b>Appendix 2</b>   | <b>11</b> |
| Pay Progression Cycle   | 11        |

## **Appraisal Policy for All Employee Performance**

### **1. Purpose**

This Policy does not form part of your contract of employment and may be varied from time to time by the Governing Body.

This policy sets out the framework for a clear and consistent assessment of the overall performance of all employees, including the Principal, and for supporting their development within the context of the school's plan for improving educational provision and performance, and the standards expected of employees. It also sets out the arrangements that will apply when employees fall below the levels of competence that are expected of them.

Holyhead's Appraisal Policy is designed to raise student achievement and attainment by;

- clearly setting out the roles and responsibilities of all participants
- improving employee morale and motivation
- providing an entitlement for employees to engage in professional development as identified in the planning meeting
- being seen as enabling
- encouraging the development of confident and professional judgements amongst employees
- increasing employee participation in decision-making and developing a sense of control over their own work

### **2. Application of the policy**

The policy applies to the Principal, all teachers and associate staff employed by the school, except those on contracts of less than one term, those undergoing induction (ie NQTs) and those who are subject to capability procedure, i.e. employees about whose performance there are serious concerns that the appraisal process has been unable to address.

### **3. Appraisal**

Appraisal in this school will be a supportive and developmental process designed to ensure that all employees have the skills and support they need to carry out their role effectively. It will help to ensure that employees are able to continue to improve their professional practice and to develop as teachers or associate members of staff.

### **4. The Appraisal Period**

The appraisal period will run for 12 months from September to July.

Employees who are employed on a fixed term contract of less than one year will have their performance managed in accordance with the principles underpinning this policy. The length of the period will be determined by the duration of their contract.

## **5. Appointing appraisers**

The Principal will be appraised by the Governing Body, supported by a suitably skilled and/or experienced external adviser who has been appointed by the Governing Body for that purpose.

In this school the task of appraising the Principal, including the setting of objectives, will be delegated to a sub-group consisting of two members of the Governing Body and an external advisor.

The Principal will decide who will appraise other employees. The appraiser should normally have line management responsibilities for the employee whose performance they are reviewing and will conduct all aspects of the review, including pay recommendations, for employees who are eligible.

If an employee wishes to request a change of appraiser, for professional reasons, they must write to the Principal expressing their reason for such a change. Wherever appropriate, requests will be regarded sympathetically.

## **6. Setting objectives**

The planning meeting should cover the following areas:

- the appraisee's objectives
- arrangements for observing the appraisee's performance in the classroom
- performance criteria for all of the above
- support, training and development
- timescales.

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

Objectives for each employee will be set before or as soon as practicable after, the start of each appraisal period. The objectives set for each employee, will be Specific, Measurable, Achievable, Realistic and Time-bound and will be appropriate to the employee's role and level of experience.

They will have regard to what can reasonably be expected of any employee in that position given the desirability of the appraisee being able to achieve a satisfactory balance between the time required to discharge their professional duties and the time required to pursue their personal interests outside work. They shall also take account of the employee's professional aspirations and any relevant pay progression criteria. They should be such that, if they are achieved, they will contribute to improving the progress of students at the school.

The appraiser and employee will seek to agree to the objectives but, if that is not possible, the appraiser will determine the objectives. Objectives may be revised if circumstances change.

The objectives set for each employee will, if achieved, contribute to the school's plans for improving the school's educational provision and performance and improving the education of students at that school. This will be ensured by quality assuring all objectives against the school improvement plan. Objectives could include a

whole-school objective shared by every employee or a year, team or departmental objective shared with other colleagues.

### For Teachers Only

Before, or as soon as practicable after, the start of each appraisal period, each teacher will be informed of the standards against which that teacher's performance in that appraisal period will be assessed. With the exception of those who are qualified teachers by virtue of holding and maintaining Qualified Teacher Learning and Skills (QTLS) status, all teachers must be assessed against the set of standards contained in the document called "Teachers' Standards" published in July 2011. The Principal or Governing Body (as appropriate) will need to consider whether certain teachers should also be assessed against other sets of standards published by the Secretary of State that are relevant to them.

For teachers who are qualified teachers by virtue of holding QTLS status, it is for the Governing Body or Principal to decide which standards are most appropriate. Such teachers may be assessed against the Teachers' Standards, against any other sets of standards issued by the Secretary of State, against any other professional standards relevant to their performance or any combination of those three.

No more than 3 objectives will be set for any employee. An individual's circumstances, including disability, must be taken into account when agreeing objectives.

## **7. Reviewing performance**

### Observation

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

In this school teachers' and class based employees' performance will be regularly observed but the amount and type of classroom 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, Principals or other leaders with responsibility for teaching standards 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.

All employees (including the Principal) who have responsibilities outside the classroom should also expect to have their performance of those responsibilities observed and assessed.

### Development and support

Appraisal is a supportive process which will be used to inform continuing professional development. The school wishes to encourage a culture in which all employees take responsibility for improving their teaching/role through appropriate professional development. Professional development will be linked to school improvement priorities

and to the ongoing professional development needs and priorities of individual employees.

### Feedback

Employees will receive constructive feedback on their performance throughout the year and as soon as practicable after observation has taken place or other evidence has come to light. Feedback will highlight particular areas of strength as well as any areas that need attention. Where there are concerns about any aspects of the employee's performance the appraiser will meet the employee formally to:

- give clear feedback to the employee about the nature and seriousness of the concerns;
- give the employee the opportunity to comment and discuss the concerns;
- agree any support (eg coaching, mentoring, structured observations), that will be provided to help address those specific concerns;
- make clear how, and by when, the appraiser will review progress (it may be appropriate to revise objectives, and it will be necessary to allow sufficient time for improvement. The amount of time is up to the school but should reflect the seriousness of the concerns);
- explain the implications and process if no – or insufficient – improvement is made.

As far as is reasonably possible the support at this stage replaces previous informal capability with a more supportive approach, however the individual will be informed, where appropriate that insufficient progress may, or will, lead to formal capability proceedings.

When progress is reviewed, if the appraiser is satisfied that the employee has made, or is making, sufficient improvement, the appraisal process will continue as normal, with any remaining issues continuing to be addressed through that process.

## **8. Potential transition to capability**

If an employee's performance is causing serious concern a meeting with the employee will be called to consider the evidence of serious concern. In addition, where the case for serious concern is made, an appropriate period of support will be provided, at the end of which will be a further meeting to review progress. If the employee is still experiencing difficulties then consideration may need to be given as to whether formal capability procedures should begin.

If the appraiser is not satisfied with progress, the employee will be notified in writing that the appraisal system will no longer apply and that their performance will be managed under the capability procedure, and will be invited to a formal capability meeting. The capability procedures will be conducted as in line with Holyhead's Capability Procedure.

## **9. Annual assessment**

Each employee's performance will be formally assessed in respect of each appraisal period. In assessing the performance of the Principal, the Governing Body must consult the external adviser.

This assessment is the end point to the annual appraisal process, but performance and development priorities will be reviewed and addressed on a regular basis throughout the year in interim meetings which will take place (eg once a term).

At the end of the cycle assessment of performance against an objective will be on the basis of the performance criteria set at the beginning of the cycle. Good progress towards the achievement of a challenging objective, even if the performance criteria have not been met in full, will be assessed favourably.

The employee will receive as soon as practicable following the end of each appraisal period – and have the opportunity to comment in writing on - a written appraisal report. The content of the appraisal report must be drawn up in discussion between the appraiser and appraisee. Employees will receive their written appraisal reports by 30 September (31 December for the Principal). The appraisal report will include:

- details of the objectives for the appraisal period in question;
- an assessment of the employee's performance of their role and responsibilities against their objectives and the relevant standards;
- an assessment of the employee's professional development needs and identification of any action that should be taken to address them;
- a recommendation on pay where that is relevant (Pay recommendations need to be made by 31 December for Principals and by 31 October for other employees);

The review statement at the end of the cycle must be the only source of evidence employees require to support pay progression. Employees can submit additional evidence if they choose but they cannot be requested or directed to submit additional evidence or penalised if they choose not to do so.

The assessment of performance and of professional development needs will inform the planning process for the following appraisal period.

Appraisal Review statements are confidential to the Principal, appraiser and the appraisee.

## **10. Eligibility to apply for threshold assessment and progression to the Upper Pay Scale**

Threshold assessment is a voluntary process and entirely a matter of choice for individuals who are eligible to apply. Teachers are responsible for applying for threshold.

Eligible teachers must submit their written application to the Principal no later than 31 October. Applications submitted after this date will not be accepted. All successful applicants will move to point 1 of the Upper Pay Scale effective from 1 September.

## **11. Evidence Period**

It is the teacher's responsibility to provide summarised evidence – in the form of concrete examples from their day-to-day work – to demonstrate that he/she has worked at the level indicated by the threshold standards for a sustained period immediately before the application is submitted. The appraisal evidence should cover at least two consecutive years leading up to and ending at the date of their application.

For pay progression cycle refer to appendix 2

**12. Principal's report to Governing Body**

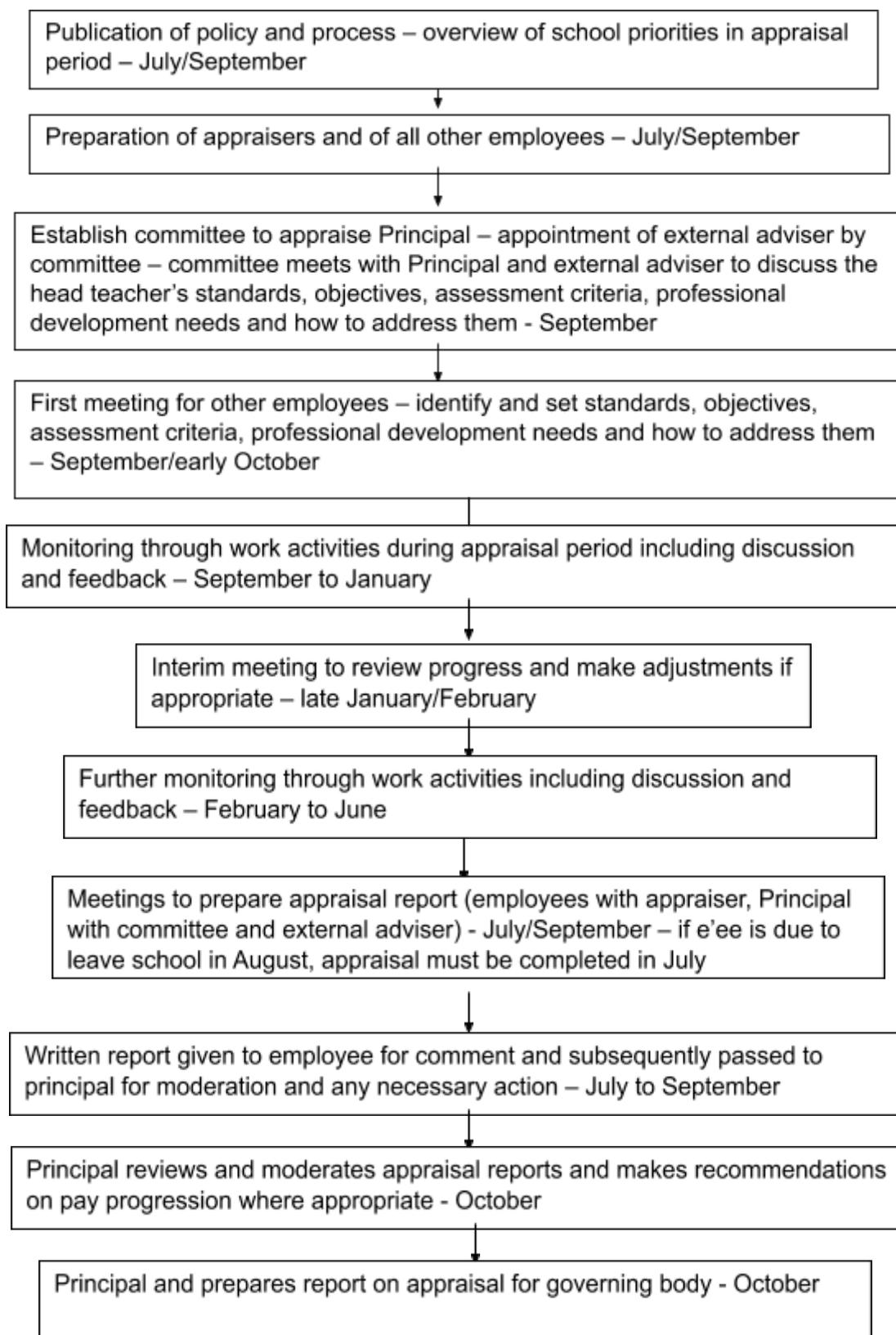
The Principal will use the information in the appraisal reports, with due regard to confidentiality, to prepare the annual report on appraisal for the governing body.

Governing Body approved this policy on date: \_\_\_\_\_

Signed: ..... Chair of HR Governors

Signed: ..... Principal

## FLOW CHART



### Pay Progression Cycle

**12 year cycle to achieve UPS3**

- Year 1 – NQT
- Year 2 – MPS2
- Year 3 – MPS3
- Year 4 – MPS4
- Year 5 – MPS5
  
- Year 6 – MPS6
- Year 7 – MPS6
- **Year 8 – UPS1 \***
- Year 9 – UPS1
- **Year 10 – UPS2 \***
- Year 11 – UPS2
  
- **Year 12 – UPS3 \***

Statutory progression provided appraisal target have been successfully achieved

Threshold application must be submitted to the Principal by 31 October. All successful applicants will progress to the following pay scale where indicated.

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