



CITY OF BIRMINGHAM EDUCATION DEPARTMENT

BASKERVILLE SCHOOL

Performance Management Policy and Procedures for Implementation

Date reviewed: February 2015
Next review: February 2016

BASKERVILLE SCHOOL, FELLOWS LANE, HARBORNE, BIRMINGHAM, B17 9TS

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VISION STATEMENT

We will ensure the entitlement of each student to access a variety of opportunities to promote academic, social, emotional and physical development.

We will use autistic specific, empathetic approaches and an autistic sympathetic learning environment to promote student learning and personal development.

We will provide choices and challenges in order to maximise potential and build upon strengths and interests.

All the members of the school community are valued equally and work in partnership with parents, carers and the wider community.

We will work within a supportive school framework to promote and celebrate individual success, integration into the wider community and prepare students for life after school.

INTRODUCTION AND RATIONALE

The Governing Body of Baskerville School will ensure that the Government's Appraisal Regulations are implemented in this school in accordance with the principles set out in the following policy statement and appraisal process and having regard to the guidance issued by the local authority from time to time and in support of the school's ethos and vision statement.

1 Purpose and commitment

- 1.1 The Governing Body accepts that the purpose of appraisal is to provide a clear and consistent assessment of the overall performance of teachers, including the head teacher, and for supporting their development within the context of the school's plan for improving educational provision and performance and the standards expected of teachers.
- 1.2 The Governors are committed to ensuring high quality and supportive performance appraisal aligned to their aims and objectives for the school and linked where appropriate to other policies and procedures and their duties under equality legislation.

2 Principles

- 2.1 Appraisal in this school should be a supportive and developmental process, designed to ensure that all teachers have the skills and support they need to perform their roles and responsibilities effectively. It should help to ensure that teachers are able to continue to improve their professional practice and development.
- 2.2 Appraisal should be based on the principles of
 - clarity of expectation
 - fairness and reasonableness
 - consistency
 - balance
 - enablement including supportive development
 - confidentiality
- 2.3 Teachers must know what is expected of them in order to support the school improvement plan as well as to benefit from the appraisal process.
- 2.4 The methods of assessment against standards and objectives should be fair, thorough and non-discriminatory. A variety of methods should be used and discussed with teachers in the school.
- 2.5 To ensure consistency any teacher to whom the appraisal of other teachers is delegated should be suitably prepared to discharge that responsibility, not only through knowledge of the appraisal regulations and process but also with the appropriate skills and confidence, whether by training within the school or by a suitable external organisation. Appraisers should be qualified teachers with relevant experience.
- 2.6 Consistency and balance should also be achieved by appropriate moderation and monitoring for quality assurance. The Head Teacher should report to the Governing Body annually on the appraisal process.
- 2.7 An assessment of a teacher's professional development needs and any action which should be taken to address them should be an integral part of the assessment and used to enable teachers to achieve their professional potential.
- 2.8 The records of each teacher's appraisal will be confidential. The use of information from appraisal reports to monitor fairness, inform the planning of professional development, ensure overall quality and report to the governing body should not compromise individual confidentiality.
- 2.9 If it becomes apparent during or at the end of the appraisal period that the teacher's overall performance is below accepted standards the Head Teacher should address the situation **without delay**, as described in the appraisal process, with a thorough assessment of the apparent deficiencies and possible causes (including any personal circumstances) and implement any necessary support. There should be a clear explanation to the teacher of

what will happen if the necessary improvement does not take place.

- 2.10 Following the assessment an action plan of support will be drawn up in consultation with the teacher where the areas for improvement will be clearly identified and not more than four objectives set. These will be clearly linked to the teaching standards and success criteria will be identified. The plan will include the professional development needs and how they will be met, the method of assessing progress and the timeline for improvement and review dates. The duration of the action plan to achieve the teaching standards will be 12 weeks with progress reviews every 4 weeks.

APPRAISAL PROCESS

The Governing Body has adopted the following process for implementing the Appraisal Regulations in this school.

Publication of the process

- 1.1 The Head Teacher will be responsible for publishing this process to all teachers in the school, together with the Teachers' Standards and any other standards to be used in accordance with the Appraisal Regulations. The Head Teacher will also be responsible for ensuring that the appraisal process is published to each teacher newly appointed to the school.

Committee for appraising the Head Teacher

- 1.2 The Governing Body will appoint a committee to appraise the Head Teacher and delegate to this committee the responsibility to appoint an external adviser for the purposes of providing it with advice and support in relation to the appraisal of the head teacher. It will expect the committee to choose an adviser who is suitably skilled and experienced, ideally someone who has leadership experience in a school in the same phase but is not personally connected with the Head Teacher.

The appraisal period

- 1.3 The Governing Body has agreed that there will be a common twelve-month appraisal period for teachers in this school and that it will run from September to September each year. The Governing Body has also agreed that in 2012 the old Performance Management Regulations will continue to apply to the performance management cycle started in 2011 until the completion of that cycle.

Allocation of appraisers

- 1.4 The Head Teacher will decide to whom to delegate the role of appraiser in respect of each teacher in the school and notify that decision to both the appraiser and the teacher. If a teacher is dissatisfied with the choice of appraiser he or she should explain those concerns to the Head Teacher, who, if he or she considers them to be valid, will appoint an alternative appraiser. If the appraiser is unable to conduct an appraisal (for example, due to sickness), the head teacher will appoint an alternative appraiser.
- 1.5 The Head Teacher may make representations to the committee of the governing body if he or she has valid concerns about the choice of external adviser and the committee may then appoint a different adviser.

Preparation

- 1.6 The Head Teacher will ensure that each appraiser is suitably prepared in accordance with the principles set out by the governing body and will ensure

that the preparation includes discussion of moderation and quality assurance. The Head Teacher will also ensure that all teachers understand their own responsibilities and prepare for the first meeting, through self-reflection and evaluation of their own performance and development needs.

Meeting to start the appraisal process

- 1.7 Shortly before or after the start of the appraisal period the designated appraiser will meet with each teacher to consider objectives, the way in which those objectives are to be achieved, assessment criteria, the teacher's professional development needs and how they should be addressed. The appraiser will inform the teacher of the relevant standards against which the teacher's performance in that appraisal period will be assessed and the objectives which have been set for the teacher in respect of that period. A written statement will be provided including this information and the sources of evidence for assessment. The school may devise a form for the written statement if it wishes. The appraiser and the teacher will also agree arrangements for professional discussions during the appraisal period which may include a meeting for a review approximately midway through the appraisal process.

Collection of information and evidence

- 1.8 During the appraisal period monitoring through a range of work-related activities will be used to provide balanced information on the teacher's performance. These will include pupil progress data analysis, accreditation results, lesson observations, students Progress portfolios and finding from work scrutiny monitoring plus any evidence the teachers wishes to put forward.

Observation

- 1.9 The means of assessment will include arrangements for observation, including the amount of observation, its purpose(s), any particular aspects of the teacher's work to be assessed during observation, its expected timing and duration, and who is likely to undertake the observation. Observation will be undertaken by people who have qualified teacher status, are adequately prepared and have the appropriate professional skills. It should be explained that if at any point during the appraisal cycle it is considered that the teacher needs or the teacher seeks extra support, additional observation may be arranged. The teacher will be notified of an observation in advance, although short visits to classrooms will not be specifically notified.
- 1.10 The appraiser will give oral comments to the teacher as soon as possible, preferably on the day of the observation and otherwise within one working day. The appraiser will follow this with a written report, including the date and duration of the observation and the lesson or task observed, within five working days of the observation. The teacher will be given the opportunity to add written comments to each report. The Head Teacher may at that stage

ask to see for moderation purposes the information given to each teacher and the evidence used for assessment.

Revision meeting

- 1.11 If appropriate a 'revision meeting' can be requested by the appraiser or the teacher and, if appropriate, objectives can be changed or adjusted.

Preparation of the appraisal report

- 1.12 At the end of the appraisal period the appraiser will meet with the teacher to prepare the appraisal report.
- 1.13 The appraiser will give the teacher the appraisal report. The teacher may add comments. If there are no objections to the report the appraiser will forward it to the Head Teacher who will moderate the report and consider any recommendations for professional development and pay.

Review of appraisal report

- 1.14 If the teacher is dissatisfied with any aspect of the appraisal report that teacher should discuss the objection(s) with the appraiser. If that discussion does not resolve the objections the teacher may submit a written request to the head teacher to review the appraisal report. In cases when the Head Teacher is the appraiser the teacher may submit a written request to the clerk to the governing body for the appropriate committee (depending on the governing body's delegations) to review the appraisal report.
- 1.15 If the Head Teacher has any concerns about the appraisal report he or she will discuss it with the appraiser in the first instance. The Head Teacher will then decide whether any action is needed about the quality of the report or the performance of the teacher.

Performance below acceptable standards

- 1.16 If it becomes apparent during or at the end of the appraisal period that the teacher's overall performance is below acceptable standards the Head Teacher or a member of the leadership team will meet with the teacher to discuss the nature and level of the concerns. The Head Teacher will then confirm the content of the discussion in writing and give the teacher the opportunity to reflect on it before another meeting, arranged with adequate notice, to determine what increased support will be given to the teacher, the kind of improvement required, the period within which the improvement should take place, how improvement will be assessed and when the situation will be reviewed. The Head Teacher will explain to the teacher what is likely to happen if the required improvement is not achieved. A written record of this meeting will also be given to the teacher.

Confidential storage

- 1.17 Once appropriate actions have been taken on professional development and pay the Head Teacher will arrange for confidential storage of the report for a period of six years.

Head Teacher's report to governing body

- 1.18 The Head Teacher will use the information in the appraisal reports, with due regard to confidentiality, to prepare the annual report on appraisal for the Governing Body.