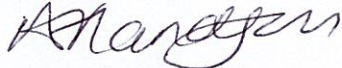




Oldbury on Severn CEVC Primary School

Professional Growth (Appraisal & Capability) Policy for All Staff

(valid from Appraisal Year 2025/26)

Signed (Head): 	Name: A FLANAGAN	Date: 30/3/26
Signed (Chair): 	Name: P.J. Hodder	Date: 30/3/26
Ratified by: Governing Board	Date: 30/3/26	Next Review: 30 March 2027

1. Introduction and Purpose of Policy

This policy sets out the framework for a clear and consistent assessment of the overall performance of staff at the school and for supporting their personal and professional development within the context of the school's plan for improving educational provision and performance, the national standards expected of teachers and the role expectations of support staff.

This policy will be applied in a way that is robust whilst minimising the impact on workload for support staff, teachers, line managers, school leaders and governing bodies.

The professional growth (appraisal)* system in this school is intended to be a supportive and developmental process designed to ensure that all members of staff:

- have or fully develop the skills and access to support they need to carry out their role effectively;
- can continue to improve their professional practice and to develop further in their role.

This policy applies to all staff (including the Headteacher) employed by the school except those on contracts of less than one term, teachers undergoing induction (i.e. ECTs) and those who are the subject of capability procedures or a period of probationary service.

The Governing Body is mindful of its obligations under the Equality Act 2010 and this policy will be applied fairly and consistently to all staff employed at the school, with the exceptions outlined above.

2. The Appraisal Period

The appraisal period will run for twelve months from September to August for teachers and educational support staff. Non-educational support staff's twelve month period may vary.

Employees who are engaged on a temporary or fixed term contract likely to last for less than one year will have their performance managed in accordance with the principles underpinning this policy. The length of the appraisal period will be determined by the known or likely duration of the contract and the expectation is that individual objectives should take account of the length of contract.

3. Appointing Appraisers

The Headteacher will be appraised by the Governing Body, supported by an external adviser who has been appointed by the Governing Body for the purpose.

The task of appraising the Headteacher, including the setting of objectives, will be delegated to a sub-group consisting of two/three members of the Governing Body.

The governing body has a duty to have regard to the work-life balance of the school leader and objectives will reflect this.

The Headteacher will determine who will appraise other members of staff.

4. Setting Objectives

4.1 General

Objectives for each member of staff will be set before, or as soon as practicable after, the start of each appraisal period. The objectives set for each appraisee will be 'SMART' (i.e. specific, measurable, achievable, realistic and time-bound) and will be appropriate to the individual's role and level of experience. It may be determined that specific objectives require a longer time span than a single appraisal period, in which case appropriate milestones towards the achievement of such objectives will be built in, in order to monitor progress within each appraisal period.

(* the appraisal system in this school is known as professional growth. All references to 'appraisal' in this policy refer to 'professional growth' and vice versa.)

The appraiser and appraisee will seek to agree the objectives. Where this is not possible, the appraiser will determine the objectives. Objectives may be revised if circumstances change.

Objectives should be revised if circumstances change, such as but not limited to an individual going on maternity leave, or undergoing surgery/medical treatment, to take account of the anticipated absence and to allow the individual to meet reduced and attainable targets.

4.2 Teaching Staff

The Headteacher's objectives will be set by the Governing Body after consultation with the external adviser. Objectives will reflect the Governing Body's duty to have regard to the work-life balance of the Headteacher.

The objectives set for each teacher will, if achieved, contribute to the school's plans for improving the school's educational provision and performance and improving the education of pupils at the school. This will be ensured by quality assuring all objectives against the school improvement plan.

Objectives should have a strong focus on effective professional development to ensure that teachers stay up to date with the latest methodologies, technologies, and educational research.

With the exception of those who are qualified teachers by virtue of holding and maintaining Qualified Teacher Learning and Skills (QTLS) status, all teachers will be assessed against the set of standards contained in the document "Teachers' Standards" published in July 2011.

For teachers who are qualified teachers by virtue of holding QTLS status, it is for the governing body or school leader will decide which standards are most appropriate.

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 the appraisal period will be assessed. In addition, the reviewer will discuss, and wherever possible agree with each teacher, the evidence base to be used for assessment at the end of the appraisal period.

Objectives will be subject to moderation before they are finalised in accordance with the school's arrangements for monitoring and evaluation in section 7.

4.3 Support Staff

It is recognised that the process of objective setting will be more appropriate to some support staff roles than others and that therefore it may not be practicable in all cases to set formal objectives. Although the appraisal process may require adaptation for different roles, the Governing Body will continue to ensure that all employees have the opportunity to have their performance reviewed on an annual basis.

Objectives will relate to the school's plans for improving educational provision where relevant to the individual's role; otherwise (or in addition) they may relate to progress in a specific task and/or professional development.

Relevant occupational or professional standards may be used as a backdrop for the appraisal discussion where appropriate.

5. Agreeing Evidence Base and Reviewing Performance

5.1 Reviewing Teachers' Performance

Evidence used in the performance management process must relate directly to objectives and should be agreed in advance and be readily available from day-to-day practice. Numerical targets should not be set if it is beyond the teacher's control to achieve them.

Evidence might but does not have to include:

- Improvements in specific elements of practice, such as behaviour management, development of pedagogy

or providing feedback,

- impact on effectiveness of teachers or other staff,
- wider contribution to the work of the school.

The evidence base may vary according to the chosen objectives and any development focus but is likely to include:

- Classroom observation (see also 5.1)
- Lesson plans
- Book scrutiny
- Learning walks
- Pupil progress data
- Examination / test outcomes

The range and level of evidence collected for appraisal purposes will be proportionate and will not add to the appraisees workload.

Use of Assessment Data

Objectives and performance management discussions will not be based on teacher generated data and predictions, or solely on the assessment data for a single group of pupils.

Objectives may be set in relation to robust assessment data; however, these will not be used in isolation and other factors will also be considered when making decisions on performance.

Classroom Observation

This school believes that observation of classroom practice and other responsibilities is important both as a way of assessing teachers' 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. It also enables teachers to learn from each other and collaborate. All observation will be carried out in a supportive fashion with the aim that it will not contribute to teacher workload.

Teachers' 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. Teachers can, however, expect to be observed through lesson visits and drop-ins on a minimum of 2 occasions in any appraisal cycle. Classroom observation will be carried out by those with QTS. In addition to formal observation, the Headteacher 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.

Other Responsibilities

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

Assessment against Teachers' Standards

Teachers' performance will be assessed against the relevant teacher standards to a level that is consistent with what should reasonably be expected of a teacher in the relevant role and at the relevant stage of their career. School leaders and other appraisers will use their professional judgement when appraising teachers' performance. There are no rigid models that seek to set out exactly what the relevant standards mean for teachers at different stages in their careers and teachers will not be expected routinely to provide evidence that they meet all the standards.

5.2 Reviewing Support Staff Performance

The process of reviewing support staff performance may involve a mixture of informal and formal evidence gathering and assessment. For teaching assistants, data will normally consist of evidence of student work or progress. For other support staff there may be evidence from project documentation or from co-workers, customers or managers which can feed into the process.

5.3 Development and Support

Appraisal is designed to be a supportive process which will be used to inform continuing professional development. The school wishes to encourage a culture in which all members of staff take responsibility for improving their performance through appropriate professional development. Professional development will be linked to school improvement priorities and to the ongoing professional development needs and priorities of individual members of staff.

5.4 Feedback & Informal Support

All members of staff will receive constructive feedback on their performance throughout the year and as soon as practicable after observation has taken place or as and when other evidence comes to light. Feedback will highlight particular areas of strength as well as any areas that need further development.

Except in the most serious cases of persistent failures to meet job expectations and teaching standards, resulting in negative consequences on the pupils and organisation, an individual should not ordinarily be placed in capability procedures without first undergoing a period of informal support as part of the appraisal process.

Where there are concerns about any aspects of the individual's performance the appraiser will arrange to meet the member of staff to:

- give clear feedback about the nature and seriousness of the concerns;
- give the member of staff the opportunity to comment and discuss the concerns;
- set clear objectives for required improvement;
- agree any informal support (e.g. coaching, mentoring, structured observations for teachers), that will be provided to help address those specific concerns;
- make clear how, and by when, the appraiser will review progress;
- explain the implications and process if no – or insufficient – improvement is made. e.g. commencement of capability procedure.

There will be a clear relationship between the issue, the objectives set, and the planned documented programme of support put in place.

The line manager/appraiser will partner with the appraisee in a collaborative manner to establish objectives and timelines, taking into account individual circumstances. This may include any medical conditions, well-being support needs, or disabilities protected by equality legislation.

Informal support should be provided for a reasonable period to allow for performance improvement (most often a minimum of 6 weeks). The exact duration will be determined based on the specific circumstances, with appropriate support in place to facilitate improvement.

The appraiser will meet with the appraisee regularly to assess progress and ensure the agreed-upon support is being provided.

When progress is reviewed, if the appraiser is satisfied that the appraisee 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.

The appraisal plan will be revised as necessary to reflect any changes, such as to the objectives or planned

development activities.

5.5 Transition to Capability Procedures

If the appraiser is not satisfied with progress made in response to support provided during the informal support process, to the extent that the appraisee is deemed to be seriously underperforming, the individual will be notified in writing that the appraisal system will no longer apply and that their performance will be managed under the capability procedure. They will be invited to a formal capability meeting in accordance with the school's adopted procedure.

Disciplinary procedures will only be triggered by factors related to misconduct or breach of professional standards.

5.5 Progression To and Through the Upper Pay Range

If a teacher wishes to be considered for progression to the upper pay range, he/she should follow the process laid out in the school's pay policy and submit an application by the deadline in the policy. Copies of the application forms are available via the teacher's reviewer.

Progression through the upper pay range will be based on the outcome of appraisal and assessment against criteria in the school's pay policy.

5.6 Annual Assessment

Each member of staff's performance 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.

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 mid-year or otherwise as appropriate to the role. The reviewer will use interim meetings to check progress against objectives and that evidence-gathering is on track to inform the final assessment of performance at the end of the appraisal year.

The appraisee 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. Teachers will receive their written appraisal reports by 31 October (31 December for the Headteacher). The appraisal report will include:

- details of the individual's objectives for the appraisal period in question;
- an assessment of the appraisee's performance of their role and responsibilities against their objectives and,
 - for teachers, the relevant standards or,
 - for support staff, their job description and any occupational or national standards deemed relevant;
- an assessment of the appraisee's training and professional development/ development needs and identification of any action that should be taken to address them;
- details of a discussion on wellbeing and workload and career progression/aspirations;
- a recommendation on pay where relevant in accordance with the school's pay policy;

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

6. Data Protection

When conducting an employee's appraisal, the school processes personal data collected in accordance with its data protection policy. Data collected by the school as part of the operation of the appraisal process is held securely and accessed by, and disclosed to, individuals only for the purposes of managing his/her appraisal or to quality assure the operation and effectiveness of the appraisal system. Inappropriate access or disclosure of employee data constitutes a data breach and should be reported in accordance with the data protection policy immediately. It may also constitute a disciplinary offence, which will be dealt with under the school's disciplinary procedure.

7. Monitoring and Evaluation

The Governing Body and Headteacher will monitor the operation and effectiveness of the school's professional growth arrangements. This will include ensuring that the arrangements minimise the impact on workload for all parties involved.

Quality assurance process:

- the Headteacher will review all teachers' objectives (or a sample) to check consistency of approach and expectation between different appraisers;
- Reviewers will be familiar with the Teachers' Standards and the school's approach to appraisal, objective setting, and if relevant, pay recommendations.
- The Headteacher will provide the Governing Body with a written annual report on the appraisal process.

8. Retention

The Governing Body and Headteacher will ensure that all written appraisal records are retained in a secure place for six years after employment has ended and then destroyed.

9. Status of Policy and Review

The content and operation of this policy is reviewed as and when deemed necessary by the Governing Body. The policy is discretionary and does not confer any contractual rights.