

# **Bethany School Staff Appraisal Policy**

## **May 2021**

### **INTRODUCTION**

Bethany Christian School aims to provide a staff appraisal policy and subsequent practice which is a supportive and developmental process, designed to ensure that all teachers, and other staff have the skills and support they need to carry out their role effectively. This policy is designed to help ensure that all staff are able to continue to improve their practice and to develop as professional educators or within the role that they hold.

### **Roles and Responsibilities:**

- The Head teacher will be appraised by the Governing Body.
- The Head teacher's developmental objectives will be set by the Governing Body and will be communicated by the Chair of Governors.
- Within the school the Head teacher and other members of the senior management team (SMT) will be responsible for carrying out staff appraisals.
- The developmental objectives for each member of staff will be set before or as soon as practicable after, the end of each appraisal period and will be appropriate to their role and level of experience. These will be communicated by the member of staff or governor indicated above. A written summary will be given as part of the appraisal consultation (Appendix 6), with opportunity for the member for staff to respond in writing.

### **Staff appraisal files**

All documentation pertaining to staff appraisal will be kept in individual staff appraisal files and centrally stored electronically on the SMT drive or securely in the school office.

### **The Appraisal Framework**

Staff members are the most important resource of the school and therefore need investing in through support, guidance and training. We consider the welfare of all of our staff to be of the greatest importance. Their contribution to the ongoing life and success of the school is highly valued. We expect staff, as individuals and as members of a team, to provide for both the academic development of each child enabling them to make their best personal progress and for their development as people in a wider sense, including the development of their understanding of faith, which is part of the purpose for the school's existence.

The appraisal process progresses through three consecutive stages for teachers and two stages for admin staff aiming to identify strengths and areas for development:

1. Self-assessment (for all staff)
2. Learning walks (for teachers)
3. An appraisal meeting (for all staff)

**Stage 1: Self-assessment** (To be completed no later than the end of Spring term) During this initial phase staff take some quality time to reflect carefully on their own role, function, contribution and practice as a member of staff at Bethany Christian School by completing the self-assessment questionnaire. (see Appendix 1). Staff must make comments on the form to clarify the self-assessments they have made. Staff may also wish to cite examples of what they have achieved. This process is forward looking and developmental which will help all staff to improve and become more effective in their professional role.

**Stage 2: Learning Walks** (ongoing: up to 3 a year) The second phase of appraisal will be on the basis of learning walks conducted through the course of the year. It is expected that each member of teaching staff will have at least 2 learning walks and observations made on them to build up a picture of strengths and areas for improvement. Staff will have opportunities to receive written feedback as well as discussion on their learning walk observations (See Appendix 2)

**Stage 3: Appraisal Meeting** (by the end of the year) The purpose of this will be to highlight strengths and identify any areas for development in order to improve teaching and working practice. A range of evidence will be used to formulate judgements and to inform development objectives. This material will include:

- The self-assessment form
- Learning walk observations (For teachers)

Evidence from other sources that may be helpful and may also be used. Feedback will:

- acknowledge the member of staff's contribution to the life of the school
- highlight particular areas of strength and any areas for development that become apparent.
- It will also evaluate performance against the DfE teachers standards. (For teachers only)
- Enquiry over the member of staff's spiritual, physical and emotional health will be part of the appraisal meeting.
- Open questions will encourage staff to discuss achievements and challenges they have experienced and developments they would like to see in their subject areas.
- Between one and three appropriate objectives for the next twelve months will be suggested, discussed and will be mutually agreed, with expected outcomes and support. Training needs will be discussed where appropriate.

Additional reviews may be undertaken at the request of the employer or staff member from time to time as they see fit. Additional objectives may be included at any time during the review period as either the appraiser or member of staff identifies issues or opportunities. At the end of the review period, or as updates are needed, progress made towards the agreed development objectives will form part of the next appraisal cycle.

### **Appraisal reports**

The member of staff 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. (Appendix 3 for all staff) The appraisal report will include:

- details of the member of staff's contribution to the life of the school over the last year.
- strengths and areas of expertise;
- agreed development objectives for the appraisal period in question;
- an assessment of their performance of their role and responsibilities against the relevant standards DfE Teacher's standards for teaching staff; [see Appendix 4]
- a summary of their spiritual, physical and emotional health and any recommendations.
- an assessment of their professional development needs and identification of any action that should be taken to address them.

The assessment of contribution, performance and of professional development needs will inform the planning process for the next appraisal cycle.

## **General Information**

Why observe lessons?

Lesson observations are an important method for assessing teacher's performance in order to identify particular strengths and any areas for development. This can raise standards of teaching and learning.

The role of the appraiser

Appraisers will collate information and documentation produced from the appraisal process e.g. completed self-assessment forms, as well as their own lesson observations, lesson planning, pupil assessments and any other documentation deemed necessary to help them form judgements and decide on any development objectives.

This Headteacher will moderate a selection of other SMT's appraisals of staff in their team in order to check consistency of approach and expectation between different appraisers. Appraisers will endeavour to use the same approach with all staff so that evenness is applied.

## **Appendices:**

1. Self-Appraisal form (all staff)
2. Learning Walk proforma (Teacher)
3. Appraisal Summary (all staff)
4. DfE Teaching Standards

## **Review**

This policy sets out the framework for a clear and consistent appraisal of the overall performance of all Bethany School staff, including the Head teacher, and for supporting their professional development within the context of the school's improvement plan, and the standards expected of teachers.

This policy was written with due regard to the following documents and legislation:

- The Education (Independent School Standards) Regulations 2014
- the Education (School Teachers' Appraisal) (England) Regulations 2012 (the Appraisal Regulations)
- 'Teachers Standards' published by the Department for Education (June 2013). All teaching members of staff will be assessed against these standards.

This policy should be read in conjunction with the following school policies:

- Feedback and Marking Policy
- Equal Opportunities Policy
- Data protection Policy
- Staff Code of Conduct
- Complaints Policy

This policy is based on the policy and practice (with adaption) being established at Bradford Christian School and we hereby acknowledge their help in sharing their journey and practice with us in this process.

Policy Adopted by Governors on: \_\_\_\_\_

Policy Due for Review: \_\_\_\_\_

## Appendix 1

### Self-Assessment form

Name:

Date:

- I feel valued as a member of staff. Strongly Agree / Agree / Disagree / Strongly Disagree
- I have everything I need to complete my role. Strongly Agree / Agree / Disagree / Strongly Disagree
- I have a good grasp of the vision of the school. I work hard to ensure that I succeed in applying it to all areas of school life and my work in the classroom. Strongly Agree / Agree / Disagree / Strongly Disagree

Please complete the questions below:

What is going well within your role?

What would you like to improve on in the coming year?

Is there any training that you feel you need to help you do your job?

Is there anything that you are not currently involved in or doing that you would like to be involved in?

Suggested targets for next year: (up to three targets)

Signed \_\_\_\_\_ (Staff Member)

## Appendix 2

### Learning Walk form

|   |               |                |
|---|---------------|----------------|
| <b>Teacher:</b>   | <b>Class:</b> | <b>Lesson:</b> |
| <b>Observer:</b>  | <b>Date:</b>  | <b>Time:</b>   |
| <b>1,2 Learning</b><br>Demonstrate the attitudes, values and love of learning expected of pupils. Engage students in their learning. Ensure progress is made both within and across lessons |               |                |
| <b>3,4,5 Teaching</b><br>Demonstrate a secure subject knowledge. Have a clear understanding of the needs of all pupils, and differentiate accordingly. Set HW to consolidate learning       |               |                |
| <b>6 Assessment</b><br>Use assessment data to monitor and secure progress. Give feedback, both oral and written, encouraging a response.  |               |                |
| <b>7 Behaviour</b><br>Take responsibility, and have clear rules and routines, for behaviour. Use praise, sanctions and rewards consistently   |               |                |
| <b>Current SIP Focus and Other</b><br>Quality of marking and feedback..<br>Evidence of homework   |               |                |

**What Went Well:**

**Even Better If:**

## Appendix 3

### Summary of Appraisal

|   |  |
|---|--|
| <b>Member of staff:</b>   |  |
| <b>Appraisal conducted by:</b>                                    |  |
| <b>Date:</b>  |  |
| <b>Targets agreed at previous appraisal and date:</b>             |  |
| <b>Acknowledged contribution to the life of the school:</b>       |  |
| <b>Self-Appraisal summary:</b>                                    |  |
| <b>Summary of conversation on spiritual health:</b>               |  |
| <b>Learning walk observations summary:</b>                        |  |
| <b>Evaluation against the DfE teaching standards:</b>             |  |
| <b>Suggested targets for next year:<br/>(up to three targets)</b> |  |
| <b>Comment by member of staff:</b>                                |  |

If you are unhappy with the content of this appraisal you should refer to the staff grievance policy on how to raise a grievance.

## Appendix 4

### Learning Walk - DFES Teacher Standards

|   |  |
|---|--|
| <b>1. Set high expectations which inspire, motivate and challenge pupils</b>                          |  |
| establish a safe and stimulating environment for pupils, rooted in mutual respect                     |  |
| demonstrate the positive attitudes, values and behaviour which are expected of pupils.                |  |
| <b>2. Promote good progress and outcomes by pupils</b>  |  |
| be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on this        |  |
| guide pupils to reflect on the progress they have made and their emerging needs                       |  |
| demonstrate knowledge and understanding of how pupils learn   |  |
| encourage pupils to take a responsible and conscientious attitude to their own work                   |  |
| <b>3. Demonstrate good subject and curriculum knowledge</b>   |  |
| have a secure knowledge of the relevant subject(s), and promote high standards of standard English    |  |
| <b>4. Plan and teach well-structured lessons</b>  |  |
| promote a love of learning and children's intellectual curiosity                                      |  |
| set homework and plan other out-of-class activities to consolidate and extend learning                |  |
| reflect systematically on the effectiveness of lessons and approaches used                            |  |
| contribute to the design and provision of an engaging curriculum                                      |  |
| <b>5. Adapt teaching to respond to the strengths and needs of all pupils</b>                          |  |
| have a clear understanding of differentiation and how to overcome factors that inhibit pupil learning |  |
| have a clear understanding of the needs of all pupils   |  |
| <b>6. Make accurate and productive use of assessment</b>  |  |
| know and understand how to assess, 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 written, and encourage pupils to respond                |  |
| <b>7. Manage behaviour effectively to ensure a good and safe learning environment</b>                 |  |
| take responsibility, and have clear rules and routines for behaviour in classrooms                    |  |
| have high expectations of behaviour, using praise, sanctions and rewards consistently                 |  |
| maintain good relationships with pupils, and exercise appropriate authority                           |  |

### Appraisal - DFES Teacher Standards

|   |  |
|---|--|
| <b>Part 1.8. Fulfil wider professional responsibilities</b>   |  |
| make a positive contribution to the wider life and ethos of the school  |  |
| develop effective professional relationships with colleagues  |  |
| deploy support staff effectively  |  |
| take responsibility for improving teaching via appropriate professional development   |  |
| communicate effectively with parents about pupils' achievements and well-being  |  |
| <b>Other Part 1</b>   |  |
| 3.3 if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics  |  |
| 3.4 if teaching early mathematics, demonstrate a clear understanding of appropriate strategies  |  |
| <b>Part 2</b>   |  |
| treating pupils with dignity, building relationships rooted in mutual respect,  |  |
| 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.   |  |
| have proper and professional regard for the ethos, policies and practices of the school   |  |
| maintain high standards in their own attendance and punctuality   |  |
| act within, the statutory frameworks which set out their professional duties and responsibilities.  |  |