

Bethany School Staff Appraisal Policy

November 2024

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 of 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.

Members of staff who will be involved in the appraisal process will include all paid members of staff and those volunteers who have curriculum responsibilities.

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 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 6 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. Feedback on learning walks will be given in staff meetings, and to individual members of staff in appraisals or when appropriate. The learning walks will look at teaching, learning, behaviour, assessment, current SIP priorities and how opportunities are taken to put God at the centre of learning.

During the appraisal process members of staff will also be released from teaching responsibilities in order to complete their own learning walk around school where they can visit other classrooms to observe teaching and learning. These are with the aim of observing different techniques and methods that may be transferable to their own practice, allowing for reflection on areas for personal development, fostering collaboration, understanding the development of skills and knowledge throughout school, and promoting a culture of continuous professional development.

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.

Further Support

When the appraisal process has identified areas where a member of staff needs further support, this will be identified and monitored. This can be in the form of short term targets, further lesson observations, and regular meetings with SLT. Sometimes it will be appropriate to involve a governor to provide an extra level of support. These interventions will be conducted with the aim of supporting and bringing out the best in our staff for their own benefit and for the benefit of the children and wider school.

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 appraisals of staff completed by other members of SLT 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 [Teachers' Standards guidance](#) All teaching members of staff will be assessed against these standards.
- [Teacher Appraisal - guidance for schools](#)

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 adaptation) being established at Bradford Christian School and we hereby acknowledge their help in sharing their journey and practise with us in this process.

Policy Adopted by Governors on: 09.12.2024

Policy Last Reviewed on: May 2021

Policy Due for Review on: December 2027

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 and feel equipped to apply 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?
Have you done any training or CPD this year that has been helpful? Is there any further training that you feel would benefit you?
Is there anything that you are not currently involved in or doing that you would like to be involved in?
Are there currently any challenges or obstacles that are impacting your ability to fulfill your role effectively? How can the school support you in overcoming these?
Suggested targets for next year: (up to three targets)

Signed _____ (Staff Member)

Appendix 2

Learning Walk form

Date:

Observer:

Observations can include comments on learning, progress, teaching, assessment, behaviour, opportunities observed to put God at the centre of the learning, adaptive teaching, any current SIP priorities, use of classroom environment, strengths and areas for improvement.

Appendix 3

Summary of Appraisal

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

If you are unhappy with the content of this appraisal you should discuss with the member of SLT who completed the appraisal and or raise your concerns with the Headteacher.

Appendix 4

Learning Walk - DFES Teacher Standards

1. Set high expectations which inspire, motivate and challenge pupils	
establish a safe and stimulating environment for pupils, rooted in mutual respect	
demonstrate the positive attitudes, values and behaviour which are expected of pupils.	
2. Promote good progress and outcomes by pupils	
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	
3. Demonstrate good subject and curriculum knowledge	
have a secure knowledge of the relevant subject(s), and promote high standards of standard English	
4. Plan and teach well-structured lessons	
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	
5. Adapt teaching to respond to the strengths and needs of all pupils	
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	
6. Make accurate and productive use of assessment	
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	
7. Manage behaviour effectively to ensure a good and safe learning environment	
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

Part 1.8. Fulfil wider professional responsibilities	
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	
Other Part 1	
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	
Part 2	
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.	