South Devon Steiner School

Appraisal Policy
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Introduction

The policy is in two separate sections. Part A covers appraisal and should be used as a reference point by the South Devon Steiner School and others as they review their policies.

Part B of the policy sets out the formal capability procedure and reflects the ACAS Code of Practice (Advisory, Conciliation and Arbitration Service) on disciplinary and grievance procedures. Capability procedures apply only to teachers about whose performance there are serious concerns that the appraisal process has been unable to address.

It is important that the appraisal and capability process is managed in a way that avoids increased workload for all parties concerned, for example, reviewing the number and frequency of meetings and observations, and ensuring the process for collecting evidence is always proportionate.

For the purposes of this policy the term governance board should be considered to include reference to governing bodies.
South Devon Steiner School policy for appraising teacher performance and dealing with capability issues

Policy written by: Jeff van Zyl

Approved by: Council of Trustees

 Adopted on: 4th September 2019

 Review date: 4th September 2020

Purpose

This policy sets out the framework for a clear and consistent assessment of the overall performance of teachers, including the Education Manager, 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. It also sets out the arrangements that will apply when teachers fall below the levels of competence that are expected of them.

Application of the policy

The policy is in two separate sections.

Part A of the policy, which covers appraisal, applies to the Education Manager and to all teachers employed by the school, except those on contracts of less than one term, those undergoing induction, those on probation and those who are subject to Part B of the policy.

Part B of the policy, which sets out the formal capability procedure, applies only to teachers (including the Education Manager) about whose performance there are serious concerns that the appraisal process has been unable to address.

Both parts of the policy should always be applied in a way that is robust whilst minimising the impact on workload for teachers, line managers, Education Managers and the governance board.
Part A – Appraisal

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

The appraisal period

The appraisal period will run for twelve months from September to September.

Teachers 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 and an individual teacher’s objectives should take account of the length of contract.

Appointing appraisers

The Education Manager will be appraised by the governance board

In this school the task of appraising the Education Manager, including the setting of objectives, will be delegated to a sub-group consisting of at least two members of the governance board.

The Education Manager will decide who will appraise other teachers.

Setting objectives

The Education Manager’s objectives will be set by the governance board. The governance board has a duty to have regard to the work-life balance of the Education Manager and objectives will reflect this.

Objectives for each teacher will be set before, or as soon as practicable after, the start of each appraisal period. The objectives set for each teacher, will be Specific, Measurable, Achievable, Realistic and Time-bound and will be appropriate to the teacher’s role and level of experience. The appraiser and teacher will seek to agree the objectives but, if that is not possible, the appraiser will determine the objectives. Objectives should be revised if circumstances change.

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 that school.
Reviewing performance

Observation

This school believes that observation of classroom practice and other responsibilities is important as a way of assessing teachers’ performance in order to identify any particular strengths and areas for development they may have, gaining useful information which can inform school improvement more generally and enabling teachers to learn from each other and collaborate. All observation will be carried out in a supportive fashion and not add to teacher workload.

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 teachers take responsibility for improving their teaching through appropriate professional development. Professional development will be linked to school improvement priorities and to the ongoing professional development needs and priorities of individual teachers.

Feedback

Teachers 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 require further development. Where there are concerns about any aspects of the teacher’s performance the appraiser will meet the teacher formally to:

- give clear feedback to the teacher about the nature and seriousness of the concerns;
- give the teacher the opportunity to comment and discuss the concerns;
- set clear objectives for required improvement;
- agree any support (e.g. 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.
- explain the implications and process if no, or insufficient, improvement is made – e.g., potential to move to formal capability process.
When progress is reviewed, if the appraiser is satisfied that the teacher 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.

**Evidence**

The range and level of evidence collected for appraisal will always be proportionate and cogniscent of workload.

**Transition to capability**

If a teacher demonstrates serious underperformance, and has not responded to support provided within the appraisal process, the teacher 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 part B of this policy.

**Annual assessment**

Each teacher's performance will be formally assessed in respect of each appraisal period.

This assessment is the end point to the annual appraisal process, but performance and development priorities will be reviewed and addressed throughout the academic year.

The teacher will receive as soon as practicable following the end of each appraisal period – and have the opportunity to comment on – an appraisal report. In this school, teachers will receive their appraisal reports by 15th July. The appraisal report will include:

- details of the teacher’s objectives for the appraisal period in question;
- an assessment of the teacher’s performance of their role and responsibilities against their objectives and the relevant standards;
- an assessment of the teacher’s professional development needs and identification of any action that should be taken to address them;

The assessment of performance and of professional development needs will inform the planning process for the following appraisal period.
Part B – Capability Procedure

This procedure applies only to teachers and the Education Manager where there is serious underperformance which the appraisal process has been unable to address. At least five working days’ notice will be given of the formal capability meeting. The notification will contain sufficient information about the concerns about performance and their possible consequences to enable the teacher to prepare to answer the case at a formal capability meeting. It will also contain copies of any written evidence; the details of the time and place of the meeting; and will advise the teacher of their right to be accompanied by a companion who may be a colleague, a trade union official, or a trade union representative who has been certified by their union as being competent. Teachers are entitled to request an alternative date which is within five days of the original date.

Formal capability meeting

This meeting is intended to establish the facts. It will be conducted by the Chair of Governors (for Education Manager capability meetings) or Education Manager (for other teachers). The meeting allows the teacher, accompanied by a companion if they wish, to respond to concerns about their performance and to make any relevant representations. This may provide new information or a different context to the information/evidence already collected.

The person conducting the meeting may conclude that there are insufficient grounds for pursuing the capability issue and that it would be more appropriate to continue to address the remaining concerns through the appraisal process. In such cases, the capability procedure will come to an end. The person conducting the meeting may also adjourn the meeting for example if they decide that further investigation is needed, or that more time is needed in which to consider any additional information.

In other cases, the meeting will continue. During the meeting, or any other meeting which could lead to a formal warning being issued, the person conducting the meeting will:

- identify the professional shortcomings, for example which of the standards expected of teachers are not being met;
- give clear guidance on the improved standard of performance needed to ensure that the teacher can be removed from formal capability procedures (this may include the setting of new objectives focused on the specific weaknesses that need to be addressed, any success criteria that might be appropriate and the evidence that will be used to assess whether or not the necessary improvement has been made);
• explain any support that will be available to help the teacher improve their performance;

• set out the timetable for improvement and explain how performance will be monitored and reviewed. The timetable will depend on the circumstances of the individual case but in straightforward cases could be between four and ten weeks. And

• warn the teacher formally that failure to improve within the set period could lead to dismissal. In very serious cases, this warning could be a final written warning.

Notes will be taken of formal meetings and a copy sent to the member of staff. Where a warning is issued, the teacher will be informed in writing of the matters covered in the bullet points above and given information about the timing and handling of the review stage and the procedure and time limits for appealing against the warning.

**Monitoring and review period following a formal capability meeting**

A performance monitoring and review period will follow the formal capability meeting. Formal monitoring, evaluation, guidance and support will continue during this period. The member of staff will be invited to a formal review meeting, unless they were issued with a final written warning, in which case they will be invited to a decision meeting (see below).

**Formal review meeting**

As with formal capability meetings, at least five working days’ notice will be given and the notification will give details of the time and place of the meeting and will advise the teacher of their right to be accompanied by a companion who may be a colleague, a trade union official, or a trade union representative who has been certified by their union as being competent.

If the person conducting the meeting is satisfied that the teacher has made sufficient improvement, the capability procedure will cease and the appraisal process will re-start. In other cases:

• If some progress has been made and there is confidence that more is likely, it may be appropriate to extend the monitoring and review period;

• If no, or insufficient improvement has been made during the monitoring and review period, the teacher will receive a final written warning.
As before, notes will be taken of formal meetings and a copy sent to the member of staff. The final written warning will mirror any previous warnings that have been issued. Where a final warning is issued, the member of staff will be informed in writing that failure to achieve an acceptable standard of performance (within the set timescale), may result in dismissal and given information about the handling of the further monitoring and review period and the procedure and time limits for appealing against the final warning. The teacher will be invited to a decision meeting.

**Decision meeting**

As with formal capability meetings and formal review meetings, at least five working days’ notice will be given and the notification will give details of the time and place of the meeting and will advise the teacher of their right to be accompanied by a companion who may be a colleague, a trade union official, or a trade union representative who has been certified by their union as being competent.

If an acceptable standard of performance has been achieved during the further monitoring and review period, the capability procedure will end and the appraisal process will re-start. If performance remains unsatisfactory, a decision, or recommendation to the governance board, will be made that the teacher should be dismissed or required to cease working at the school.

Before the decision to dismiss is made, the school will discuss the matter with its HR consultants.

The teacher will be informed as soon as possible of the reasons for the dismissal, the date on which the employment contract will end, the appropriate period of notice and their right of appeal.
Decision to dismiss

The power to dismiss staff in this school has been delegated to the Education Manager. The Education Manager is expected to attain support from the SLT.

Dismissal

Once the decision to dismiss has been taken, the Education Manager will dismiss

Appeal

If a teacher feels that a decision to dismiss them, or other action taken against them, is wrong or unjust, they may appeal in writing against the decision within five days of the decision, setting out at the same time the grounds for appeal. Appeals will be heard without unreasonable delay and, where possible, at an agreed time and place. The same arrangements for notification and right to be accompanied by a companion will apply as with formal capability and review meetings and, as with other formal meetings, notes will be taken and a copy sent to the teacher.

The appeal will be dealt with impartially and, wherever possible, by managers or governors who have not previously been involved in the case.

The teacher will be informed in writing of the results of the appeal hearing as soon as possible.

General Principles Underlying This policy

ACAS Code of Practice on Disciplinary and Grievance Procedures

Part B of the policy will be implemented in accordance with the provisions of the ACAS Code of Practice.

Confidentiality

The appraisal and capability processes will be treated with confidentiality. However, the desire for confidentiality does not override the need for the Education Manager and governance board to quality-assure the operation and effectiveness of the appraisal system. Governors will review a sample of teachers’ objectives and written appraisal records personally, in order to check consistency of approach and expectation between different appraisers.
Consistency of Treatment and Fairness

The governance board is committed to ensuring consistency of treatment and fairness. It will abide by all relevant equality legislation, including the duty to make reasonable adjustments for disabled teachers. The governance board is aware of the guidance on the Equality Act issued by the Department for Education.

Definitions

Unless indicated otherwise, all references to “teacher” include the Education Manager.

Delegation

Normal rules apply in respect of the delegation of functions by governance boards, Education Managers and local authorities.

Grievances

Where a member of staff raises a grievance during the capability procedure the capability procedure may be temporarily suspended in order to deal with the grievance. Where the grievance and capability cases are related it may be appropriate to deal with both issues concurrently.

Sickness

If long term sickness absence appears to have been triggered by the commencement of monitoring performance at any stage of the procedure or a formal capability procedure, the case will be dealt with in accordance with the school’s absence policy. In some cases, it may be appropriate for monitoring and/or formal procedures to continue during a period of sickness absence.

Monitoring and Evaluation

The governance board and Education Manager will monitor the operation and effectiveness of the school’s appraisal arrangements. This will include ensuring that the arrangements minimise the impact on workload for all parties involved.

Retention

The governance board and Education Manager will ensure that all written appraisal records are retained and stored in a secure place in line with their Retention and Disposal Policy