

NORTHAMPTON SCHOOL FOR GIRLS

Policies and Procedures

Title:	Professional Review and Professional Improvement (Teacher Appraisal Policy)
Associated Policies:	<ul style="list-style-type: none">• Capability• Teachers' Pay Policy

1	Policy Statement
	<p>Teacher Appraisal (referred to as Professional Review and Professional Improvement at Northampton School for Girls) is an important vehicle for the clear and consistent assessment of a teacher's performance against the Teaching Standards and the priorities in the School Improvement Plan. It is a forum for teachers to reflect on their performance as a teacher and to evaluate their contribution to student progress and to the school as a whole.</p> <p>It is also a formative process that supports teachers with their wellbeing, developmental and professional needs and aspirations.</p> <p>At Northampton School for Girls (NSG), we work together to ensure that all students achieve their potential through the highest quality of education. To do this effectively, we recognise that self-evaluation, along with quality feedback, and instructional coaching, as part of the Professional Review and Professional Improvement process, is essential.</p> <p>At NSG instructional coaching (see appendix 4) will involve identifying an area for improvement, facilitated by self-evaluation and three non-judgmental, short observations. These will be followed with opportunities for teachers to receive feedback and rehearse the next steps for improvement. It will also involve a coaching conversation to support other professional targets. The coaching model will be flexible to respond to the level of expertise of the teacher following a continuum from explicit guidance for the 'novice' to questioning to facilitate the 'expert' arriving at their own next steps for improvement.</p> <p>It is expected that all teachers will approach Professional Review and Professional Improvement seriously, with integrity, and, if they so wish, as an opportunity for pay and career progression. Where teachers are eligible for pay progression, the information in the Professional Review and Professional Improvement documents, covering the two-year period prior to the receipt of the request for assessment, will be the basis by which a decision is made.</p> <p>To quality assure the Professional Review and Professional Improvement process, all teachers, both reviewers and reviewees, will receive training in the operation of the Professional Review and Professional Improvement process, instructional coaching and, where relevant, the process for applying for pay progression.</p>

2	Who does this policy apply to?
	<p>This policy applies to all teaching staff employed by Northampton School for Girls, including:</p> <ul style="list-style-type: none">• Teachers employed on a permanent contract• Teachers employed in a fixed term contract• Teachers employed on a part time basis• Teachers employed through a supply agency

3	Who is responsible for carrying out this policy?
	<ul style="list-style-type: none">• All teachers• All TLR holders• All members of the senior leadership team• Governing Board

4	What are the principles behind the policy?
	<p>Professional Review must:</p> <ul style="list-style-type: none">• Judiciously balance accountability and fairness• Be seen to be transparent and based on trust and confidentiality• Champion equality, diversity and inclusion• Assess teacher effectiveness with accuracy, consistency and validity, and identify the next steps for professional development• Include effective target setting leading to the highest quality of education• Support progress towards targets for high quality teaching with feedback, coaching and deliberate practice• Have a positive impact on student learning, progress and outcomes• Support staff in their efforts to improve the quality of education, ensuring that the work of staff is recognised and valued• Support professional development that secures high levels of expertise and progress towards career aspirations• Lead to job satisfaction, wellbeing, recruitment and retention• Support highly effective implementation of teaching and learning responsibilities (TLR)• Be an integral part of school improvement planning and strategic aims• Link to the School Improvement Plan so that the objectives set support progress towards the current year's improvement priorities• Be explored by the reviewer to check for alignment of the reviewee's objectives with the school's improvement priorities• Be manageable and be given appropriate priority by all involved so that the time and resources diverted to it have impact <p>We will implement our Professional Review and Feedback arrangements on the basis of:</p> <ul style="list-style-type: none">i. Fairness: We all need to be aware of the potential for unconscious discrimination and to avoid assumptions about individuals based on stereotypes; andii. Equal Opportunity: All teachers should be encouraged and supported to achieve their potential through a cycle of agreeing objectives, having their performance assessed, receiving feedback and undertaking developmentiii. Work Load and Wellbeing: Evidence gathering for assessing performance against appraisal targets should require a reasonable and manageable amount of time. This should be managed within the school's data gathering and monitoring and evaluation calendar and CPD provision

5	Procedures (standards)
<p>The Teachers' Standards</p> <p>The Teachers' Standards (see appendix 1) will be used to facilitate a coaching conversation about a teacher's performance and to inform feedback that will lead to improved practice. All teachers will review their performance using the self-evaluation tool (appendix 2). This provides criteria against which teachers can assess themselves according to the expectations of someone at their career stage under each of the Teachers' Standards. The criteria for each career stage are delineated by pay scales. The toolkit includes the expectations for teachers on, or working towards, the Upper Pay Scale. This will ensure that evaluations are consistent with what should reasonably be expected of a teacher in the relevant role and at the relevant stage of their career.</p> <p>Pay Progression</p> <p>The Post-Threshold Standards (see appendix 3) along with the completed self-evaluation tool will be used to assess applications for pay progression. Using both of these documents will give clarity of the criteria used so that the teachers are clear about the performance they need to evidence and make sure the awarding of pay progression is a transparent and consistently applied process. To progress on the Upper Pay Scale, teachers must demonstrate that they meet the requirements as stated in section 3 of the School Teachers Pay and Conditions Document 2018 (see appendix 5) and that they have met the relevant criteria in the self-evaluation tool.</p> <p>Roles and Responsibilities</p> <p>At Northampton School for girls, Professional Review and Professional Improvement is a shared responsibility</p> <p>The Governing Body has a strategic role. Responsibilities include:</p> <ul style="list-style-type: none">• Agreeing the Professional Review and Professional Improvement Policy• Monitoring the implementation of the policy <p>The Headteacher (or delegated member of SLT):</p> <ul style="list-style-type: none">• Drafts the Professional Review and Professional Improvement Policy in consultation with staff• Is responsible for implementing the agreed Professional Review and Professional Improvement Policy• Ensures that reviewers carry out their responsibilities• Ensures that all teachers have Professional Review and Feedback coaching conversations where the previous year is reviewed, feedback is given and targets are set• Monitors the Professional Review and Professional Improvement process <p>The reviewer:</p> <ul style="list-style-type: none">• Conducts three 30 minute long coaching conversations with their reviewees at calendared points in the year, during directed time• Carries out three 15 minute observations during TLR time• Conducts two informal check-ins at calendared points in the year• Reviews performance against objectives, job description and Teachers' Standards by assessing the self-evaluation tool as part of a coaching conversation• As someone who works closely with the teacher, uses their observations of the work completed and achievements made throughout the year as evidence to support their assessment of the self-evaluation tool. Where necessary, the reviewer may ask for further confirmation or evidence to secure an assessment against particular criteria	

- Uses a coaching conversation to identify, and agree on, objectives for the year ahead, making sure these align with the School Improvement Plan and the guidance set out below
- Discusses the teacher's professional development needs and identifies how these may be met
- Discusses the teacher's wellbeing needs and identifies how these may be met
- Provides feedback on areas for improvement, as identified by the self-evaluation tool
- Provides feedback from the three lesson observations, including next steps and plans for deliberate practice
- Enters written records of their review comments in the self-evaluation tool
- Makes recommendations supporting or rejecting applications for pay progression

The teacher:

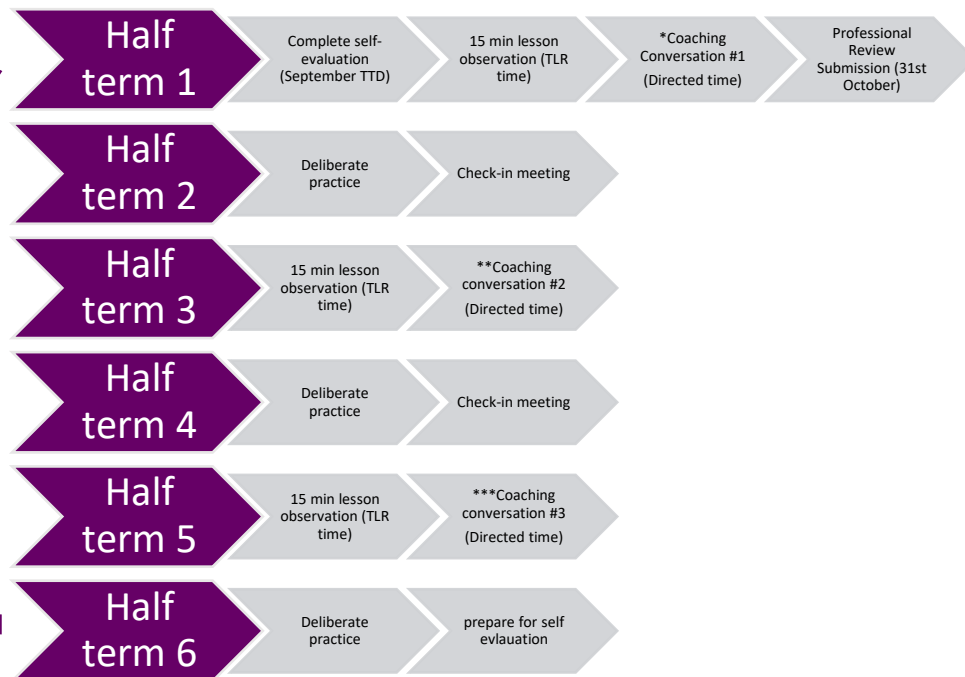
- Evaluates their own progress against the Teachers' Standards using the self-evaluation tool (appendix 2)
- Evaluates their progress against each of the evaluation criteria from Main Scale 1 up to, and including, their current pay scale. These are evaluated as working towards, partially met, or met in full. Teachers can extend their evaluation to beyond their pay scale, including criteria for the upper pay scale, where this has been achieved. This can provide evidence for future pay progression at the time they are eligible for progression
- Teachers should be honest in their assessment without fear of recourse. For this reason, the policies on disciplinary or capability will remain separate to the policy on Professional Review and Professional Improvement
- Does not need to link evidence to their self-evaluation toolkit, however are welcome to do so if they wish. It is expected that, as the reviewer will be someone who works closely with the teacher, they will know how they have performed over the year, and will have seen the evidence in action. Where necessary, the reviewer may ask for further confirmation or evidence to secure an agreement against particular criteria
- Uses the criteria evaluated as working towards and partially met to draft objectives in readiness for their coaching conversation with their reviewer
- Uses the first coaching conversation of the cycle to explore their self-evaluation, receiving feedback on how improvements could be made on any areas identified. Once the evaluation has been agreed as fair and accurate, targets should be agreed in line with the guidance below and records noted on the self-evaluation tool
- Uses the first coaching conversation to receive instructional coaching on how to progress towards the pedagogy target and agree dates for three 15-minute lesson observations to review progress and receive further feedback and instructional coaching for the next steps to be taken
- Continues to deliberately practice the identified strategies for improving towards the targets set
- Participates in two check-in meetings where the reviewer can acknowledge progress made so far, support with any issues that have arisen, and check-in on wellbeing
- Use the second and third coaching conversations to review progress so far and receive further instructional coaching

Responsibility for Reviews

The Headteacher will be appraised by a sub-group of the Governing Body, supported by a suitably skilled and experienced external adviser who has been appointed by the Governing Body for that purpose.

The Headteacher decides who shall act as reviewer for each teacher on the basis of responsibilities for learning in the school, a judgement about who has the best overview of the teacher's work and the ability to provide support to staff. An updated list of reviewers is created each year and shared with staff accordingly.

Professional Review Process



For a detailed explanation of the cycle please see (appendix 5)

Coaching Conversation #1

Feedback on self-evaluation, agree targets, instructional coaching on pedagogy target based on lesson observation and further two targets

Coaching Conversation #2

Instructional coaching on pedagogy target based on lesson observation and further two targets

Coaching Conversation #3

Instructional coaching on pedagogy target based on lesson observation and further two targets

Recording of Professional Review and Feedback Process

Teachers are responsible for keeping the self-evaluation tool up to date. They will record key points from the instructional coaching session and make a record of the targets for improvement. Once it has been completed, teachers are also responsible for submitting a signed copy of their self-evaluation form to the Headteacher’s PA by the 31st October deadline.

Reviewer’s Statement

The reviewer will write a statement at the end of the review cycle on the progress made by the reviewee and the decision for the choice of targets.

Where a teacher is eligible for pay progression, the reviewer will make a recommendation on pay progression within the documentation based on the evidence discussed.

Objective and Target Setting

Target setting in itself is unlikely to deliver improved performance of individuals. The Professional Review and Feedback process has been informed by evidenced based best practice and, as such, teachers will be supported to achieve their targets and professional aims through regular, structured coaching conversations.

Target setting will be informed by the School Improvement Plan. Innovation and creativity will be encouraged, but only when they help to deliver the identified goals of the school. This supports work life balance. Targets will prioritise improving Quality of Education and outcomes through disciplined teaching and learning and a high-quality knowledge rich curriculum. Targets will be linked to career maps and will support career aspirations.

The targets set will be aspirational, achievable, time-bound, fair and equitable; and will have regard to what can reasonably be expected of any teacher given the desire to achieve a satisfactory work/life balance.

During the Professional Review and Feedback meetings, the self-evaluation tool will be used to facilitate coaching conversations on the progress made against last year's targets and current targets as well as identifying the next steps for improvement. These will be based on any of the criteria that have been identified. In instances where there have been no criteria coded as red or amber, reviewees should look to the criteria in the next career stage. Good progress towards the achievement of a challenging objective, even if it has not been met in full, will be recognised.

The Professional Review cycle is annual, but on occasions it may be appropriate to set objectives that will cover a period of more than one cycle.

At Northampton School for Girls, we ask staff to set three targets directly linked to the School Improvement Plan covering the following areas:

1. Pedagogical approach to support pupil progress to achieve whole school data target
2. Wellbeing target
3. Contribution to achieving the priorities in the School Development Plan (whole school, departmental or pastoral). This could be linked to a Teaching and Learning Responsibility or the Upper Pay Scale criteria where appropriate

We observe the following principles when discussing objectives:

- The reviewer should ensure that the teacher understands what his or her objectives involve, is in a position to achieve them, knows what they need to do to achieve them and understands when and how they will be reviewed
- Objectives are written clearly and concisely and are measurable
- Objectives focus on issues/matters over which a teacher has direct influence/control and take into account fully the wider socio- economic, cultural and other external influences on pupils.

The reviewer should finalise and record the objectives on the self-evaluation tool that will apply for the review period. These should be jointly agreed. If there are any differences of opinion about the objectives, the teacher may add comments to the written record of objectives.

Evidencing Professional Review Performance

Monitoring and evaluation will be used to gather information for school self-evaluation. Classroom observation in the form of, lesson observations, learning walks, book scrutinies and student voice are the methods by which best practice may be identified. Any evidence gathered about the quality of teaching will follow the monitoring and evaluation protocol (see appendix 6). The school will endeavor to facilitate Continued Professional Development (CPD) in line with Professional Review and Feedback targets so that professional learning can be accessed and implemented. It will be down to reviewees to measure and evidence the impact of this.

Managing Underperformance

Good leadership and management, combined with clear expectations, openness and appropriate support will go a long way towards identifying and handling weaknesses in performance. NSG's ethos of Respect forms the basis of any decisions made regarding the underperformance of teachers. In the case of underperformance, teachers will be supported to improve and a range of training and development opportunities will be offered to them. For this reason, at Northampton School for Girls, the policies on disciplinary or capability will remain separate to the policy on Professional Review and Professional Improvement. The disciplinary and capability policies adopted by the Governing Board of NSG, will continue to be used when the Headteacher decides it is necessary.

Confidentiality

The review documentation is confidential and documents will be kept electronically. The principles and provisions of the General Data Protection Regulation (GDPR) will be followed at all times by those who have access to the documents (i.e. no information of a personal or confidential nature will be passed to a third party without the agreement of the individual).

Review statements will be kept for a minimum of six years.

Training and Development

Each year, training on conducting Professional Review and Feedback and instructional coaching will be offered to all staff, for both reviewees and reviewers. Support for those eligible for pay progression will also be offered each year.

6	Policy Review
	6.1 This policy will be monitored as part of the Academy's annual internal review and reviewed on a three year cycle or as required by legislature changes.