

# NORTHAMPTON SCHOOL FOR GIRLS

## Policies and Procedures

Title:	Professional Review (Teacher Appraisal Policy)
Associated Policies:	<ul style="list-style-type: none"> <li>• Capability</li> <li>• Teachers' Pay Policy</li> </ul>
1	<b>Policy Statement</b>
	<p>Teacher Appraisal (referred to as Professional Review 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 Development Plan. It is also a means of supporting teachers with their developmental and professional needs. 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>At Northampton School for Girls, we work together to ensure that all students achieve their potential. To do this effectively, we recognise that self-evaluation, as part of the Professional Review process, is essential.</p> <p>It is expected that all teachers will approach Professional Review 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 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>
2	<b>Who does this policy apply to?</b>
	<p>This policy applies to all teaching staff employed by Northampton School for Girls, including:</p> <ul style="list-style-type: none"> <li>• Teachers employed on a permanent contract.</li> <li>• Teachers employed on a fixed term contract.</li> <li>• Teachers employed on a part time basis.</li> <li>• Teachers employed through a supply agency.</li> <li>• Teachers currently on maternity leave.</li> </ul>
3	<b>Who is responsible for carrying out this policy?</b>
	<ul style="list-style-type: none"> <li>• All teachers</li> <li>• All TLR holders</li> <li>• All members of the senior leadership team</li> </ul> <p>Governing Board</p>
4	<b>What are the principles behind the policy?</b>
	<p><b>Professional Review must:</b></p> <ul style="list-style-type: none"> <li>• Be based on a shared commitment to continuous improvement and the highest achievement for all.</li> <li>• Be seen to be transparent and based on trust and confidentiality.</li> <li>• Support staff, individually and in teams, in their efforts to improve teaching and learning ensuring that the work of staff is recognised and valued.</li> <li>• Lead to appropriate and effective personal training and development to ensure job satisfaction, a high level of expertise and progression of staff.</li> <li>• Be an integral part of school development planning and strategic aims.</li> <li>• Be manageable and be given appropriate priority by all involved so that the time and resources diverted to it result in a process which is valued and secures improvement.</li> <li>• Link to the School Development Plan so that the objectives set support progress towards the current year's development priorities.</li> <li>• Be explored by the reviewer to check for alignment of the reviewee's objectives with the school's development priorities.</li> </ul>

	<p><b>We will implement our Professional Review arrangements on the basis of:</b></p> <ul style="list-style-type: none"> <li>i. Fairness: We all need to be aware of the potential for unconscious discrimination and to avoid assumptions about individuals based on stereotypes; and</li> <li>ii. Equal Opportunity: All teachers should be encouraged and supported to achieve their potential through agreeing objectives, undertaking development and having their performance assessed.</li> <li>iii. 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.</li> </ul>
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5	Procedures (standards)
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	<p><b>The Teachers’ Standards</b></p> <p>The Teachers’ Standards (see appendix 1) will provide a backdrop to evaluative discussions of a teacher’s performance. All teachers will review their performance with reference to the Teachers’ Standards and record their evaluations in the Professional Review documentation.</p> <p>Reviewers will evaluate teachers with reference to the Teachers’ 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.</p> <p>The career stage guidance document has been developed to provide further guidance for the evaluation process (see appendix 2).</p> <p><b>Pay Progression</b></p> <p>The Post-Threshold Standards (see appendix 3) as well as the Teachers’ Standards will be used to assess applications for pay progression (see appendix 4) to give clarity of the criteria used to reviewers and reviewees. To progress on the Upper Pay Spine, teachers must demonstrate that they meet the requirements as stated in section 3 of the School Teachers Pay and Conditions Document 2020 (see appendix 5). Reviewees and reviewers should refer to the</p> <p><b>Roles and Responsibilities</b></p> <p>At Northampton School for girls, Professional Review is a shared responsibility.</p> <p>The Governing Board has a strategic role. Responsibilities include:</p> <ul style="list-style-type: none"> <li>• Agreeing the Professional Review Policy.</li> <li>• Monitoring the implementation of the policy.</li> </ul> <p>The Headteacher (or delegated member of SLT):</p> <ul style="list-style-type: none"> <li>• Drafts the Professional Review Policy in consultation with staff.</li> <li>• Is responsible for implementing the agreed Professional Review Policy.</li> <li>• Ensures that reviewers carry out their responsibilities.</li> <li>• Ensures that all teachers have a Professional Review meeting where the previous year is reviewed and targets are set for the year ahead.</li> <li>• Monitors the Professional Review process and creates opportunities for staff to give developmental feedback.</li> </ul> <p>The reviewer:</p>
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- Reviews performance against objectives, job description and Teachers' Standards.
- Meets with individual teachers to review performance and identify achievements.
- Discusses and agrees objectives with individual teachers and records objectives in writing.
- Discusses the teacher's professional development needs and identifies how these may be met.
- Writes the Review Statement.

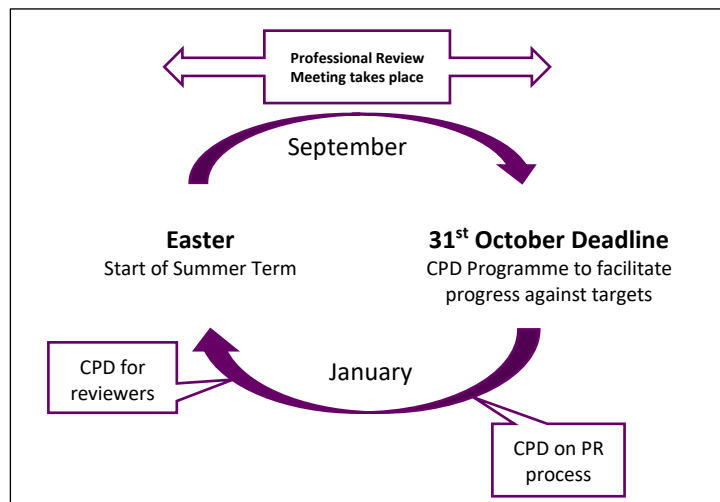
The teacher:

- Evaluates their own progress against the Teachers' Standards (and, when appropriate, against the Post-Threshold Standards and criteria for the Upper Pay Spine) and records this in the documentation.
- Drafts objectives in readiness for discussion with reviewer.
- Discusses and agrees the objectives set.
- Contributes to review of performance against objectives set, including achievements, by writing the self-review statement.
- Discusses professional development needs with team leader and identifies what action will be taken to meet these needs.

### Responsibility for Reviews

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



### The Professional Review Meeting

The aim of the meeting is to review progress against Teachers' Standards, job description and previously set targets, and to set new targets for the year ahead. The Northampton School for Girl's career stage guidance has been developed to further support the Professional Review process.

### **Reviewer's Statement**

Good practice shows that the Reviewer's Statement should be written as soon as possible after the review, whilst the details are still fresh in the reviewer's memory. 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 Setting**

The objectives 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 meeting, progress made against last year's targets will be discussed and should form the basis of the Reviewer's Statement and the Self-Review Statement as well as future CPD needs. 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. Student Progress
2. Professional practice as a teacher (Teaching and Learning / Leadership and Management / contribution to wider school community)
3. Contribution to achieving the priorities in the School Development Plan (whole school or departmental).

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 students.

The reviewer should finalise and record the objectives 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 some of 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 endeavour to facilitate CPD in line with Professional Review 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. The disciplinary and capability policies adopted by the Governing Board of Northampton School for Girls, 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 a Professional Review 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.