

Principal: Nick White

Parkwood Hall
Co-operative Academy
Beechenlea Lane
Swanley
Kent
BR8 8DR

Telephone : 01322 664441

Fax: 01322 613163

PARKWOOD HALL CO-OPERATIVE ACADEMY

Parkwood Hall Co-operative Academy

"Growth through Personal and Social Learning"

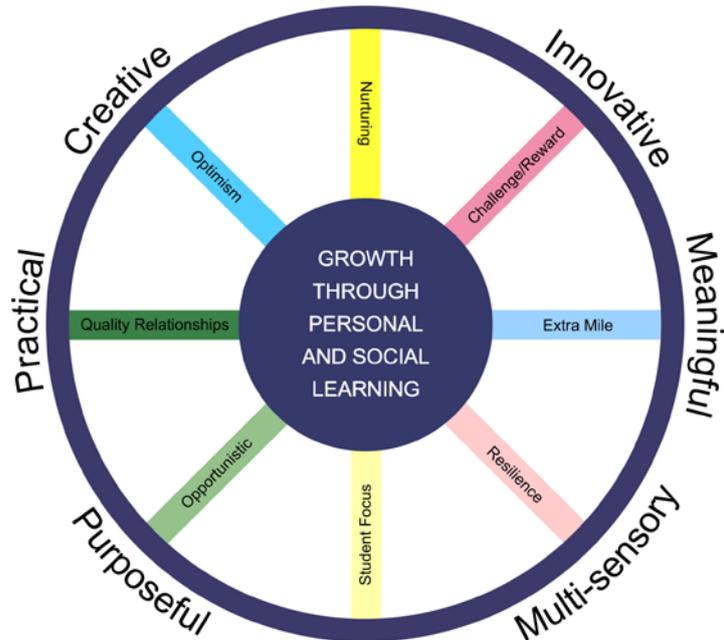
Statutory Policy File

APPRAISAL POLICY

Index No: 03

Parkwood Hall Co-operative Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment'

Our Core Values



CONTENTS

1 INTRODUCTION 3

2 GUIDING PRINCIPLES..... 3

3 PURPOSE..... 4

4 PART A – APPRAISAL OF TEACHERS, INCLUDING THE PRINCIPAL..... 4

 4.1 The Appraisal..... 4

 4.2 The Appraisal Period 4

 4.3 The Appraisers 4

 4.4 Objective setting 5

 4.5 Teachers’ Standards 6

 4.6 Gathering the evidence..... 7

 4.7 Reviewing Performance and the Annual Assessment..... 9

 4.8 Continuing Professional Development..... 10

 4.9 Conflict of Interest 10

 4.10 Pay progression linked to performance..... 10

 4.11 Applications to be paid on the Upper Pay Range 11

 4.12 Leading Practitioner role 12

 4.13 Teachers experiencing difficulties..... 13

 4.14 Transition to Capability Procedure 13

5 PART B - APPRAISAL OF NON-TEACHING STAFF 14

 5.1 Teaching Assistants, Senior Teaching Assistants and Higher Level Teaching Assistants 14

 5.2 Residential Education Staff..... 14

 5.3 Employees appointed to Hay Scale posts 15

 5.3.1 Bonus payment linked to achievements of targets 15

 5.3.2 Pay award linked to overall assessment of performance 16

 5.4 Administration Staff 16

 5.5 Maintenance and site staff..... 16

 5.6 Catering staff 17

 5.7 Cleaners and Domestic Assistants 18

6 CAPABILITY PROCEDURE 18

 6.1 Formal Capability Meeting..... 19

 6.2 Monitoring and Review Period following a Capability Meeting 19

6.3 Formal Review Meeting..... 19

6.4 Decision Meeting 19

6.5 Dismissal20

6.6 Appeal.....20

APPENDIX 1: OFSTED Grade descriptors for the quality of teaching, learning and assessment.21

APPRAISAL POLICY

The Governing Body of Parkwood Hall School adopted this policy on October 2013 following consultation with staff groups and recognised trade unions

1 INTRODUCTION

Under statutory regulations, appraisal arrangements for all teachers in maintained schools in England changed from 1 September 2013.

The Education (School Teachers' Appraisal) (England) Regulations 2012, made under the Education Act 2002, came into force on 1 September 2012 and replace The Education (School Teacher Performance Management) (England) Regulations 2006; the new regulations can be found at www.legislation.gov.uk/ukxi/2012/115/pdfs/ukxi_20120115_en.pdf

The new regulations will apply to any teacher employed for one school term or more, in a community, voluntary, foundation, community special or foundation special school or a maintained nursery school, whether employed by the governing body of that school or by the local authority to work in that school.

The new regulations place a legal obligation on qualifying schools to have an appraisals procedure in place for all teachers and a capability procedure in place for all staff.

The regulations do not apply to a teacher whilst that teacher is undergoing an induction period or whilst a teacher is the subject of a formal capability procedure.

Members of the support staff groups are not covered by the above regulations but arrangements for their appraisal are set out in Part B.

2 GUIDING PRINCIPLES

In its oversight of the appraisal system, the governing body is committed to ensuring consistency of treatment and fairness and to stay within the prevailing legal framework applicable to all employers; for example, the Equality Act 2010, the Employment Rights Act 1996, the Part-Time Workers Regulations 2000, the Fixed Term Employees Regulations 2002 and the Data Protection Act 1998.

The Principal will moderate a sample of the planning statements to check that the agreed plans are consistently weighted between employees who have similar levels of responsibility and that the plans comply with the school's appraisal policy.

The appraisal process and the supporting documentation will be treated with strict confidentiality at all times. Only those who need access to such information will be granted access to enable them to discharge their responsibilities as directed by the school. The governing body will monitor the operation of the appraisal system and review it at appropriate intervals.

3 PURPOSE

This policy sets out the framework for a clear and consistent assessment of the overall performance of teachers and support staff and for supporting their development needs within the context of the school's improvement plan.

4 PART A – APPRAISAL OF TEACHERS, INCLUDING THE PRINCIPAL

4.1 The Appraisal

The governing body of the school must appraise the performance of the Principal. In turn, the Principal is responsible for ensuring the review of the performance of every other teacher and member of support staff employed at the school.

Appraisal meetings for teachers should be held during normal working hours and should be scheduled for at least one hour or longer if necessary.

The purpose of the appraisal meeting is to review the teacher's current job, their performance and their future plans. More specifically, the meeting will also be an opportunity to discuss how the teacher can contribute to the wider work of the school and to agree and set a number (typically 3) of objectives (there is no minimum or maximum number of objectives however).

4.2 The Appraisal Period

The appraisal period will be for 12 months and will begin on 1 September; it must be completed by 31 October for teachers and for support staff and by 31 December for the Principal. The cycle will begin with a Planning Meeting and will end with a Review Meeting. Mid-year review meetings may also be held if agreed and considered necessary.

Where a teacher starts their employment or transfers to a new post within the school part way through a performance management cycle, the Principal, or in the case where the teacher is the Principal, the governing body, shall determine appraisal arrangements for the remainder of the appraisal period, with a view to bringing their cycle into line with the cycle for other teachers as soon as possible.

Where a teacher is employed on a fixed term contract for a period less than 12 months, the length of the appraisal period will be determined by the duration of the contract.

4.3 The Appraisers

All appraisers, including allocated members of the governing body, should be provided with appropriate training.

For the Principal

The governing body is the appraiser for the Principal, and to discharge this particular responsibility on its behalf, will appoint 2 or 3 governors, none of whom are employees of the school. The Principal can raise an objection to the chair of governors, in writing and with good reason, outlining why an appointed governor should be excluded from the appraisal process.

The governing body of a school must appoint an external adviser for the purposes of providing it with advice and support in relation to the appraisal of the Principal. The qualifications and experience required of an external adviser are not set by regulation. It is for the governing body to decide whom they wish to use as an external adviser, ideally with the agreement of the Principal.

The external adviser is not responsible for determining a recommendation to the Pay Committee on whether an increment should be paid to the Principal, following the review; this is a matter for the governor's panel alone. However, governors can ask for advice and should take account of any advice offered.

For all other teachers

The Principal is responsible for the appraisal of all other teachers but may delegate this responsibility to others who will normally have line management responsibility for those they appraise.

Teaching staff should be able to object to the appointment of an appraiser, on professional grounds, in writing to the Principal who will consider this and make a decision. Where the objections are rejected by the Principal, the teacher should be advised in writing.

4.4 Objective setting

The setting and agreement of objectives is fundamentally important to the effective operation of a performance management system that aims to link individual performance to pay progression. The job description can be a particularly useful place to begin the process of identifying relevant objectives for each individual job holder. However, the job description is just one 'reference document' that can be helpful context to the process of setting and agreeing objectives. Other useful 'reference documents' may include the school improvement plan, the school's business plan, the Ofsted School Inspection Report and the Teachers' Standards.

In addition, it may be prudent to allow for some flexibility in the setting and agreement of objectives to enable objectives to be set and agreed around issues that are emerging for the school and that require some dedicated attention that is best articulated as one or as a set of objectives. On the grounds that emerging issues are unlikely to be known at the outset of an appraisal period, objectives may need to be adjusted throughout the appraisal period so that they remain relevant to the performance of the individual and to the priorities of the school. This is considered to be perfectly standard practice; the ideal outcome for all parties is that the overall weight of objectives is broadly or proportionately the same at the conclusion of any subsequent 'objectives' discussion.

Objectives should be CSMART

C = Challenging

S = Specific

M = Measurable

A = Achievable

R = Relevant

T = Timed

Objectives should also be fair and equitable when judged across employees with similar roles and responsibilities. However, appraisal objectives will normally become more challenging as a teacher progresses up the main pay scale.

The governing body of the school must, before, or as soon as practicable after, the start of each appraisal period, in relation to the Principal, inform the Principal of the standards against which their performance will be assessed and set objectives for the Principal for the appraisal period.

The Principal must, before, or as soon as practicable after, the start of each appraisal period, in relation to every teacher employed at that school, inform the teacher of the standards against which their performance will be assessed and set objectives for the teacher for the appraisal period. The Principal may delegate this responsibility to the appropriate line manager.

The objectives must be set such that they will contribute to the improvement of a school's educational provision and performance and appraisers will therefore be expected to align individual objectives with the school's priorities.

Every effort should be made to achieve agreement on the Principal's objectives; only in the last resort should targets be imposed on the Principal. Similarly, all appraisers and appraisees should look to agree objectives; where agreement cannot be reached, the appraiser will make the final determination.

Objectives should focus on the priorities for the school or individual for the duration of the appraisal cycle. Normally, staff should expect to have no more than (typically) 3 objectives but there is no actual minimum or maximum number.

Objectives will be set out in a planning statement, along with details of any training and support which have been agreed. The planning statement should also specify the evidence that will be collected to support the review of performance including details of the arrangements for task or classroom observation, where relevant.

Objectives may be revised if circumstances change.

4.5 Teachers' Standards

Under the appraisal arrangements that take effect from 1 September 2013, the performance of all teachers, regardless of their career stage, will be assessed against the Teachers' Standards. The standards define the minimum level of practice expected of trainees and teachers from the point of being awarded QTS.

The standards against which performance must be assessed in respect of a teacher are the set of standards articulated in the Teachers' Standards document and any other set of standards relating to teachers' performance published by the secretary of state as the governing body or Principal determine as being applicable.

In order to meet the Teachers' Standards, a teacher will need to demonstrate that their practice is consistent with the definitions set out in Part 1 (Teaching) and Part 2 (Personal & Professional Conduct).

Applying the Teachers' Standards

Teachers make the education of their pupils their first concern and are accountable for achieving the highest possible standards in their work and their conduct. Teachers act with honesty and integrity, have strong subject knowledge and are self-critical. They forge positive professional relationships with those around them and work with parents in the best interests of their pupils.

Teachers

The Teachers' Standards effectively set out a 'code' of good teaching practice and professional conduct and as such, it would seem to be perfectly reasonable for schools to expect all teaching staff to meet the expectations set out in the Standards document. Teachers should therefore be evaluated against all the elements set out in the Teachers' Standards and it is for schools to put appropriate arrangements in place to achieve a fair and equitable process of evaluation.

Principal and Deputy Principals

Teachers' Standards may be applied to the Principal and Deputy Principals as well as to all other teachers. However, on the grounds that the Principal does not ordinarily spend time teaching, the governing body should exercise particularly careful judgement when assessing the Principal against the Teachers' Standards. Support from the External Adviser will be important in this respect.

Similarly, the Principal should exercise careful judgement when assessing the Deputy Principals against the Teachers' Standards, taking into account the proportion of their role which involves teaching. The Principal should seek to agree with the individuals concerned which standards should apply as part of the initial meeting at the beginning of the performance cycle.

A full version of the Teachers' Standards can be found at:

<https://www.gov.uk/government/publications/teachers-standards>

4.6 Gathering the evidence

As part of the overall appraisal process, it will be critically important for all members of staff who are subject to the school's staff appraisal policy to be clear about the evidence that will be required by their appraiser to enable the appraiser to assess their performance and make a substantiated and evidence-based pay recommendation to the 'decision maker'.

Judgements relating to performance should be supported by evidence, the scope of which should be agreed at the beginning of the performance cycle. Evidence should show and demonstrate a contribution towards:

- an increasing positive impact in pupil progress;
- an increasing impact on wider outcomes for pupils;
- improvement in specific elements of practice, e.g. lesson planning;
- an increasing contribution to the work at the school;
- an increasing impact on the effectiveness of staff.

The evidence gathered by a member of staff will largely be determined by the nature and scope of the agreed objectives and / or the Teachers' Standards. Examples of evidence may include:

- classroom observations
- task observations
- reviews of assessment results
- reviews of lesson planning records
- internal tracking
- moderation within and across schools
- pupils' Voice
- parents' Voice
- Principals' walkabouts
- evidence supporting progress against Teachers' Standards

Any classroom or task observations will be carried out in accordance with the Parkwood Hall Co-operative Academy Observation Protocol'. Classroom observation will be carried out by qualified teachers. At least 5 day's notice of the date and time of the observation will be given and verbal feedback provided by the end of the next school day in a suitable private environment. Written feedback will be provided within 5 working days. The appraisee has the right to append written comments to the feedback document.

For appraisal purposes, the governing body is committed to ensuring that classroom and task observation is developmental and supportive and that those involved in the process will:

- carry out the role with professionalism, integrity and courtesy;
- evaluate objectively;
- report accurately and fairly; and
- respect the confidentiality of the information gained.

The arrangements for classroom / task observation will be stated in the appraisal planning statement and will include the amount of observation, specify its primary purpose, any particular aspects of the employee's performance which will be assessed, the duration of the observation, when, during the appraisal cycle, the observation is likely to take place and who is likely to conduct the observation.

Where evidence emerges about the appraisee's performance, which gives rise to concern during the cycle, additional observations may be arranged during the cycle.

The 3 hours statutory limit on classroom observations for appraisal has been removed; the government believes that the Principal and other appraisers should be free to decide how

much observation is necessary for them to form an accurate assessment of a teacher's performance. Nonetheless, it is envisaged that formal observations for the purposes of appraisal at Parkwood Hall Co-operative Academy should normally take, on average, 20 to 30 minutes each time and that there would not normally be more than 6 formal observations in a performance cycle.

The Principal may determine that it is necessary to collect additional evidence to help inform the evaluation of teaching standards and school improvement strategies. This additional evidence may include walkabouts, learning walks, task observation, reviews of assessment results and lesson planning records. It may not be practicable to provide advance notice of these additional monitoring activities.

As part of their overall inspection framework, Ofsted wishes to see evidence in schools that the appraisal procedure is used effectively and enables school improvement; if appraisal evidence is not available, this is likely to impact negatively on the Ofsted Inspection Grade for Leadership and Management. It is therefore prudent for appraisers and appraisees to generate and retain as much reasonable 'appraisal system' evidence as practicably possible.

4.7 Reviewing Performance and the Annual Assessment

At the end of the cycle, assessment of performance will be on the basis agreed at the beginning of the cycle.

In determining an appraisal, the governing body or Principal must assess the performance in the appraisal period, apply the relevant 'Standards', assess performance against the agreed objectives and assess the professional development needs and identify any action that should be taken and, finally, include a recommendation relating to pay.

It is for individual schools to establish their own arrangements for determining the overall evaluation and rating of individual performance. NAHT advice is that schools may wish to continue to use their existing arrangements for evaluating and rating individual performance, applying the Teachers' Standards (Appendix) where appropriate. In their School Inspection Handbook, Ofsted also provide some useful 'grade descriptors' that schools may find helpful in determining the overall assessment of teachers' performance.

A written appraisal report must be provided at the conclusion of the appraisal process – by 31st October for teachers and support staff and by 31st December for the Principal; the report must record the overall performance assessment and pay recommendation.

Good progress towards the achievement of a challenging objective, even if the performance criteria have not been met in full, may be assessed favourably. If agreement cannot be reached, especially on the outcomes of an appraisal meeting, the teacher may appeal to the Principal or the Principal may appeal to the chair of the governing body, whose decisions will be final.

The overall assessment of performance and its subsequent performance rating for individual members of staff will be subject to a process of moderation, arrangements for which will be put in place by the Principal with the approval of the governing body.

The final version of the appraisal documentation will be placed on the employee's file and a copy of their CPD made available to the school's CPD Coordinator. The sharing of such information is governed by the data protection principles under the Data Protection Act 1998.

The governing body and the Principal will ensure that all written appraisal records are retained in a secure place for 6 years and then destroyed.

4.8 Continuing Professional Development

The school's CPD programme will be informed by the training and development needs identified through the appraisal procedure. The governing body will ensure in the budget planning, that, as far as possible, appropriate resources will be made available for any agreed training, support and continuing professional development.

Support to meet individual or collective development needs should be provided within the context of the school's improvement plan.

4.9 Conflict of Interest

In any circumstances where an individual believes that their participation in any part of the appraisal process amounts or may amount to a 'conflict of interest' they should declare this to their appraiser and / or absent themselves from any part of the appraisal process where they believe that a 'conflict of interest' would or is likely to prevail.

4.10 Pay progression linked to performance

The governing body must consider annually whether or not to increase the salary of teachers who have completed a year of employment since the previous annual pay determination and, if so, to what salary within the relevant pay ranges.

All pay recommendations should be clearly attributable to the performance of an employee.

The relevant body must decide how pay progression will be determined, subject to the following:

- a. The decision, whether or not to award pay progression, must be related to a teacher's performance.
- b. A pay recommendation must be made in writing as part of a teacher's annual appraisal report.
- c. Where a teacher is not subject to either the 2012 or the 2011 regulations, the relevant body must determine through what process the teacher's performance will be assessed and a pay recommendation made for the purposes of making its decision on pay.

- d. Continued good performance, as defined by an individual school's pay policy, should give a classroom or an unqualified teacher an expectation of progression to the top of their respective pay ranges.
- e. A decision may be made not to award pay progression, whether or not the teacher is subject to capability proceedings.

The relevant body must set out clearly in the school's pay policy how pay progression will be determined. The Principal will be responsible for ensuring that appropriate arrangements are put in place to support the links between performance and pay and that rates of pay progression are affordable and comply with prevailing legislation (e.g. Equal Pay).

Where teachers are eligible for pay progression, the recommendation made by the appraiser will be based on an assessment of performance against agreed performance objectives. The decision made by the relevant decision-making body will be based on the statutory criteria and guidance set out in the STPCD and the relevant teacher standards.

To move up the main pay range, one point at a time, teachers will need to have made good progress towards achieving their objectives and have demonstrated that they are competent in all elements of the Teachers' Standards. Teaching should be 'good', as defined by Ofsted.

If the overall appraisal evidence shows that a teacher has demonstrated exceptional performance, the governing body will consider awarding enhanced pay progression, up to a maximum of 2 reference points. Teaching should be 'outstanding', as defined by Ofsted.

The Principal will consult with staff and union representatives on the establishment of appraisal and pay policies and will ensure that appraisers have the knowledge and skills to apply procedures fairly.

Teachers will work with their appraisers to ensure that there is sufficient evidence to support pay recommendations. Teachers will also keep records of objectives and review them throughout the appraisal period.

4.11 Applications to be paid on the Upper Pay Range

From 1 September 2013, any qualified teacher can apply to be paid on the Upper Pay Range. All applications should include the results of appraisals; where such information is not available, a written statement and summary of evidence that sets out how the applicant has met the assessment criteria will be sufficient. Teachers who have been absent through sickness, disability or maternity may cite written evidence over a 3-year period before the date of the application.

To be assessed successfully, a teacher will be required to meet the criteria set out in the School Teachers' Pay and Conditions Document (STPCD):

- The teacher is 'highly competent' in all the elements of the Teachers' Standards;
- The teacher's achievements and contribution to the school is 'substantial' and 'sustained'.

Highly competent

The teacher's performance is assessed as having excellent depth and breadth of knowledge, skills and understanding of the Teachers' Standards in the particular role they are fulfilling and the context in which they are working.

Substantial

The teacher's achievements and contribution to the school are significant, not just in raising standards of teaching and learning in their own classroom but also in making a significant wider contribution to school improvement which impacts on pupil progress and the effectiveness of staff and colleagues.

Sustained

The teacher must have had two consecutive successful appraisal reports and have made good progress towards their objectives; they will have been expected to have shown that their teaching expertise has grown over the relevant period and is consistently good to outstanding.

4.12 Leading Practitioner role

For the academic year 1-9-15 to 31-8-16, it is not the intention of the governing body to create any Leading Practitioner roles. This position will be reviewed annually. The following section will only apply once there is at least one role of Leading Practitioner within the school.

Typically, the additional duties of a leading practitioner role will include:

- A leadership role in developing, implementing and evaluating policies and practices in a school that contribute to school improvement;
- The improvement of teaching within school which impacts significantly on pupil progress;
- Improving the effectiveness of staff and colleagues, particularly in relation to specific areas e.g. lesson planning.

The Principal will agree appraisal objectives for the leading practitioner, who, in turn, must demonstrate that, they:

- have made good progress towards their objectives;
- are an exemplar of teaching skills which should impact significantly on pupil progress within school and within the wider school community;
- have made a substantial impact on staff and colleagues, including any specific elements of practice that have been highlighted as in need of improvement;
- are highly competent in all aspects of the Teachers' Standards;
- have shown strong leadership in developing, implementing and evaluating policies and practices in their workplace that contribute to school improvement.

4.13 Teachers experiencing difficulties

When a member of staff is experiencing difficulties, support and guidance will be provided through the appraisal process. Where it is clear that a member of staff's personal circumstances are leading to difficulties at work, appropriate support should be offered at the earliest opportunity.

If long-term sickness absence appears to have been triggered by the commencement of monitoring or a formal capability procedure, the case will be dealt with in accordance with the school's absence policy and will be referred to the occupational health service who will assess the member of staff's health and fitness for continued employment and whether continuing with monitoring or formal procedures is deemed to be appropriate.

If the appraiser identifies through the appraisal process or through other sources of information, parental complaints for example, that the difficulties experienced by a teacher are such that, if not rectified, could lead to the capability procedure, the appraiser will, as part of the appraisal process, meet the member of staff to:

- give clear written feedback to the teacher about the nature and seriousness of the concerns;
- give the teacher the opportunity to comment on and discuss the concerns;
- agree and establish, in consultation with the teacher, an action plan with support that will help to remedy specific concerns;
- make clear how progress will be monitored and when it will be reviewed;
- explain the implications and process if no, or insufficient, improvement is made.

The teacher's progress will continue to be monitored as part of the appraisal process and a reasonable time given for the teacher's performance to improve. During this monitoring period, the teacher will be given regular feedback on progress and arrangements will be made to modify the support programme if appropriate.

If sufficient progress is made, the teacher should be informed of this at a formal meeting and the appraisal process will continue as normal.

4.14 Transition to Capability Procedure

If no, or insufficient, improvement has been made the teacher will be invited to a formal meeting at Stage 1 of the school's Capability Procedure to determine whether formal capability proceedings will be invoked.

5 PART B - APPRAISAL OF NON-TEACHING STAFF

5.1 Teaching Assistants, Senior Teaching Assistants and Higher Level Teaching Assistants

Appraisal of classroom support staff (TAs, STAs and HLTAs) takes place within the process of line management. Every TA, STA or HLTA has a named line manager. Through a system of regular meetings, targets will be agreed and progress towards those targets will be assessed on an on-going basis. There is no formal annual cycle as with teachers' appraisal.

TAs, STAs and HLTAs are appointed to particular points on the local authority NJC scales and pay progression is limited to those points on the pay spine which form the range allocated to the post. Where employees on these scales are performing satisfactorily, there is an expectation that they will progress to the next point on the spine on the anniversary of their appointment, until they reach the top of the range. Exceptions to this practice would be employees who have had their period of induction extended due to concerns about their performance and employees who are performing below expectations and for whom a capability process has been started or where they have been invited to a formal meeting to answer concerns which may result in a capability process being started.

Prior to academy conversion there has been no formal system at the school for accelerated progression within the designated pay range for exceptional performance. From September 2015, where the annual appraisal indicates exceptional performance, the appraiser can make a recommendation to the Principal that the member of staff should advance by one spine point on the scale plus an additional merit point, provided that the increase will not take the member of staff beyond the maximum for the range for the post. All such recommendations will be moderated by the Principal, who will decide whether to accept or reject the recommendation.

5.2 Residential Education Staff

Appraisal of Residential Education staff takes place within the process of supervision. Every member of the Residential Education staff has a named supervisor, who is usually their line manager. During the process of supervision, targets will be agreed and progress towards those targets will be assessed on an on-going basis. There is no formal annual cycle as with teachers' appraisal. It is an expectation that every employee on the Residential Education team will engage with the process of supervision.

Residential Education staff are appointed to particular points on the local authority NJC scales and pay progression is limited to those points on the pay spine which form the range allocated to the post. Where employees on these scales are performing satisfactorily, there is an expectation that they will progress to the next point on the spine on the anniversary of their appointment, until they reach the top of the range. Exceptions to this practice would be employees who have had their period of induction extended due to concerns about their performance and employees who are performing below expectations and for whom a

capability process has been started or where they have been invited to a formal meeting to answer concerns which may result in a capability process being started.

Prior to academy conversion there has been no formal system at the school for accelerated progression within the designated pay range for exceptional performance. From September 2015, where the annual appraisal indicates exceptional performance, the appraiser can make a recommendation to the Principal that the member of staff should advance by one spine point on the scale plus an additional merit point, provided that the increase will not take the member of staff beyond the maximum for the range for the post. All such recommendations will be moderated by the Principal, who will decide whether to accept or reject the recommendation.

5.3 Employees appointed to Hay Scale posts

Some members of the School Leadership Team who occupy key strategic posts are paid on the Hay Scale. The posts are evaluated by the HR team at RBKC and a pay range is set, with minimum and maximum points on the scale, according to the nature and scope of the role.

The post-holders have an annual appraisal cycle and are appraised by the Principal, who is their line-manager. The cycle begins with a meeting where targets are agreed and set for the forthcoming year. For new employees this is usually at the anniversary of the date when they passed their induction. For existing employees the cycle can begin at any point in the year, although it is sensible to align the cycle with either the academic or the financial year.

The targets set are usually five in number and one will relate directly or indirectly to student progress, and at least one will relate to the School Development Plan. The targets will have clear success criteria and should meet the CSMART test.

The cycle ends with a review meeting, which can also serve as a target-setting meeting for the forthcoming year. At the review meeting the Principal and the post-holder will discuss and agree the degree of progress made towards achieving the target and this will result in a written summary of the post-holder’s performance over the last 12 months. On the basis of that performance, the Principal will recommend a pay award according to the following formula:

5.3.1 Bonus payment linked to achievements of targets

Rating level	A	B	C	D
Rating Description	Exceptional performance or achievement and exceeds agreed targets	All Targets Achieved	Most targets achieved ≥50%	Fewer than 50% targets achieved
One off payment as % of gross salary	10% *	5%	3%	0%

(* A 10% bonus recommendation will be subject to the scrutiny and approval of the Chair of F&GP and Chair of GB before final authorisation is given.)

5.3.2 Pay award linked to overall assessment of performance

Rating level	5	4	3	2	1
Rating Description	Exceptional	Highly effective	Consistently effective	Generally effective	Limited effectiveness
% increment of gross salary	2.5% *	2% *	1.5% *	1% *	0%

(* Any increment is subject to the proviso that the pay award must not take the employee's pay beyond the upper limit for the range set for the post.)

5.4 Administration Staff

Appraisal of administrative staff takes place within the process of supervision. Every member of the admin team has a named supervisor, who is usually their line manager. During the process of supervision, targets will be agreed and progress towards those targets will be assessed on an on-going basis. There is no formal annual cycle as with teachers' appraisal. It is an expectation that every member of the admin team will engage with the process of supervision.

Administrative staff are appointed to particular points on the local authority NJC scales and pay progression is limited to those points on the pay spine which form the range allocated to the post. Where employees on these scales are performing satisfactorily, there is an expectation that they will progress to the next point on the spine on the anniversary of their appointment, until they reach the top of the range. Exceptions to this practice would be employees who have had their period of induction extended due to concerns about their performance and employees who are performing below expectations and for whom a capability process has been started or where they have been invited to a formal meeting to answer concerns which may result in a capability process being started.

Prior to academy conversion there has been no formal system at the school for accelerated progression within the designated pay range for exceptional performance. From September 2015, where the annual appraisal indicates exceptional performance, the appraiser can make a recommendation to the Principal that the member of staff should advance by one spine point on the scale plus an additional merit point, provided that the increase will not take the member of staff beyond the maximum for the range for the post. All such recommendations will be moderated by the Principal, who will decide whether to accept or reject the recommendation.

5.5 Maintenance and site staff

Prior to academy conversion, there has not been a formal system for appraising the performance of the maintenance and site team. Members of staff are appointed to particular points on the local authority NJC scales and pay progression is limited to those points on the

pay spine which form the range allocated to the post. Where employees on these scales are performing satisfactorily, there is an expectation that they will progress to the next point on the spine on the anniversary of their appointment, until they reach the top of the range. Exceptions to this practice would be employees who have had their period of induction extended due to concerns about their performance and employees who are performing below expectations and for whom a capability process has been started or where they have been invited to a formal meeting to answer concerns which may result in a capability process being started.

From September 2015, every member of the maintenance and site team will be allocated an appraiser, who will usually be their line manager. During the process of appraisal, targets will be agreed and progress towards those targets will be assessed on an on-going basis, together with any needs for training which would support and improve the effectiveness of the employee. There is no fixed annual cycle as with teachers' appraisal. It is an expectation that every employee in the maintenance and site team will engage with the process of appraisal.

Prior to academy conversion there has been no formal system at the school for accelerated progression within the designated pay range for exceptional performance. From September 2015, where appraisal indicates exceptional performance, the appraiser can make a recommendation to the Principal that the member of staff should advance by one spine point on the scale plus an additional merit point, provided that the increase will not take the member of staff beyond the maximum for the range for the post. All such recommendations will be moderated by the Principal, who will decide whether to accept or reject the recommendation.

5.6 Catering staff

Prior to academy conversion, there has not been a formal system for appraising the performance of the catering team. Members of staff are appointed to particular points on the local authority NJC scales and pay progression is limited to those points on the pay spine which form the range allocated to the post. Where employees on these scales are performing satisfactorily, there is an expectation that they will progress to the next point on the spine on the anniversary of their appointment, until they reach the top of the range. Exceptions to this practice would be employees who have had their period of induction extended due to concerns about their performance and employees who are performing below expectations and for whom a capability process has been started or where they have been invited to a formal meeting to answer concerns which may result in a capability process being started.

From September 2015, every member of the catering team will be allocated an appraiser, who will usually be their line manager. During the process of appraisal, targets will be agreed and progress towards those targets will be assessed on an on-going basis, together with any needs for training which would support and improve the effectiveness of the employee. There is no fixed annual cycle as with teachers' appraisal. It is an expectation that every employee in the catering team will engage with the process of appraisal.

Prior to academy conversion there has been no formal system at the school for accelerated progression within the designated pay range for exceptional performance. From September 2015, where appraisal indicates exceptional performance, the appraiser can make a recommendation to the Principal that the member of staff should advance by one spine point on the scale plus an additional merit point, provided that the increase will not take the member of staff beyond the maximum for the range for the post. All such recommendations will be moderated by the Principal, who will decide whether to accept or reject the recommendation.

5.7 Cleaners and Domestic Assistants

Prior to academy conversion, there has not been a formal system for appraising the performance of the domestic team. Members of staff are appointed to particular points on the local authority NJC scales and pay progression is limited to those points on the pay spine which form the range allocated to the post. Where employees on these scales are performing satisfactorily, there is an expectation that they will progress to the next point on the spine on the anniversary of their appointment, until they reach the top of the range. Exceptions to this practice would be employees who have had their period of induction extended due to concerns about their performance and employees who are performing below expectations and for whom a capability process has been started or where they have been invited to a formal meeting to answer concerns which may result in a capability process being started.

From September 2015, every member of the domestic team will be allocated an appraiser, who will usually be their line manager. During the process of appraisal, targets will be agreed and progress towards those targets will be assessed on an on-going basis, together with any needs for training which would support and improve the effectiveness of the employee. There is no fixed annual cycle as with teachers' appraisal. It is an expectation that every employee in the domestic team will engage with the process of appraisal.

Prior to academy conversion there has been no formal system at the school for accelerated progression within the designated pay range for exceptional performance. From September 2015, where appraisal indicates exceptional performance, the appraiser can make a recommendation to the Principal that the member of staff should advance by one spine point on the scale plus an additional merit point, provided that the increase will not take the member of staff beyond the maximum for the range for the post. All such recommendations will be moderated by the Principal, who will decide whether to accept or reject the recommendation.

6 CAPABILITY PROCEDURE

Parkwood Hall School has a detailed Capability Procedure which is published as a separate document. The following is a brief summary of the main points:

- The Capability Procedure complies with the provisions of the ACAS code of practice.

- The capability procedure applies only to employees where there are serious concerns about their performance that cannot be addressed by the appraisal procedure.
- The purpose of a capability meeting is to establish the facts and will usually be chaired by an appropriate member of the Strategic Leadership Team. The employee who is the subject of the capability meeting will be able to respond to concerns about their performance and to present any relevant evidence.

6.1 Formal Capability Meeting

At least 5 working days' notice will be given of the formal capability meeting. The notification will contain sufficient information about performance concerns and the possible consequences to enable the employee to prepare to present their case at the meeting. The notification of a capability meeting will be accompanied by copies of written evidence, details of the date and time of the meeting and will confirm the employee's entitlement to be accompanied by a companion who may be a work colleague or a trade union representative.

The chair of the capability meeting will aim to a) identify the employee's professional shortcomings; b) give clear guidance on the improved standard of performance needed; c) explain any support that will be available to help the employee improve to a point where they can be removed from the capability procedure; d) set out the timetable for improvement and explain how performance will be monitored and reviewed; and e) warn the employee formally in writing that failure to improve within the set period could ultimately lead to dismissal. Notes will be taken of the formal meeting and a copy sent to the member of staff.

6.2 Monitoring and Review Period following a Capability Meeting

A performance monitoring and review period will follow the formal capability meeting.

6.3 Formal Review Meeting

Following the conclusion of a monitoring and review period, the member of staff will be invited to a formal review meeting. At the formal review meeting, if the person conducting the meeting is satisfied that the employee has made sufficient improvement, the capability procedure will end and the appraisal process will re-start. 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 employee will receive a final written warning.

6.4 Decision Meeting

At the decision meeting, if an acceptable standard of performance has been achieved during the 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 Governing Body, will be made that employee should be dismissed or required to cease working at the school (consulting the Local Authority as appropriate).

6.5 Dismissal

Once the decision to dismiss has been taken, the governing body will dismiss the employee with notice or once the governing body has decided that the employee should no longer work at the school, it will notify the local authority of its decision and the reasons for it. The local authority must dismiss the employee within 14 days of the date of the notification.

6.6 Appeal

If a member of staff feels that the decision to dismiss them is wrong or unjust, they may appeal in writing against the decision, setting out the grounds of the appeal. The employee will be informed in writing of the results of the appeal hearing without unreasonable delay.

APPENDIX 1: OFSTED GRADE DESCRIPTORS FOR THE QUALITY OF TEACHING, LEARNING AND ASSESSMENT

Note: Grade descriptors are not a checklist. Inspectors adopt a 'best fit' approach that relies on the professional judgement of the inspection team.

OUTSTANDING (1)

- Teachers demonstrate deep knowledge and understanding of the subjects they teach. They use questioning highly effectively and demonstrate understanding of the ways pupils think about subject content. They identify pupils' common misconceptions and act to ensure they are corrected.
- Teachers plan lessons very effectively, making maximum use of lesson time and coordinating lesson resources well. They manage pupils' behaviour highly effectively with clear rules that are consistently enforced.
- Teachers provide adequate time for practice to embed the pupils' knowledge, understanding and skills securely. They introduce subject content progressively and constantly demand more of pupils. Teachers identify and support any pupil who is falling behind, and enable almost all to catch up.
- Teachers check pupils' understanding systematically and effectively in lessons, offering clearly directed and timely support.
- Teachers provide pupils with incisive feedback, in line with the school's assessment policy, about what pupils can do to improve their knowledge, understanding and skills. The pupils use this feedback effectively.
- Teachers set challenging homework, in line with the school's policy and as appropriate for the age and stage of pupils, that consolidates learning, deepens understanding and prepares pupils very well for work to come.
- Teachers embed reading, writing and communication and, where appropriate, mathematics exceptionally well across the curriculum, equipping all pupils with the necessary skills to make progress. For younger children in particular, phonics teaching is highly effective in enabling them to tackle unfamiliar words.
- Teachers are determined that pupils achieve well. They encourage pupils to try hard, recognise their efforts and ensure that pupils take pride in all aspects of their work. Teachers have consistently high expectations of all pupils' attitudes to learning.
- Pupils love the challenge of learning and are resilient to failure. They are curious, interested learners who seek out and use new information to develop, consolidate and deepen their knowledge, understanding and skills. They thrive in lessons and also regularly take up opportunities to learn through extra-curricular activities.
- Pupils are eager to know how to improve their learning. They capitalise on opportunities to use feedback, written or oral, to improve.
- Parents are provided with clear and timely information on how well their child is progressing and how well their child is doing in relation to the standards expected. Parents are given guidance about how to support their child to improve.
- Teachers are quick to challenge stereotypes and the use of derogatory language in lessons and around the school. Resources and teaching strategies reflect and value the diversity of pupils' experiences and provide pupils with a comprehensive understanding of people and communities beyond their immediate experience.

GOOD (2)

- Teachers use effective planning to help pupils learn well. Time in lessons is used productively. Pupils focus well on their learning because teachers reinforce expectations for conduct and set clear tasks that challenge pupils.
- In lessons, teachers develop, consolidate and deepen pupils' knowledge, understanding and skills. They give sufficient time for pupils to review what they are learning and to develop further. Teachers identify and support effectively those pupils who start to fall behind and intervene quickly to help them to improve their learning.
- Teachers use their secure subject knowledge to plan learning that sustains pupils' interest and challenges their thinking. They use questioning skilfully to probe pupils' responses and they reshape tasks and explanations so that pupils better understand new concepts. Teachers tackle misconceptions and build on pupils' strengths.
- Teachers give pupils feedback in line with the school's assessment policy. Pupils use this feedback well and they know what they need to do to improve.
- Teachers set homework, in line with the school's policy and as appropriate for the age and stage of pupils, that consolidates learning and prepares pupils well for work to come.
- Teachers develop pupils' reading, writing and communication, and where appropriate mathematics, well across the curriculum. For younger children in particular, the teaching of phonics is effective in enabling them to tackle unfamiliar words.
- Teachers expect and encourage all pupils to work with positive attitudes so that they can apply themselves and make strong progress.
- Pupils develop the capacity to learn from mistakes and they become keen learners who want to find out more. Most are willing to find out new information to develop, consolidate and deepen their knowledge, understanding and skills, both in lessons and in extra-curricular activities.
- Most pupils commit to improving their work. They are given time to apply their knowledge and understanding in new ways that stretches their thinking in a wide range of subjects, and to practise key skills.
- The school gives parents accurate information about how well their child is progressing, how well their child is doing in relation to the standards expected, and what their child needs to do to improve.
- Teachers challenge stereotypes and the use of derogatory language in lessons and around the school. Teachers promote equality of opportunity and diversity in teaching and learning.

REQUIRES IMPROVEMENT (3)

- Teaching, learning and assessment are not yet good.

INADEQUATE (4)

Teaching, learning and assessment are likely to be inadequate if one or more of the following applies.

- Teaching is poorly planned.

- Weak assessment practice means that teaching fails to meet pupils' needs.
- Pupils or particular groups are making inadequate progress because teaching does not develop their knowledge, understanding and skills sufficiently.
- Pupils cannot communicate, read, write or apply mathematics as well as they should, so they do not make sufficient progress in their knowledge, understanding and skills because they are unable to access the curriculum.
- Teachers do not promote equality of opportunity or understanding of diversity effectively and so discriminate against the success of individuals or groups of pupils.

APPROVAL

This policy was originally written by Nick White and first approved by the Governing Body of Parkwood Hall School on 1-10-14

This policy was reviewed by Nick White and amendments made in January 2016. (References to Parkwood Hall School were replaced with Parkwood Hall Co-operative Academy and references to RBKC oversight removed. Pay scales were revised to reflect the most recent STPCD - "The Document 2015", and NJC scales.)

It was approved by the Governing Body of Parkwood Hall Co-operative Academy on:

9-2-16

Signed _____

Principal

Signed _____

Chair of Governors