



BROCKHURST & MARLSTON HOUSE SCHOOLS

Including all of the Pre-Prep Department and Early Years Foundation Stage

APPRAISAL & MANAGING PERFORMANCE POLICY

Brockhurst & Marlston House Schools (the School) is committed to providing the best possible care and education to its pupils, and to safeguarding and promoting the welfare of children and young people. This policy is written with that commitment in mind, and in accordance with KCSIE 2025.

Reviewed: September 2024

Next Review: September 2026

PURPOSE

This policy sets out the framework for a clear and consistent assessment of the overall performance of teachers, including the head teachers, and for supporting their development within the context of the school's improvement plan, and the standards expected of teachers. It also sets out the arrangements that will apply when teachers fall below the levels of competence or conduct that are expected of them.

APPLICATION OF THE POLICY

The policy applies to the head teachers and to all qualified teachers employed by the school, except those on contracts of less than one term and those undergoing induction. The policy also applies to support staff, boarding staff, peripatetic teachers and non-teaching staff.

THE APPRAISAL CYCLE

The appraisal cycle will run over a two year period. Teachers and other staff who are employed on a fixed term contract of less than one year or those starting at the school during the appraisal period can have a shorter or longer initial appraisal period. A member of staff can request an appraisal at any time.

APPOINTMENT OF APPRAISERS FOR THE HEAD TEACHER

The head teachers will be appraised by the Directors and/or an external adviser.

APPOINTMENT OF APPRAISERS FOR TEACHERS

The head teachers will appoint appraisers for other teachers. Teachers may elect to be appraised by the Heads.

OBJECTIVE SETTING

The objectives set for each appraisee, will be Specific, Measurable, Achievable, Realistic and Time-bound. The appraiser and appraisee will seek to agree on the objectives, but if that is not possible, the appraiser will determine the objectives.



The objectives agreed with each appraisee will contribute to the school's plans for school improvement and improving pupil progress.

REVIEWING PERFORMANCE

OBSERVATION

The amount and type of classroom observation will depend on the individual circumstances of the appraisee and the overall needs of the school. In addition to formal observation, head teachers or other leaders may "drop in" in order to evaluate the standards of teaching and learning and to check that high standards of professional performance are established and maintained.

Appraisees who have responsibilities outside the classroom should also expect to have their performance of those responsibilities observed and assessed.

FEEDBACK

Appraisees will receive feedback on their performance throughout the year and as soon as practicable after any observation.

APPRAISAL

At the end of the cycle, each appraisee's performance will be formally assessed. All staff working at the school will sit down biennially with an appraiser and complete the Staff Appraisal Form. ECT Teachers will complete a more detailed Appraisal process, focusing on teaching standards. There is also an appraisal form for support staff, peripatetic, non-teaching and boarding staff.

The appraisee will receive – and have the opportunity to comment on - a written appraisal report.

The appraisal report will include:

- **Details of the appraisee's objectives;**
- **an assessment of the appraisee's performance against their objectives for the relevant period;**
- **a determination of the teacher's training and development needs and the actions that will be taken to address them;**

TRAINING AND SUPPORT

The school wishes to encourage a culture in which all teachers expect to undertake a programme of continuing professional development that is linked to school improvement priorities and to their own individual ongoing professional development priorities and needs.

ASSESSMENT AND MONITORING

At any point during the appraisal cycle, evidence may emerge (either through the appraisal arrangements or otherwise), about any aspects of the appraisee's performance or conduct which give rise to concern.

In the most severe cases where the concerns over conduct or performance are such as to question the appraisee's overall satisfactory execution of his/her duties, the school will move straight to a disciplinary meeting (see section below).



In other cases, the appraiser will meet the appraisee to:

- give clear feedback to the appraisee about the nature and seriousness of the concerns;
- give the appraisee the opportunity to comment and discuss the concerns;
- agree any support (e.g. coaching, mentoring, structured observations), that will be provided to help address those specific concerns;
- make clear how, and by whom, progress will be monitored and when it will be reviewed;
- explain the implications and process if no – or insufficient – improvement is made.

An appropriate monitoring period will be agreed which reflects individual circumstances, allows time for improvement and reflects the seriousness of the concerns. The period of monitoring may be extended depending on progress.

If no or little improvement has been made after the monitoring period, or if the improvement still needed is great, the appraisee will be notified in writing and invited to a formal disciplinary meeting. At least five working days' notice will be given. The notification will contain sufficient information about the concerns and their possible consequences to enable the member of staff to prepare to answer the case at a disciplinary meeting. It will also contain copies of any written evidence, including any witness statements; the details of the time and place of the meeting and will advise the member of staff of their right to be accompanied.

DISCIPLINARY MEETING

Refer to School Grievance and Disciplinary Procedures.

ASSESSMENT AND MONITORING FOLLOWING A DISCIPLINARY MEETING

Refer to School Grievance and Disciplinary Procedures.

FURTHER DISCIPLINARY MEETING

Refer to School Grievance and Disciplinary Procedures.

DECISION TO DISMISS

Refer to School Grievance and Disciplinary Procedures.

DISMISSAL

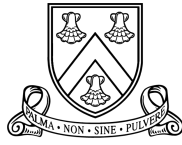
Refer to School Grievance and Disciplinary Procedures.

APPEAL

Refer to School Grievance and Disciplinary Procedures.

POST-DISMISSAL

The school will refer any teacher it dismisses for serious misconduct, or who resigns before a dismissal for serious misconduct could take place, to the Teaching Regulation Agency (TRA), which acts on behalf of the Secretary of State for Education.



CONSISTENCY OF TREATMENT AND FAIRNESS

The Directors are committed to ensuring consistency of treatment and fairness and will abide by all relevant equality legislation.

SICKNESS

If long term sickness absence appears to have been triggered by the commencement of monitoring or a formal disciplinary procedure, the case will be referred immediately to the occupational health service to assess the member of staff's health and fitness for continued employment and the appropriateness or otherwise of continuing with monitoring or formal procedures. Sickness absence should not automatically mean that monitoring or formal procedures cannot continue.

GRIEVANCES

Refer to School Grievance and Disciplinary Procedures.

CONFIDENTIALITY

The school will – on request – make teachers' two most recent written appraisal reports available to any other schools to which the teachers concerned apply for work.

MONITORING AND EVALUATION

The Directors and head teachers will monitor the operation and effectiveness of the school's appraisal arrangements.