



Headteacher Appraisal in 2021

24 November
2019

Steve Barker and Linda Waghorn



Aims of this session



to explore the role of governance in managing headteacher performance;



to understand the statutory backdrop and expectations underpinning headteacher appraisal;



to explore best practice in ensuring headteacher appraisal is fair, compliant and effective.

Key documentation



Governance handbook

Academy trusts and maintained schools

October 2020



A Competency Framework for Governance

The knowledge, skills and behaviours needed for effective governance in maintained schools, academies and multi-academy trusts

January 2017



National College for Teaching & Leadership

Effectively managing headteacher performance

Research brief

January 2014

Dr David Eddy Spicer, Institute of Education, University of London
Dr Megan Crawford, University of Cambridge
Prof Peter Earley, Institute of Education, University of London
Prof Chris James, University of Bath
Dr Sara Bubb
Rhoda Furniss
Dr Jeff Jones
Rebecca Nelson
Elizabeth Wood



**GOVERNORS
FOR SCHOOLS**

Headteacher Appraisal



Effectively managing headteacher performance

Research brief

January 2014

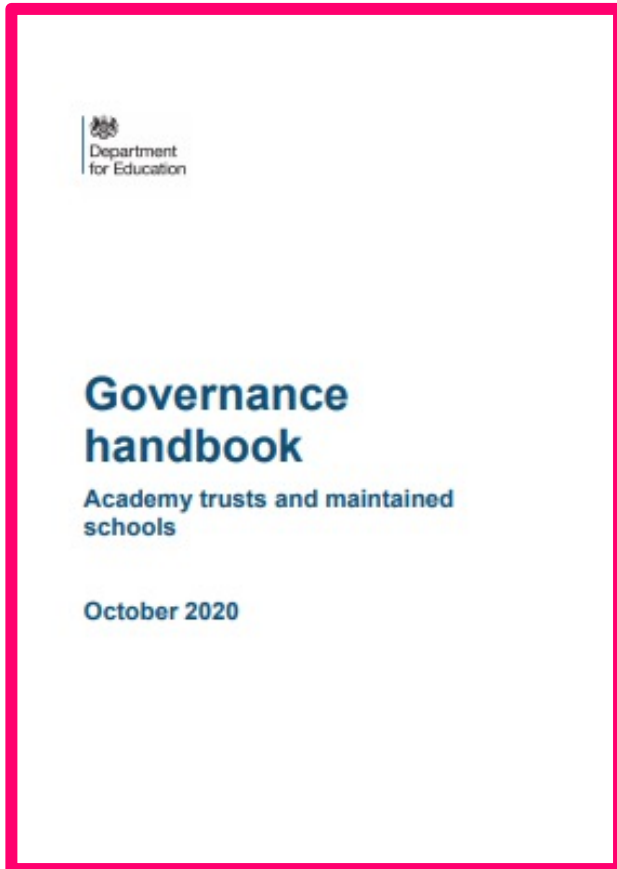
Dr David Eddy Spicer, Institute of Education, University of London
Dr Megan Crawford, University of Cambridge
Prof Peter Earley, Institute of Education, University of London
Prof Chris James, University of Bath
Dr Sara Bubb
Rhoda Furniss
Dr Jeff Jones
Rebecca Nelson
Elizabeth Wood

‘Effective oversight of the headteacher is the most important part played by the governing body in the overall governance of the school.’



**GOVERNORS
FOR SCHOOLS**

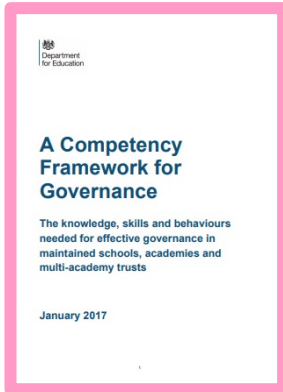
Headteacher Appraisal



2. Accountability that drives up educational standards and financial health through:

- *a transparent system for performance managing executive leaders, which is understood by all in the organisation, linked to defined strategic priorities*

Headteacher Appraisal



2e. Staffing and performance management

The knowledge and behaviours required by the board to oversee executive leaders in their responsibility to ensure that the organisation has the right staff who are managed and incentivised to perform to the best of their abilities.

Legal status of Headteacher appraisal:

- In **maintained schools** – statutory under *The Education (School Teachers' Appraisal) (England) Regulations 2012*
- In **academy trusts** – non-statutory, **but** clear expectations within Handbook, Competency Framework, and Ofsted framework.....**and why wouldn't you?**

The role of the External Advisor:

- In **maintained schools** – statutory under *The Education (School Teachers' Appraisal) (England) Regulations 2012*
- In **academy trusts** – non-statutory, **but** clear expectation within Handbook and Ofsted framework that trusts have rigorous and robust processes in place.

Who sits on the panel?

- the panel is appointed by the full governing board;
- the board/panel should appoint the External Advisor;
- only staff governors are ineligible to serve on the panel;
- succession planning for future panel service is essential.

Poll # 1

Effective Headteacher Appraisal:

- integrated with the SDP and performance management of all staff;
- annual cycle of setting & reviewing objectives, with interim monitoring;
- underpinned by sound relationships, openness, trust and integrity;
- involves the setting of meaningful, challenging but achievable objectives;
- strikes appropriate balance internal and external accountability, development and reward;
- makes use of evidence from a range of sources to inform decision-making;
- evaluated & adapted to meet evolving individual circumstances and shifting school needs within a dynamic context of governance;
- appropriate for the stage of development of school and head.
- viewed as part of an on-going and wider process of working with the headteacher and all staff to ensure high levels of performance;
- integral to the development of GB capacity.

An annual cycle:

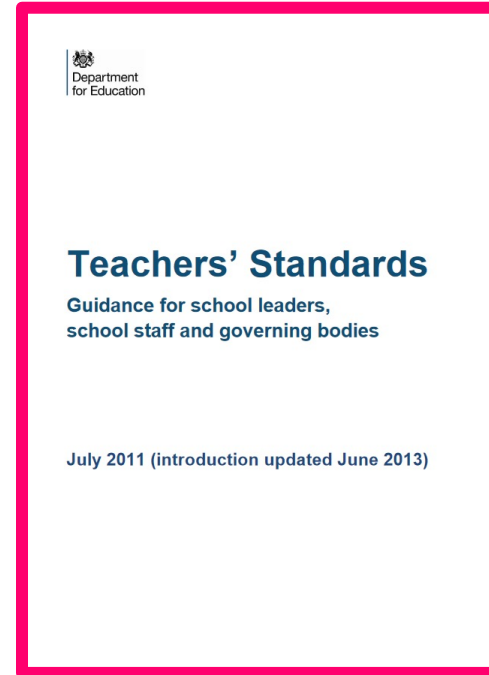
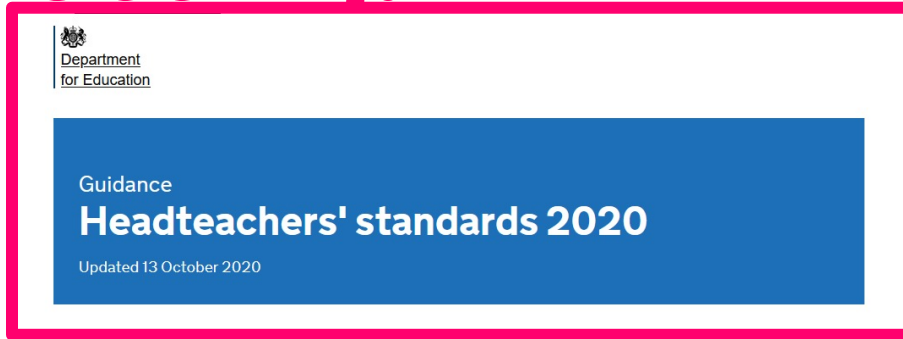
- *not* an annual event;
- ongoing dialogue throughout the school year (*not all involving External Advisor*);
- reported;
- linked to school improvement plan;
- part of the culture of no surprises.

underpinned by sound relationships, openness, trust

New to the role?

- *not* an annual event;
- you are part of an annual process;
- preparation is everything;
- Ensure you are familiar with:
 - current year's objectives
 - SDP and SEF (*esp. Improvement priorities*)
 - this year's pupil performance
- talk to your fellow panel members

The backdrop to objective setting:



Objective setting:

- informed by the *culture of no surprises* and the ongoing nature of the process throughout the school year;
- relies on regular updates to governor knowledge of school context, national context, pupil performance data and other relevant aspects of school performance;
- directly linked to school improvement;
- draws on a range of evidence.

SMART objectives:

Specific

Measurable

Achievable

Realistic

Timely

Effective Objective example:

Objective

Conduct a full curriculum review of EYFS to ensure that the requirements of the new framework are fully embedded in quality first teaching in Year R.

Success Criteria

- A compliant curriculum map is in place by July 2022
- Learning Walk evidence demonstrates teaching and learning are effective and reflect new framework
- % GDL in July 2022 reflects appropriateness of curriculum.

Links to pay:

- The Headteacher review panel should make a recommendation on pay, following the outcome of the annual review of performance. *(External Advisor does not need to be involved but can be)*
- The recommendation on pay should go to the Salaries Committee;
- Good practice is to have one governor continuity between pay and appraisal panel.

Context in 2021-22:

- 2020-21 was not the year that schools planned!
- national data is from 2019;
- recognition of workload pressures for Headteachers during partial closures etc;
- has thought been given to timing of updated SDP/SEF in readiness for appraisal?
- new objectives should reflect what we now but be mindful of what we don't know!

Any questions



What you need to know, when you need to know it



Better Governor researches, interprets and distils the latest news in education policy, legislation and practice keeping you informed on how they impact your role as a governor or clerk.

www.bettergovernor.co.uk