

## Chapter 1 : Headteacher appraisal | Ealing Grid for Learning

*research brief - a summary of important areas for consideration by governors and those directly involved in the process of headteacher performance management full report - including the executive.*

The original article can be read [here](#). So what have I learned and what can I pass on and share? I hope this will prove useful to governing bodies, Headteachers, Principals, education professionals who may be acting as External Advisors to governing bodies and to teachers and other school staff who may be subject to annual Performance management reviews. Governors should be in charge of the process. From the research detailed in this report, there is a strong case for arguing that the way headteacher performance management is carried out is a leitmotif for governing body effectiveness. Effective headteacher performance management indicates effective governing; the two are complementary. Here, I simply must express sympathy with governors. They perform their role with no remuneration, selflessly and generously, giving up chunks of their time to ensure their school runs well. However, I am going to argue here that effective HT Appraisal targets could cut the work of the governing body in monitoring the school substantially, leaving the day-to-day running of the school in the hands of their HT. Regularly monitor the performance of the school, through the performance of your HT, against pertinent and well-constructed HT appraisal targets, governors. Targets should be set with reference to outside monitoring agencies, but that is all. Thus we are talking about setting targets around Ofsted judgement areas. I feel school can set more sturdy foundations for future excellence than that. Quality of Teaching and 3. Governors may determine that targets around 4. Pupil Achievement targets need to be quantifiable. In-school data is very useful. Points progress in individual year groups for and whatever the school uses to define progress, in subsequent years. What about progress and what about attainment over time in Re? This depends on where pupils have come in to KS2 from KS1 and also what progress is made across the whole school. Ofsted has changed and perhaps schools should change with it and quickly. Many schools have already done this. Governors would do well to be ahead of the game here. If HT targets are different, it creates a dichotomy, which is difficult to resolve for governors. Should the HT be working towards achieving appraisal targets, or working towards achieving SDP targets, or both? Achievement targets should be the first step towards a future position where the school will be excellent. This changes the perspective. Thus schools timetable each to the approaching deadline, Unnecessary, in my opinion. It seems far more logical and eminently sensible, that targets set for the Headteacher should then inform targets set for teachers and other staff. Both should take account of the targets set from the previous year and should be a means of, again, positioning the school at a future time, to be excellent. There is no need to schedule HT appraisal in the half-term before Christmas, as many schools do. It is not statutory to have this at this time, so why not complete HT PM in September, before staff targets are set. Once summer results have been compiled and analysed, the HT is in a position to present evidence to governors around their Achievement targets. Better to review targets from the previous year and set targets for the coming year when the HT and staff have a full year to plan so those targets are achieved. Quality of Teaching and Leadership and Management targets are better evaluated and set at the end of a full academic year. Once a term is probably not enough. Following target setting in September, formal monitoring is best done every half-term until Easter. Other, informal, governor visits and reports by the HT to the GB, can provide litmus tests for whether targets appear to be on-course to be achieved, between formal monitoring meetings. The leader of a school should have no extra rights, or privileges, when it comes to being assessed on performance. However, decisions on pay are the responsibility of the governing body, not the External Advisor. Overall, I have become an advocate for elevating the importance of HT appraisal. It is not something which just needs to be done; it is vital to the performance of a school and is a process by which governors can regularly monitor the health of a school

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*Headteacher appraisal It is a statutory responsibility of governing boards in maintained schools to ensure that they set objectives for the headteacher as part of an annual appraisal. Academies can also adopt the process as appropriate.*

## Chapter 3 : Headteacher appraisal: setting objectives | The Key for School Governors

*The external advisor, headteacher and appraisal panel meet together. The headteacher and appraisal panel meet. The external advisor summarises the results of the meetings in a review document. The appraisal panel makes recommendations about headteacher pay for other governors to make a decision about.*

## Chapter 4 : Deputy headteacher appraisal | The Key for School Leaders

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*processes of headteacher appraisal into broader processes of managing the headteacher and the school through the astute use of performance information. We.*