



**Appraisal Policy
(Performance Development)**

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Contents	Page
Preface	
1. Introduction	4
2. Purpose and scope.....	4
3. Confidentiality	4
4. Appraisal period	4
5. Appointing appraisers for the headteacher	5
6. Appointing appraisers for staff other than the headteacher.....	5
7. Appraisal process.....	6
8. Appraisal criteria	6
9. Objective setting	6
10. Headteacher objectives.....	7
11. Teacher objectives	7
12. Other staff objectives	7
13. Reviewing performance – observation.....	7
14. Reviewing performance – feedback	8
15. Annual review.....	8
16. Other evidence	9
17. Continuing professional and personal development (CPD)	9
18. Recommendations on pay	10
19. Appeals	10
20. Development and support	11
21. Quality assurance – moderation of appraisal statements.....	12
22. Retention	12
23. Headteacher report on the operation of the appraisal process.....	12
24. Other policies and procedures.....	12
Appendix 1: Classroom Observation Protocol.....	13
Appendix 2: Teacher Appraisal Review	15
Appendix 3: Teachers standards & how they should be used.....	16
Appendix 4: Headteachers Standards.....	18
Appendix 5: Upper pay range progression Criteria.....	22
Appendix 6: TLT Appraisal Form.....	23

Preface – note on interpretation of TLT policies

All policies currently in use within Together Learning Trust Multi Academy Trust (TLT MAT) are designed and intended for use at individual constituent school (and governing body) level in accordance with the relevant scheme of delegations.

*This means that for employees whose role involves working directly for TLT MAT, or employees based at a **supported** academy, references in the policies to headteacher or head of school should be interpreted throughout as relating to the Chief Executive Officer (CEO) of TLT MAT and references to the governing body (or chair of governors) should similarly be interpreted, respectively, as relating to the TLT MAT board (or chair of trustees) **unless** a scheme of delegations is in place which clearly states otherwise.*

1. Introduction

- 1.1 These procedures apply to all employees in the academy (in other words they are applicable to both teaching and support staff).
- 1.2 Nothing in these procedures is intended to contravene the statutory rights, duties and obligations of the headteacher and governing body as set out in school governance regulations and in legislation relating to discrimination.
- 1.3 It is important that advice is sought from relevant professionals in the application of this policy.

2. Purpose and scope

- 2.1 Appraisal is the process for assessing, through a variety of source material (which may include observations), the overall performance of an employee (within the context of the individual's job description and the provisions of the relevant pay and conditions document) and for formulating plans in relation to the individual's future advancement in the wider context of the academy's development plan.
- 2.2 The information that schools collect (in relation to initiatives such as school development plan or self-evaluation data etc as well as for appraisals) should be capable of being utilised in different ways to inform appropriate objective setting for individual members of staff.
- 2.3 Appraisal is intended to be a supportive and developmental mechanism. It is designed to ensure that all staff members are equipped with the skills and support they require to enable and empower them to carry out their role effectively whilst at the same time encouraging them to engage in continued professional development to improve their personal performance and practice.
- 2.4 The principal purpose of this policy is to ensure that a fair and transparent procedure in relation to appraisal is in place for all staff members, always having regard to the specific nature of their individual employment.
- 2.5 With this aim in mind, the policy sets out the framework for a clear and consistent assessment of the overall performance of individual employees which (whilst taking due account of the standards expected respectively of teachers and support/associate staff) will support their development within the context of the academy's overall plan for improving educational provision and outcomes.
- 2.6 This policy applies to all staff employed by the academy, except those on fixed term contracts of less than one term or those undergoing induction (such as ECTs).

3. Confidentiality

- 3.1 The appraisal process will be treated throughout as a confidential process. It is standard practice that the appraisal report will be accessed only by the appraiser (normally the employee's line manager) and the headteacher (or governing body/other moderator of the overall process) in their role of quality assurance/moderation.

4. Appraisal period

- 4.1 The appraisal period will run for twelve months from 1 September to 31 August

- 4.2 Staff employed on a fixed term contract of less than one year will have their performance managed in accordance with the principles underpinning this policy. The precise format and timing of their appraisal (or equivalent process of review) will be determined by the duration of their contract.
- 4.3 Where an employee starts their employment part-way through an appraisal cycle, the headteacher (or governing body with regard to appraisal of the headteacher) will determine the length of the first cycle with a view to bringing this process into line with other staff in the academy.
- 4.4 Where existing employees change posts within the academy during the course of the appraisal cycle it may on occasion be appropriate to change both the appraiser and the agreed objectives, dependent upon individual circumstances.

5. Appointing appraisers - headteacher

- 5.1 The governing body will appoint two or three members of the governing body as appraisers for the headteacher and should ensure that they receive appropriate preparation and training for this role.
- 5.2 The governing body should seek to appoint appraisers who have the necessary knowledge and experience to carry out this role and who together reflect the profile of the governing body. Persons appointed as appraisers should not have any personal or pecuniary interest, and accordingly any governors who are members of the academy staff cannot be appointed as appraisers for the headteacher.
- 5.3 When appraising the performance of the headteacher the governing body should also receive supportive guidance and necessary challenge from an appropriately qualified external advisor. Possible sources of external advice include education consultants or school improvement officers (or equivalent) where appropriate.
- 5.4 In this context, relevant advice to governing bodies should include:
- assessing progress made by the headteacher towards previous appraisal objectives set by the governing body
 - setting suitable objectives for governors to agree with the headteacher in relation to the next appraisal review cycle
 - determining how the academy's appraisal system is contributing to improving the educational experience of pupils at the academy.

6. Appointing appraisers - other staff

- 6.1 The headteacher will determine the appraisers for other staff. These will normally include line managers where deemed appropriate. This is consistent with a distributive approach to school leadership and the recognition of these responsibilities through staffing/pay structures. The delegation of this role will be in its entirety.
- 6.2 In order to limit the workload on individuals, the principal may wish to place a restriction on the number of appraisals which any one person will be expected to undertake (typically this should be no more than six staff members).
- 6.3 Line managers should be appropriately trained for this task and should be remunerated in accordance with their responsibilities (for instance teachers should be paid an appropriate Teaching and Learning Responsibility (TLR) payment).
- 6.4 If, in exceptional circumstances and for professional reasons, the staff member wishes to request a change of appraiser (where this role has been delegated), they may ask the headteacher to appoint an

alternative appraiser, who should be of comparable (or higher) status in the staffing structure than the person originally proposed for this role.

- 6.5 Any such application must be made in writing and must state the reasons for the request. If, after due consideration, such a request is not accepted, the headteacher must communicate their reasons for refusing this request in writing, and this communication should be retained together with the appraisee's request.
- 6.6 Where the appraisee works for more than a single line manager, the nominated appraiser should (in advance of the appraisal meeting) consult those other line managers to establish potential developmental needs to be explored in the next appraisal cycle.

7. Appraisal process

- 7.1 The academy wishes to encourage a culture in which all staff take responsibility for improving their own individual performance through appropriate professional development, and appraisal is a supportive mechanism which will be used to inform this process.
- 7.2 Professional development will ideally be linked both to school improvement priorities and to the ongoing needs and priorities of individual staff.
- 7.3 Every employee's performance will be formally assessed in respect of each appraisal period.
- 7.4 For those employees on incremental pay scales (for example teachers) progression on individual pay ranges is dependent upon performance as assessed by means of annual appraisal.
- 7.5 In assessing the performance of the headteacher, the governing body must consult their external advisor.

8. Appraisal criteria

- 8.1 The appraisal criteria should indicate how success (in relation to objectives previously set) may be formally evaluated at the end of each (annual) cycle.
- 8.2 These measures should provide clarity in respect of the basis on which the appraiser will assess the overall performance of the appraisee in terms of demonstrating progress towards the achievement of set objectives, including classroom observation and any other relevant evidence.
- 8.3 Such judgements of performance should invariably take into account the appraisee's job description and level of experience, any relevant professional standards and, where the appraisee is eligible, the appropriate pay progression detailed in the STPCD.

9. Objective setting

- 9.1 The objectives set for each member of staff will be Specific, Measurable, Achievable, Realistic and Time-bound (SMART) and will be commensurate with the employee's role and level of experience.
- 9.2 The appraiser and appraisee will seek to agree suitable objectives but, if that is not possible, the appraiser will determine the objectives. These objectives may be revised (by mutual agreement) should circumstances change significantly during the course of the academic year.
- 9.3 The number of specific objectives agreed with individual staff may be no more than three, dependent upon their job role and responsibilities.

9.4 The specific objectives set will ideally, when (or if) achieved, contribute to the academy's plans for improving educational provision and performance and enhancing the overall experience of pupils at the academy. This will be effected by quality assurance of all objectives against the school improvement plan.

10. Headteacher objectives

10.1 Following advice and guidance from their external advisor(s), the governing body will seek to agree objectives with the headteacher which will be set either before, or as soon as practicable after, the commencement of each appraisal cycle. Relevant headteacher standards will be taken into consideration when assessing performance

11. Teacher objectives

11.1 Objectives for each teacher will be set before, or as soon as practicable after, the commencement of each appraisal cycle. Teachers may be assessed in accordance with the set of standards contained in the document called "Teachers' Standards" and any other relevant national standards considered by the headteacher to be appropriate (such as QTLS etc).

12. Other staff objectives

12.1 Objectives for other staff within the academy should reflect the standards appropriate to their specific area of work. Where national occupational standards exist (for instance in relation to supporting teaching and learning in the classroom) these should be adapted to suit individual requirements and help to raise performance in accordance with the school improvement plan.

13. Reviewing performance – observation

13.1 This academy believes that observation of professional classroom practice is important both as a way of assessing the performance of teachers and other relevant staff to assist in identifying particular strengths and/or weaknesses and in gaining additional information of use in promoting school improvement more generally.

13.2 The classroom observation agreed in the appraisal meeting should be proportionate. This process should provide monitoring information for a range of other necessary purposes, such as self-evaluation or a school improvement programme, as well as in relation to performance management. Developmental peer observations will remain voluntary and initiated by teachers/support staff and these will not form part of the appraisal process.

13.3 All observation will be carried out in a supportive fashion in line with the academy protocol attached. An example of an appropriate format for a classroom observation protocol is provided at Appendix 1.

13.4 A record of the observation should be documented in writing to include feedback and any subsequent follow-up work. This observation record should be sufficient to meet the needs of both individuals and the academy and should therefore summarise the following elements:

- the focus of the observation
- what was learnt from the observation
- the essence of feedback given
- any subsequent actions or other follow-up envisaged.

- 13.5 No written notes will be kept other than this record (on which the employee has the right to append comments).
- 13.6 The amount and type of classroom observation will depend on the individual circumstances of the teacher and the overall needs of the academy. Such observation will only be undertaken by those holding QTS/QTLS. There will be a maximum of three hours' observation in any cycle, however, where issues arise, it may be appropriate (following discussion) to revisit the amount of classroom observation originally envisaged.
- 13.7 Where, for example, it is identified that a teacher appears not to be meeting national minimum teacher standards, a programme of lesson observations (announced and unannounced) may be arranged. It would be hoped that both parties would seek to reach agreement on the content of any such programme.
- 13.8 Headteachers or senior leaders with responsibility for teaching standards may 'visit' a classroom with the intention of informing their monitoring of the quality of learning and to check that satisfactorily high levels of professional performance are established and maintained. The length and frequency of the 'visit' will vary depending on specific circumstances.
- 13.9 Teachers (including the headteacher) who have additional duties and responsibilities outside the classroom should also expect to have their performance of those elements of their role assessed in a similar manner.

14. Reviewing performance – feedback

- 14.1 Staff will receive constructive feedback on their performance at least once throughout the year in interim meetings and formally at the end of the year (or appraisal cycle).
- 14.2 For lesson observations written feedback will be given as soon as practicable, ideally on the day (and certainly no later than five working days) after observation has taken place. It is recommended that verbal feedback is given no later than 24 hours after the event.
- 14.3 Feedback (both written and verbal) should highlight particular areas of strength identified as well as the nature of any areas of weakness that may warrant attention.

15. Annual review

- 15.1 The start of the formal appraisal cycle begins with a meeting of appraiser and appraisee to complete the appraisal report. The appraiser should instigate agreement on a mutually acceptable date and time for a meeting and both appraiser and appraisee should confirm such arrangements as far in advance as possible with written notification being confirmed and finalised no fewer than 10 working days before the scheduled date.
- 15.2 The annual review of past performance and planning of future objectives will normally take place in a single meeting which should constitute a professional dialogue between appraiser and appraisee. Both parties should be expected to play an active part in this meeting in relation to frank appraisal of current performance and discussion with a view to future development, with both the review of the outcomes of the previous appraisal cycle and the fresh objectives set for the forthcoming year being recorded in a single document.
- 15.3 It is anticipated that an hour should be sufficient time for the annual appraisal meeting, but it would be regarded as inappropriate and unacceptable to use lunch breaks, after school and/or PPA time for this purpose.

15.4 Future (termly or otherwise) meetings should be scheduled as far in advance as possible and should be set at the end of the review meeting (and any subsequent meetings). The appraiser and appraisee should endeavour to agree an assessment of the overall performance of the latter during the relevant period of time and (if appropriate) explore any issues that may have impacted adversely upon the appraisee's performance.

15.5 The appraisal meeting will cover the following areas and the written report will confirm this discussion:

- an assessment of the appraisee's performance of their role and responsibilities against their objectives and the relevant standards over the last appraisal cycle
- details of the employee's objectives for the forthcoming cycle (including specific timescales)
- an assessment of the employee's training and development needs and identification of any action that should be taken to address these (such as appropriately targeted CPD)
- any support for which a need has been identified
- the focus (where appropriate) of lesson observations (for teachers)
- any other evidence felt relevant to the individual
- a recommendation on pay* where that is relevant

**pay recommendations need to be made by 31 December for headteachers and by 31 October for other staff*

15.6 As soon as practicable following the end of each annual review meeting the appraisee will receive, and ideally agree (as well as have the adequate opportunity to comment in writing upon), a written appraisal report. This report should be sent to the appraisee no later than ten working days following the meeting.

15.7 In this academy, employees will receive their written appraisal reports by 31 October (31 December for the headteacher).

15.8 The appraiser will provide the appraisee with a copy of the final appraisal report and will pass the original to the headteacher for retention (any appraisals undertaken by the headteacher in person will similarly be retained). The final appraisal report of the headteacher will be retained by the chair of governors.

15.9 In all cases the evaluation of performance and of training and development needs will inform the planning process for the following appraisal period.

15.10 The annual review is the end point to the appraisal cycle, but performance and development priorities will additionally be reviewed and addressed on a regular basis throughout the year in interim meetings which will take place at least once during each academic year. In accordance with this principle of continuous assessment there should be no unwelcome surprises at the end of year appraisal. An example of an appropriate format for a teacher appraisal review is provided at appendix 2.

16. Other evidence

16.1 Other evidence which may be taken into account will normally be in the form of data or written feedback from specific individuals relevant to the process. Those providing evidence should always have direct professional knowledge of the appraisee's work.

17. Continuing professional and personal development (CPD)

17.1 All employees have a right to CPD and this can be provided by a variety of means: management coaching and support; mentoring; shadowing; attendance on external course(s); enhanced use of ICT; secondments etc. CPD priorities may require to be based on the extent to which the academy is currently supported in achieving its priorities.

- 17.2 Any documentation recording details of support and development agreed at the annual review should be forwarded by the appraiser to the person responsible for planning the training and development of teachers/support staff in the academy (and should also be readily accessible to the employee's line manager).
- 17.3 In the event that it has not proved possible to provide appropriate support (in respect of that envisaged in order to assist employees in fully meeting their objectives) such circumstances will be taken fully into account in any review meeting.

18. Recommendations on pay

- 18.1 Appraisers will be required to make a recommendation on pay (including consideration of accelerated progression as and when justified) where (in the case of teachers) the appraisee is on any of the following:
- the unqualified teacher pay range;
 - the main pay range;
 - the upper pay range;
 - the leading practitioner pay range;
 - the leadership pay range;
- or where (in the case of support staff) the appraisee is:
- eligible for performance related pay progression.

19. Appeals

- 19.1 Simple disagreements in relation to the wording of an appraisal report should be capable of being resolved by informal discussion between the appraiser and the appraisee without recourse to formal appeal procedures.

19.2 Appeals in relation to pay and/or grading

In the event of an individual having failed to resolve the issue at an informal level and wishing to appeal against a recommendation **in relation to pay progression** (as opposed to an appeal in respect of commentary – in other words an appraisal outcome unrelated to pay and/or grading) the appeal mechanism as outlined in the academy's Pay and Grading Policy (sections 8 and 9) should be followed, although where the headteacher has indicated an intention to moderate one or more of the annual appraisal reports any individual appeal should be deferred until the moderation process has been completed.

- 19.3 Any formal appeal in relation to pay and/or grading must (in accordance with the procedure set out in the relevant policy) be submitted, in writing, within ten working days of the employee's receipt of the decision against which they are appealing.

Appeals unrelated to pay

- 19.4 In the event of an individual having failed to resolve the issue at an informal level and wishing to appeal formally against any element **unrelated to pay progression and/or grading** (for which the appeal system is that which is specified in the relevant policy, as detailed in the preceding clause) it will be necessary (although where the headteacher has indicated an intention to moderate one or more of the annual appraisal reports any individual appeal should be deferred until the moderation process has been completed) for the appraisee to instigate process in accordance with the academy's Grievance Policy **unless** the academy has in place a dedicated appeal mechanism to this end,

- 19.5 Where a dedicated appeal process is in place, the appraisee must, in order to initiate a formal appeal, submit their case in writing to the clerk to governors (or other designated person) within ten working days of having received their appraisal report, unless there is any delay in the process related to moderation (as above) in which event an appeal must be submitted within ten working days of the moderation process being completed.
- 19.6 The clerk to governors (or other designated person) will then arrange for the appeal to be held by the appeals panel, which will usually consist of no more than three members of the governing body.
- 19.7 Where a dedicated appeal mechanism in relation to appraisal is **not** in place an appraisee can use procedures outlined in the academy's Grievance Policy (employers are required by law to establish procedures for dealing with any grievance staff may have at work) should they wish to appeal against any entry on their appraisal report (including any changes made to the report during the cycle) which is **unrelated** to pay progression and/or grading (which are dealt with separately as specified above). As this is an appeal it should be heard at the appeal (final) stage of the academy's Grievance Policy.
- 19.8 Whether or not a dedicated appeal mechanism is in place, should an appraisee wish to appeal against more than one entry on his/her appraisal report this would constitute a single appeal hearing (or grievance) which will be dealt with at the appeal stage of the academy's Grievance Policy.

20. Development and support

- 20.1 Appraisal is a developmental process. It is incumbent upon both the appraiser and appraisee to seek to identify any external factors which may be affecting the appraisee's performance.
- 20.2 Where significant concerns are identified in respect of any aspect of a member of staff's performance the appraiser will meet separately with the appraisee to raise these issues formally.
- 20.3 Any such meeting will:
- give clear feedback to the staff member about the nature and seriousness of the concerns
 - give the staff member full opportunity to comment on and discuss those concerns
 - seek strategies and agree any support (such as coaching, mentoring, structured observations) that may be provided to help address those specific concerns
 - make clear how, and by when, the appraiser will review progress
(in this context it may be appropriate to revise objectives, and it will be necessary to allow sufficient time for improvement – this will be on a case by case basis and will reflect the seriousness of the situation)
 - explain the implications and process if no (or insufficient) improvement is made within the agreed timescale.
- 20.4 When progress is reviewed, if the appraiser is satisfied that the staff member has made, or is making, sufficient improvement the appraisal process will continue as normal, with any remaining issues continuing to be addressed through that process.
- 20.5 If no, or insufficient, progress has been made after the agreed review period, the staff member will be notified in writing that the appraisal system will no longer apply and will be invited to a formal review meeting to discuss the next course of action. Once again it is incumbent upon both the appraiser and appraisee to seek to identify any external factors which may be affecting the appraisee's performance.
- 20.6 Written confirmation of the status of any such meeting will be provided. At least five working days' notice will be given and the employee will be entitled to be accompanied at this meeting by either their union representative or a work colleague.

21. Quality assurance – moderation of appraisal statements

- 21.1 The headteacher has a duty to ensure that appraisal processes are applied fairly and consistently across the academy and that these observe the principle of equal opportunities. The headteacher will set up appropriate procedures for monitoring and moderating the appraisal reports.
- 21.2 The headteacher or nominated senior manager will review a sample of completed appraisal reports and/or the headteacher or nominated senior manager will review all completed appraisal reports within ten working days of their completion and where necessary instruct the appraiser to prepare a new report with their appraisee (within ten working days of being so instructed) prior to it being finalised and retained. The appraisee can add further comments at this stage.
- 21.3 There may be occasions when it is necessary to review (mid-cycle) what has been agreed in the last appraisal meeting (for example in relation to prolonged sickness absence, maternity leave or where reasonable adjustments are required under the Equality Act 2010).

22. Retention

- 22.1 Appraisal reports will be retained by the headteacher (or, in the case of the headteacher's own appraisal reports, by the chair of governors) in a secure place on school premises for up to 6 years, after which they will be destroyed.

23. Headteacher report on the operation of the appraisal process

- 23.1 The appraisal process should be reviewed on a regular basis by the governing body.
- 23.2 The headteacher should provide the governing body with an annual written report on the operation of the academy's Appraisal Policy, including an indication of the overall effectiveness of the process with particular reference to the identification of training and development needs of both teachers and support staff.
- 23.3 As part of the annual monitoring and reporting process, governing bodies should consider the equal opportunities implications at each and every stage of the process.

24. Other policies and procedures

- 24.1 This policy will be supported by the following policies and procedures:
- Grievance Policy
 - Pay and Grading Policy

Appendix 1

Classroom Observation Protocol

Introduction

The governing body is committed to ensuring that classroom observation is both supportive and constructive with regard to professional development and that those involved in the process will:

- agree in advance how classroom observations will be carried out
- carry out their role with integrity, courtesy and respect
- evaluate objectively
- report accurately and fairly
- respect the confidentiality of the information gained.

Purpose of lesson observations

Classroom observations are used to monitor the quality of teaching and learning as an important part of the appraisal process. They should support a culture of continuous improvement by assisting individuals in developing their professional practice.

The arrangements for classroom observation will be included in the appraisal documentation which will specify:

- the extent of observation (defined in classroom hours)
- the phase of the appraisal cycle in which the observation will take place
- the identity of the individual who will conduct the observation
- the primary purpose and focus of the observation
- any particular aspects of the teacher's performance which will be assessed.

Principles for lesson observations

Classroom observation should be agreed, understood and recorded in the appraisal documentation at the start of the review cycle.

The sum total of observation will amount to no more than three hours. However, if concerns arise during the appraisal cycle there is scope to agree to revise the amount of observation as detailed in the Appraisal Policy.

Classroom observations:

- should be supportive and developmental
- should (where possible) be multi-purpose to minimise the potential burden of observations
- should be undertaken in full accordance with the Appraisal Policy
- should be preceded by reasonable notice (ideally five working days) being given
- should be facilitated by provision of sufficient timetable release time
- should all (as far as is possible) take place at a time agreed between teacher and observer
- should not take place in PPA time (unless the member of staff wishes to do so)
- should be timetabled to ensure that there is a reasonable amount of time between each observation (irrespective of the findings of those observations)
- should only be undertaken by persons with qualified teacher status (QTS), who have had adequate preparation and training in the appropriate professional skills to undertake observation and to provide constructive and supportive feedback (both oral and written).

Feedback

Feedback following a lesson observation should include a clear judgement on lesson quality and should enable teachers to build on what they are doing well and to feel confident about introducing change where necessary.

Oral feedback will be given as soon as possible after the observation and no later than the end of the following working day. It will be delivered in confidence during directed time in a suitable, private environment. Adequate time will be made available for both preparation and feedback in respect of classroom observation.

Written feedback will be provided within five working days of the observation taking place. If, during an observation, issues arise that were not part of the documented focus of the observation, these issues should be discussed during oral feedback and also documented within the written feedback.

The written record of feedback will include:

- the date on which the observation took place
- the identity of the observer
- the subject of the lesson observed
- the length of the lesson.

The teacher has the right to append written comments on the feedback document; no additional documentation of the lesson observation will be retained.

All teachers will have access to all written accounts of their lesson observations and copies will be provided on request.

Appendix 2

Teacher Appraisal Review

All teachers should be assessed against the set of standards contained in the document called "Teachers' Standards 2012" and any other relevant national standards considered by the headteacher to be appropriate (such as QTLS).

The objectives set for each teacher will, if achieved, contribute to the school's plans for improving the school's educational provision and performance and improving the education of pupils.

All objectives should be agreed in accordance with the career expectations of the individual teacher undergoing appraisal.

- Step 1. Part A below (details of objectives) should be completed in the appraisal meeting (normally held in September/October) at which point in the cycle objectives for the next 12 months are agreed and set.
- Step 2. Part B below (review of progress) should be completed at the interim stage during the course of the appraisal year (normally this will be either a termly review meeting early in the spring and summer terms or a single review meeting mid-cycle).
- Step 3. Part C below (determination of progression) should again be completed (at the end of the appraisal cycle) in the annual appraisal meeting (normally held in September/October) at which point the previous year's objectives will be reviewed (to ascertain whether or not pay progression can be recommended) **and** Part A (2) (specifying further objectives agreed for the **following** year) will be completed in order to commence the next cycle.



PREAMBLE

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

PART ONE: TEACHING

A teacher must:

1 Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2 Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

3 Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulation and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4 Plan and teach well structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5 Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6 Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7 Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8 Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
 - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
 - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
 - showing tolerance of and respect for the rights of others
 - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
 - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.



"Nothing has more impact on a child's achievement than the quality of teaching they receive and in the new standards for teachers we have prioritised the importance of classroom practice and subject knowledge."

Dame Sally Coates, Chair of the independent Review of Teachers' Standards and Principal of Burlington Danes Academy

What are the Teachers' Standards?

- The Teachers' Standards set a clear baseline of expectations for the professional practice and conduct of teachers and define the minimum level of practice expected of teachers in England.
- They were developed by an independent review group made up of leading teachers, headteachers and other experts.

Practising teachers can use the Teachers' Standards to support their own professional development and growth.

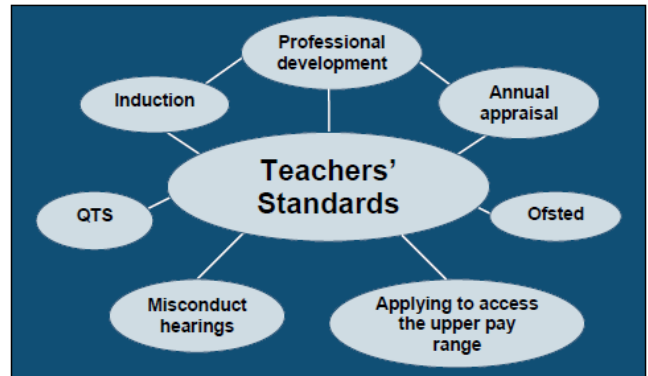
- They can be used by individual teachers to review their practice and inform their plans for continuing professional development.
- The most successful education systems in the world are characterised by high levels of lesson observation. Teachers benefit from observing one another's practice in the classroom. Teachers learn best from other professionals. Observing teaching and being observed, and having the opportunity to plan, prepare, reflect and teach with other teachers can help to improve the quality of teaching.
- Many teachers are keen to improve their own practice by having feedback on their teaching from colleagues and from observing the practice of others.

Those involved in training and inducting new teachers must use the Teachers' Standards to ensure quality of new entrants to the profession.

- The Teachers' Standards must be used by initial teacher training (ITT) providers to assess when trainees can be recommended for qualified teacher status.
- They must be used by schools to assess the extent to which newly qualified teachers can demonstrate their competence at the end of their induction period.

"The new Teachers' Standards give an unequivocal message that highly effective teaching is what matters in this profession. The Review Group has seized the opportunity to raise the bar for current and future teachers. Our nation's children and young people deserve no less."

Roy Blatchford, Deputy Chair of the independent Review of Teachers' Standards and Director of the National Education Trust



Headteachers and others should use the Teachers' Standards to improve standards of teaching in their schools, by setting minimum expectations and assessing performance against them.

- The Teachers' Standards must be used by maintained schools to assess teachers' performance. They can be used by all schools and teachers to identify development needs and plan professional development.
- Headteachers and other appraisers should use their professional judgement and common sense to assess teachers to a level that is consistent with what should reasonably be expected of that teacher, given their role and level of experience.
- Teachers applying to access the upper pay range will be assessed as to whether they are highly competent in all elements of the Teachers' Standards and whether their achievements and contribution to an educational setting or settings are substantial and sustained.
- In addition to the Teachers' Standards, governing bodies have the option of also assessing headteachers' performance against the 2004 National Standards for Headteachers.
- Ofsted inspectors will consider the extent to which the Teachers' Standards are being met when assessing the quality of teaching in all schools (including academies).

The National College for Teaching and Leadership can use Part Two of the Teachers' Standards when hearing cases of serious misconduct.

- Since April 2012, the National College for Teaching and Leadership has been able to use Part Two of the Teachers' Standards when hearing cases of serious misconduct, regardless of the setting in which a teacher works.

"The Teachers' Standards... set clear expectations about the skills that every teacher in our schools should demonstrate. They will make a significant improvement to teaching by ensuring teachers can focus on the skills that matter most."

Michael Gove, Secretary of State for Education, launching the Teachers' Standards in July 2011

Appendix 4 - Headteachers' standards 2020

Culture and ethos

- school culture
- behaviour
- professional development

Curriculum and teaching

- teaching
- curriculum and assessment
- additional and special educational needs

Organisational effectiveness

- organisational management
- school improvement
- working in partnership⁵

Section 1: Ethics and professional conduct

Headteachers are expected to demonstrate consistently high standards of principled and professional conduct. They are expected to meet the teachers' standards and be responsible for providing the conditions in which teachers can fulfil them.

Headteachers uphold and demonstrate the [Seven Principles of Public Life](#) at all times. Known as the Nolan principles, these form the basis of the ethical standards expected of public office holders:

- selflessness
- integrity
- objectivity
- accountability
- openness
- honesty
- leadership

Headteachers uphold public trust in school leadership and maintain high standards of ethics and behaviour. Both within and outside school, headteachers:

- build relationships rooted in mutual respect, and at all times observe proper boundaries appropriate to their professional position
- show tolerance of and respect for the rights of others, recognising differences and respecting cultural diversity within contemporary Britain
- uphold fundamental British values⁶, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs

- ensure that personal beliefs are not expressed in ways which exploit their position, pupils' vulnerability or might lead pupils to break the law

As leaders of their school community and profession, headteachers:

- serve in the best interests of the school's pupils
- conduct themselves in a manner compatible with their influential position in society by behaving ethically, fulfilling their professional responsibilities and modelling the behaviour of a good citizen²
- uphold their obligation to give account and accept responsibility
- know, understand, and act within the statutory frameworks which set out their professional duties and responsibilities
- take responsibility for their own continued professional development, engaging critically with educational research
- make a positive contribution to the wider education system

Section 2: Headteachers' standards

1. School culture

Headteachers:

- establish and sustain the school's ethos and strategic direction in partnership with those responsible for governance and through consultation with the school community
- create a culture where pupils experience a positive and enriching school life
- uphold ambitious educational standards which prepare pupils from all backgrounds for their next phase of education and life
- promote positive and respectful relationships across the school community and a safe, orderly and inclusive environment
- ensure a culture of high staff professionalism

2. Teaching

Headteachers:

- establish and sustain high-quality, expert teaching across all subjects and phases, built on an evidence-informed understanding of effective teaching and how pupils learn
- ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains
- ensure effective use is made of formative assessment

3. Curriculum and assessment

Headteachers:

- ensure a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught

- establish effective curricular leadership, developing subject leaders with high levels of relevant expertise with access to professional networks and communities
- ensure that all pupils are taught to read through the provision of evidence-informed approaches to reading, particularly the use of systematic synthetic phonics in schools that teach early reading
- ensure valid, reliable and proportionate approaches are used when assessing pupils' knowledge and understanding of the curriculum

4. Behaviour

Headteachers:

- establish and sustain high expectations of behaviour for all pupils, built upon relationships, rules and routines, which are understood clearly by all staff and pupils
- ensure high standards of pupil behaviour and courteous conduct in accordance with the school's behaviour policy
- implement consistent, fair and respectful approaches to managing behaviour
- ensure that adults within the school model and teach the behaviour of a good citizen

5. Additional and special educational needs and disabilities

Headteachers:

- ensure the school holds ambitious expectations for all pupils with additional and special educational needs and disabilities
- establish and sustain culture and practices that enable pupils to access the curriculum and learn effectively
- ensure the school works effectively in partnership with parents, carers and professionals, to identify the additional needs⁸ and special educational needs and disabilities⁹ of pupils, providing support and adaptation where appropriate
- ensure the school fulfils its statutory duties with regard to the SEND code of practice

6. Professional development

Headteachers:

- ensure staff have access to high-quality, sustained professional development opportunities, aligned to balance the priorities of whole-school improvement, team and individual needs
- prioritise the professional development of staff, ensuring effective planning, delivery and evaluation which is consistent with the approaches laid out in the standard for teachers' professional development
- ensure that professional development opportunities draw on expert provision from beyond the school, as well as within it, including nationally recognised career and professional frameworks and programmes to build capacity and support succession planning

7. Organisational management

Headteachers:

- ensure the protection and safety of pupils and staff through effective approaches to safeguarding¹⁰, as part of the duty of care¹¹

- prioritise and allocate financial resources appropriately, ensuring efficiency, effectiveness and probity in the use of public funds
- ensure staff are deployed and managed well with due attention paid to workload
- establish and oversee systems, processes and policies that enable the school to operate effectively and efficiently
- ensure rigorous approaches to identifying, managing and mitigating risk

8. Continuous school improvement

Headteachers:

- make use of effective and proportional processes of evaluation to identify and analyse complex or persistent problems and barriers which limit school effectiveness, and identify priority areas for improvement
- develop appropriate evidence-informed strategies for improvement as part of well-targeted plans which are realistic, timely, appropriately sequenced and suited to the school's context
- ensure careful and effective implementation of improvement strategies, which lead to sustained school improvement over time

9. Working in partnership

Headteachers:

- forge constructive relationships beyond the school, working in partnership with parents, carers and the local community
- commit their school to work successfully with other schools and organisations in a climate of mutual challenge and support
- establish and maintain working relationships with fellow professionals and colleagues across other public services to improve educational outcomes for all pupils

10. Governance and accountability

Headteachers:

- understand and welcome the role of effective governance, upholding their obligation to give account and accept responsibility
- establish and sustain professional working relationship with those responsible for governance
- ensure that staff know and understand their professional responsibilities and are held to account
- ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties

Appendix 5 - Upper Pay Range Progression Criteria

(1) Professional attributes

Frameworks

P1. Contribute significantly, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their implementation.

(2) Professional knowledge and understanding

Teaching and learning

P2. Have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential.

Assessment and monitoring

P3. Have an extensive knowledge and well-informed understanding of the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those related to public examinations and qualifications.

P4. Have up-to-date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs.

Subjects and curriculum

P5. Have a more developed knowledge and understanding of their subjects/curriculum areas and related pedagogy including how learning progresses within them.

Health and well-being

P6. Have sufficient depth of knowledge and experience to be able to give advice on the development and well-being of children and young people.

(3) Professional skills

Planning

P7. Be flexible, creative and adept at designing learning sequences within lessons and across lessons that are effective and consistently well-matched to learning objectives and the needs of learners and which integrate recent developments, including those relating to subject/curriculum knowledge.

Teaching

P8. Have teaching skills which lead to learners achieving well relative to their prior attainment, making progress as good as, or better than, similar learners nationally.

Team working and collaboration

P9. Promote collaboration and work effectively as a team member.

P10. Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback.

Appendix 6 - Performance Development Review 2021-2022

Teacher name		Job title			
Name of Appraisers & Posts Held		Date of review & objectives meeting		Interim Meeting Date	

Section A - Appraisal Review for 2020-21

Review RAG rating of the previous year’s PD objectives. Reference curriculum review documentation and discuss actions, impact and evidence

Notes & Appraiser’s Impact Summary Statement	
Sufficient impact has been made to recommend an incremental award to the Governor’s Pay & Remuneration Committee <i>(If you need further advice & guidance, please discuss with the headteacher).</i>	(Y/N)

Section B – Self-Reflection and Peer Review

Statement of Health, Wellbeing & Workload	Agreed HR Support (Y/N)

Professional Standards – (Outcome of discussions around Teachers Standard’s, UPR Standards, Job Description and contributions to development plans)			
Areas of Strength	CPD Lead (Y/N)	Areas requiring development	CPD Need (Y/N)

Section C - Objective Setting for Academic Year 2021-22

Objective One:

Title	<i>Choose most relevant category from below and delete as appropriate</i> <ul style="list-style-type: none"> • Quality of Education (Curriculum Implementation) • Behaviour & Attitudes (for pastoral targets) • Leadership & Management (for middle/senior Leaders) 	Notes from interim review meeting <ul style="list-style-type: none"> - Discuss the impact of the actions toward achieving each of the objectives set. - Do any of the objectives need amending or replacing? - Is any further support or PLD required? 	Notes from final review meeting	
RAG these as you evaluate performance throughout the year	Success Criteria	<i>What do you want to achieve?</i>		
	Actions	<i>Key Processes?</i>		
	Support			
<i>The Governors would wish to encourage and support staff to attend relevant conferences/training/networking opportunities which assist in meeting current priorities and enable you to thrive, providing a reasonable balance is struck between times in and out of school</i>				
Summary statement	This target was (met in full/ largely met/ met in part/ not met)			

Objective Two:

Title	<i>Choose most relevant category from below and delete as appropriate</i> <ul style="list-style-type: none"> • Leadership & Management • Quality of Education (Curriculum Impact) 	Notes from interim review meeting <ul style="list-style-type: none"> - Discuss the impact of the actions toward achieving each of the objectives set. - Do any of the objectives need amending or replacing? - Is any further support or PLD required? 	Notes from final review meeting	
RAG these as you evaluate performance throughout the year	Success Criteria	<i>What do you want to achieve?</i>		
	Actions	<i>Key Processes?</i>		
Support				
Summary statement	This target was (met in full/ largely met/ met in part/ not met)			

Objective Three:

Title	Professional Learning & Development (PLD)	Notes from interim review meeting - Discuss the impact of the actions toward achieving each of the objectives set. - Do any of the objectives need amending or replacing? - Is any further support or PLD required?	Notes from final review meeting
RAG these as you evaluate performance throughout the year	Success Criteria <i>What do you want to achieve?</i>		
	Actions <i>Key Processes?</i>		
	Support		
Summary statement	This target was (met in full/ largely met/ met in part/ not met)		

Notes for Completion

*You are responsible for completing all documentation throughout the year and sending it to your appraiser in advance of your review meeting. Your appraiser will complete Section A and the notes in Section C and check for accuracy. You should submit the completed documentation electronically to the HR Co-ordinator/Headteacher **by 4pm on Friday 8th October 2021.**
Interim meetings: to be completed and documentation submitted **by 4pm on Friday 18th February 2022.***

Self-Evaluation against Teachers' Standards

Teacher standards (use a X for evidence)	Learning walk	Data Analysis	Lesson Planning	Work Scrutiny	Student voice	Appraisal Interview	CPD	Other	Appraisal Meeting – Site Evidence	
									Seen or Discussed	
1 set high pupil expectations										
2 good pupil progress/outcomes										
3 good subject/curric. knowledge										
4 plan & teach well-structured lessons										
5 adapt teaching to pupil strengths/needs										
6 make accurate use of assessment										
7 manage behaviour & safety effectively										
8 fulfil wider prof. responsibilities										
9* see below										

9* Personal and professional conduct