



The Castle Partnership Trust

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Teacher Appraisal Policy

Date: January 2021

CEO: Sarah Watson

Headteacher at The Castle School: James Lamb

Acting Headteacher at Court Fields School: Polly Matthews

Headteacher at Wellesley Park School: Carly Wilkins

Headteacher at Isambard Kingdom Brunel School: Rich Healey

Due for review: Spring Term 2022

PURPOSE

This policy sets out the framework for a clear and consistent assessment of the overall performance of teachers, including the CEO and Headteachers, and for supporting their professional and personal development within the context of the Trust's plan for improving educational provision and performance, and the professional standards expected of teachers. It also provides the basis for an assessment of a teacher's performance and a recommendation to inform a decision by the Trust's Pay Committee (or other relevant decision-making body) about pay progression.

The appraisal procedure will be used also to address any concerns that are raised about a teacher's performance. If concerns are such that they cannot be resolved through the appraisal process, there will be consideration of whether to commence the separate capability procedure.

APPLICATION OF THE APPRAISAL POLICY

This policy applies to the CEO, Headteachers and to all qualified teachers employed at the Trust except those on contracts of less than one term and those undergoing induction (i.e. NQTs) or teachers on formal capability procedures

Appraisal in this Trust will be a supportive and developmental process designed to ensure that all teachers have the skills and support they need to carry out their role effectively. It will help to ensure that teachers are able to continue to improve their professional practice and to develop as teachers.

THE APPRAISAL PERIOD

The appraisal period will run for twelve months normally beginning and ending in October.

Teachers who are 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 length of the period will be determined by the duration of their contract.

Where a teacher starts their employment at the academy part-way through a cycle, the Headteacher or, in the case where the employee is the Headteacher, CEO, shall determine the length of the first cycle for that teacher, with a view to bringing his/her cycle into line with the cycle for other teachers as soon as possible.

Where a teacher transfers to a new post within the academy part-way through a cycle, the Headteacher or, in the case where the employee is the Headteacher, CEO, shall determine whether the cycle shall begin again and whether to change the appraiser.

APPOINTING APPRAISERS

All appraisers of teachers, other than those appraising the CEO and Headteachers, will be qualified teachers suitably trained in the appraisal process.

CEO

The CEO will be appraised by the Directors. The task of appraising the CEO, including the setting of objectives, will be completed by a panel of at least two Directors.

Where a CEO is of the opinion that any of the Directors appointed by the Board is unsuitable to act as his/her appraiser, s/he may submit a written request for that Director to be replaced, stating the reasons for the request.

Headteacher

The task of appraising Headteachers within The Trust, including setting targets, will be undertaken by the Headteacher's Performance Review Panel (HRPRP) consisting of the Trust CEO, a Director and the Chair of Governors for the school.

Where a headteacher is of the opinion that any of the panel appointed by the Trust is unsuitable to act as his/her appraiser, s/he may submit a written request for that panel member to be replaced, stating the reasons for the request.

Teachers

The Headteacher will choose the appraiser for each teacher. Where teachers have an objection to the Headteacher's choice, their concerns will be carefully considered and, where appropriate an alternative appraiser will be offered. All appraisers appointed by the Headteacher will be qualified teachers and will have current or recent teaching experience.

Due regard must be paid to the workload of appraisers when decisions about the choice of appraisers for teachers are made. Appropriate working time must be made available for appraisers to carry out their role, whatever the number of appraisees.

Where it becomes apparent that the appraiser appointed by the Headteacher will be absent for the majority of the appraisal cycle, the Headteacher may perform those duties her/himself or delegate those duties to another teacher for the duration of that absence.

If the Headteacher appoints an appraiser who is not the teacher's line manager, the appraiser to whom she/he delegates those duties will have an appropriate position in the staffing structure, together with the necessary background knowledge, skills and training to undertake the role.

SETTING OBJECTIVES

The CEO's objectives will be set by the Directors.

The Headteacher's objectives will be set by the HTPRP after consultation with the Headteacher.

Objectives for each teacher will be set before, or as soon as practicable after, the start of each appraisal period. The objectives set will be Specific, Measurable¹, Achievable, Realistic and Time-bound and will be appropriate to the context of the appraisee's work and their role and level of experience. In setting the objectives, appraisers will have regard to what can reasonably be expected in the context of roles, responsibilities and experience.

¹ Where an objective is measurable due regard should be paid to the reasonableness of any numerical targets identified.

Objectives will be recorded in the Appraisal Planning and Review Statement (a model template Appraisal Planning and Review Statement is attached as Annex 2 to this policy). Appraisees may at any point append their comments alongside their objectives.

The appraiser and appraisee will seek to agree the objectives. Objectives may be revised if circumstances change. The Trust will operate a system of moderation to ensure that all appraisers are working to the same standards. Targets will be moderated across the Trust to ensure that they are consistent between teachers with similar experience and levels of responsibility. Should the objectives not be agreed, the final decision on allocation of objectives rests with the Headteacher.

The agreed objectives will contain a description of what success may look like. Where use of numerical targets is appropriate, these will be reasonable, in the circumstances in which the teacher works and it will be recognised that factors outside teachers' control may significantly affect success.

Setting more than three objectives, or using sub-targets, can lead to teachers experiencing unreasonable workload and pressure, making the objectives more difficult to achieve. Therefore, other than in exceptional circumstances, no teacher will be given more than three objectives. Those with responsibilities should be given no more than four except for SLT.

The objectives set for each teacher are intended to contribute to the Trust's plans for improving the Trust's educational provision and performance and improving the education of pupils attending the schools within the Trust and will take into account the professional aspirations of the teacher.

The appraiser will take into account the effects of an individual's circumstances, including any disability, when agreeing objectives. For example, this might include a reasonable adjustment to allow an individual slightly longer to complete a task than might otherwise be the case. When staff return from a period of extended absence, objectives may be adjusted to allow them to readjust to their working environment.

Before, or as soon as practicable after, the start of each appraisal period each teacher will be informed of the professional standards against which that teacher's performance in that appraisal period will be assessed. Teachers will be assessed against the standards contained in the current "Teachers' Standards" document. The Headteacher or CEO (as appropriate) will need to consider whether certain teachers should also be assessed against other sets of standards published by the Secretary of State or other body that are relevant to them. For Headteachers that may include the **National Standards of Excellence for Headteachers**². For Qualified Teacher Learning and Skills (QTLS) holders, that may include the overarching professional standards for teachers in the lifelong learning sector, held by the Institute for Learning. The standards against which the teacher will be assessed in the appraisal period will be recorded in the Appraisal Planning and Review Statement.

All teachers should be able to demonstrate competence against the relevant professional standards. It is expected that competence will be further developed as a teacher's career progresses. To progress to the Upper Pay Range a teacher will need to demonstrate that they are "highly competent in all elements of the relevant standards", as specified in Section 2, **paragraph 15 of the School Teachers' Pay and Conditions Document 2019. Teacher Standards illustrate clearly the expectations at each career stage.**

At The Castle Partnership Trust, there is a triangulation of data that takes account of all the information regarding teacher performance. This can include outcomes and accuracy of predictions (exam results as well as other tracking data), quality of marking and feedback, lesson observations etc. Teachers may submit any

² "National Standards of Excellence for Headteachers" DfE 2015

other evidence they wish to have considered. For UPS, there must also be evidence of the teacher contributing to the wider school community as defined in the Highly Competent section of the Teacher Standards. (See below).

REVIEWING PERFORMANCE

Observation for Appraisal/Performance Management Purposes

The Trust believes that observation of classroom practice and other responsibilities is important both as a way of assessing teachers' performance in order to identify any particular strengths and areas for development they may have and of gaining useful information which can inform the Trust's self-evaluation and improvement more generally.

The amount and type of classroom observation will depend on the individual circumstances of the teacher and the overall needs of the Trust.

Classroom observation for appraisal purposes will be carried out by those with QTS.

The effective and efficient operation of the appraisal process requires lesson observation to be a confidential process of constructive engagement within an atmosphere of support and co-operation.

Accordingly, observations will be carried out in a supportive fashion, with professionalism, integrity and courtesy, will be evaluated objectively and reported accurately and fairly and will take account of particular circumstances which may affect performance on the day.

The arrangements for appraisal related classroom observation will be agreed between appraiser and appraisee in advance, will be included in the Appraisal Planning and Review Statement at the start of the cycle and will include the amount of observation and specify its primary purpose, any particular aspects of the teacher's performance to be assessed, the duration of the observation, when during the performance management cycle the observation will take place and who will conduct the observation.

For the purposes of appraisal, teachers' performance will be observed on an appropriate and reasonable number of occasions and will, as far as possible, be agreed by the appraiser with the appraisee based on the individual circumstances of the teacher and the overall needs of the Trust. The number and duration of appraisal observations will be in accordance with the Trust's Classroom Observation and Visits Protocol (attached as Annex 1 to this policy), which includes provision for exceptional circumstances where concerns have been raised about a teacher's performance, or where the teacher requests additional observation visits.

The appraisee will usually be given verbal feedback by the end of the next school day and written feedback within 5 working days. For the purpose of professional development, feedback about lesson observations should be developmental, in line with the Trust's classroom observation and visits protocol.

Headteachers or other leaders with responsibility for learning and teaching standards may also visit classrooms in order to fulfil their leadership responsibilities. A distinction needs to be made between observation for the purposes of the formal Appraisal process, and school managers' general responsibility to know their school, the staff and the children and support good practice. The length and frequency of visits to classrooms and the notice to be given, will vary depending on specific circumstances but will be in accordance with the Trust's classroom observation and visits protocol.

The Trust may use the findings of each classroom visit and observation, including appraisal observations, for other management purposes (for example subject area reviews,), thereby seeking to keep the total number of occasions on which teachers are observed to reasonable levels³.

Teachers (including the Headteacher) whose posts have responsibilities outside the classroom should also expect to have their performance of those responsibilities observed and assessed.

Where a teacher is experiencing difficulties, see the section on Teachers Experiencing Difficulties (below).

Other evidence (Consistent with the Trust's Pay Policy, paragraph 7.4)

As well as Classroom Observations, other evidence will be used in the appraisal process in making an assessment of a teacher's overall performance, whether they have met their objectives and their level of competence against the Teacher Standards. Other evidence might include:

- Self-assessment
- Peer-review
- Pupil progress data
- Pupil attainment data
- Lesson planning and evaluation
- The 'pupil voice' where pupil comments are systematically gathered by school leaders in assessing the quality of teaching and learning
- Recorded information concerning the teacher's conduct, performance and attendance

The latter may only be known to the Headteacher if it is an outcome of formal procedures. If so, the Headteacher may use the information in moderating appraisal outcomes.

Development and Support

Appraisal is a supportive process which will be used to inform continuing professional development. The Trust wishes to encourage a culture in which all teachers take responsibility for improving their teaching through appropriate professional development, through peer observation for example. Professional development will be linked to school improvement priorities and to the on-going professional development needs and priorities of individual teachers.

The Trust's CPD programme will be informed by the training and development needs identified as part of the appraisal process. The Board of Directors will ensure in the budget planning that, as far as possible, resources are made available in the Trust's budget for appropriate training, and support agreed for appraisees, maintaining access on an equitable basis.

An account of the training and development needs of teachers including the instances where it did not prove possible to provide any agreed CPD, will form a part of the Headteacher's annual report to the Pay Committee about the operation of the appraisal process in the Trust.

With regard to the provision of CPD in the case of competing demands on the school budget, a decision on relative priority will be taken with regard to the extent to which:

³ Likewise any findings from classroom visits by school leaders that might be relevant to and supportive of a teacher's professional development should be fed back to appraiser and appraisee as soon as possible after the classroom visit has taken place, to inform the appraisal process.

- a) the training and support will help the Trust to achieve its priorities; and
- b) the CPD identified is essential for an appraisee to meet their objectives.

Account will be taken in a review meeting of where it has not been possible for teachers to fully meet their performance criteria because the support recorded in the planning statement has not been provided.

Where a teacher is experiencing difficulties, see the section on Teachers Experiencing Difficulties (below).

Feedback

Teachers will receive constructive feedback on their performance throughout the year and as soon as practicable after observation has taken place or other evidence has come to light (see section on **Observation** above). Feedback will highlight particular areas of strength as well as any areas that need development and will:

- give clear feedback to the teacher;
- give the teacher the opportunity to comment and discuss the concerns;
- agree any support (eg coaching, mentoring, structured observations), that will be provided to help address developmental needs.

Where a teacher is experiencing difficulties, see the section on Teachers Experiencing Difficulties (below).

ANNUAL ASSESSMENT

Each teacher's performance will be formally assessed in respect of each appraisal period.

At the end of the cycle, assessment of performance against an objective will be on the basis of the performance criteria set at the beginning of the cycle. Good progress towards the achievement of a challenging objective, even if the performance criteria have not been met in full, may be assessed favourably.

The performance management cycle is annual, but on occasions it may be appropriate to set objectives that will cover a period over more than one cycle. In such cases, the basis on which the progress being made towards meeting the performance criteria for the objective will be assessed at the end of the first cycle and will be recorded in the planning and review statement at the beginning of the cycle.

Appraisers will prepare a draft Appraisal Planning and Review Statement which will be provided to the Headteacher for consideration and to ensure consistency of practice and standards. At this stage the Headteacher may make use of any recorded information concerning the teacher's conduct, performance and attendance in moderating the overall assessment.

The teacher will receive as soon as practicable following the end of each appraisal period – and have the opportunity to comment on - a written appraisal report. The Appraisal Planning and Review Statement will include:

- details of the teacher's objectives for the appraisal period in question;
- an assessment of the teacher's performance of their role and responsibilities against their objectives, and against the relevant standards;

- an assessment of the teacher’s training and development needs and identification of any action that should be taken to address them;
- a recommendation on pay where that is relevant (**N.B. – pay recommendations need to be made by 31 December for Headteachers and by 31 October for other teachers**);
- a space for the teacher’s own comments.

A review meeting will take place to discuss the content of the report and any further action required and to inform objective setting for the next cycle. In some circumstances an interim review meeting may be appropriate.

The assessment of performance and of training and development needs will inform the planning process for the following appraisal period.

Where a teacher is experiencing difficulties, see the section on Teachers Experiencing Difficulties (below).

PAY PROGRESSION

Where teachers are eligible for pay progression, the recommendation made by the appraiser will be based on the assessment of the teacher’s performance against their appraisal objectives, having regard to any specific and significant contextual circumstances which might have impacted upon performance⁴, and against the relevant professional standards (see section on **Appointing Appraisers – Teachers** and footnotes 3-5, above, for detail of professional standards applicable to teachers). Recommendations from teachers’ appraisers will be collated and moderated by the Headteacher, who will put forward final recommendations on pay progression to the Pay Committee. The decision made by the Pay Committee will be based on the statutory criteria and guidance set out in the School Teachers’ Pay and Conditions Document (STPCD)⁵ and the relevant teacher standards, non-statutory guidance from the DfE and the Trust’s own pay policy.

The Board of Directors has agreed the pay policy of the Trust and has considered the implications of the appraisal policy with respect to the arrangements relating to teachers’ pay in accordance with the School Teachers’ Pay and Conditions Document. The Pay Committee will ensure that decisions on pay progression are made by 31 December for Headteachers and by 31 October for other teachers.

APPEALS

Appraisees have a right of appeal against any of the entries in the written appraisal report. Details of the appeals process are available from the Headteacher or from the Clerk to the Governors. Where the Headteacher has not been recommended for pay progression he/she will be informed by the appropriate governor. The Headteacher will notify any teacher who has not been recommended for pay progression of the date when the Pay Committee meets to consider pay recommendations, following which the teacher (and Headteacher when the head has not been recommend for pay progression) may exercise the right of appeal, assisted by a companion who may be a colleague, a trade union official or a trade union representative.

⁴ For example, a sudden in-year influx of children whose first language is not English

⁵ This will apply to all teachers in maintained schools and those teachers in academies who remain subject to the provisions of the School Teachers’ Pay and Conditions Document

TEACHERS EXPERIENCING DIFFICULTIES

When dealing with a teacher experiencing difficulties, the objective is to provide support and guidance through the appraisal process in such a way that the teacher's performance improves and the problem is, therefore, resolved.

Where it is apparent that a teacher's personal circumstances are leading to difficulties at work, support will be offered as soon as possible, without waiting for the formal annual assessment. In such circumstances advice and support from an HR Advisor should be sought and the teacher should be advised to seek support from their union representative.

If an appraiser identifies through the appraisal process, or via other sources of information, for example verifiable parental concerns, that the difficulties experienced by a teacher are such that, if not rectified, could lead to capability procedures the appraiser, the Headteacher, or a member of the leadership team, will, as part of the appraisal process meet the teacher 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;
- give the teacher at least 5 working days' notice that a meeting will be held to discuss targets for improvement alongside a programme of support, and inform the teacher that he/she has the right to be assisted by a representative of an independent trade union or work place colleague, and at any future formal meetings where capability will be discussed;
- in consultation with the teacher at the above meeting, an action plan with support will be established (for example coaching, training, in-class support, mentoring, structured observations, visits to other classes or schools or discussions with advisory teachers), that will help address those 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. This will depend upon the circumstances, but will be for a specified period of time, for example half a term, with appropriate support as agreed in the individual support plan, in order that the aim of recovering and improving performance can be achieved. 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 such that the teacher is performing at a level that indicates there is no longer a possibility of capability procedures being invoked the teacher should be informed of this at a formal meeting with the appraiser or Headteacher. Following this meeting the appraisal process will continue as normal.

If no, or insufficient, improvement has been made over this period, the teacher will be invited to a transition meeting to determine whether formal capability proceedings need to be commenced or the appraisal process remains in place. The teacher may be assisted by a trade union representative or work colleague and will have at least 5 working days notice of the meeting.

GENERAL PRINCIPLES UNDERLYING THIS POLICY

ACAS Code Of Practice on Disciplinary and Grievance Procedures

In the first instance, issues relating to teacher performance will be managed through the arrangements for Teachers Experiencing Difficulties set out within this policy.

The conduct of any subsequent formal capability process will be undertaken outside the Appraisal process under the separate Capability Procedure and in accordance with the provisions of the ACAS Code of Practice.

Consistency of Treatment and Fairness

The Board of Directors is 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 application of the formal capability procedure, the case will be dealt with in accordance with the Trust's absence policy and will normally be referred 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. In some cases it may be appropriate for formal procedures to continue during a period of sickness absence. However, the views of the occupational health physician will always be taken into account before a decision is reached.

Grievances

Where a member of staff raises a grievance during the appraisal or capability process, the appraisal or capability process may be temporarily suspended in order to deal with the grievance. Where the grievance and appraisal or capability cases are related it may be appropriate to deal with both issues concurrently.

Confidentiality & Professional Relationships

The appraisal and capability processes will be treated with confidentiality. Only the appraiser's line manager or, where s/he had more than one, each of her/his line managers will be provided with access to the appraisee's plan recorded in her/his statements. This will be done upon request and only where this is necessary to enable the line manager to discharge her/his line management responsibilities. Appraisees will be consulted on requests for access to statements in the context of this policy.

The process of gathering evidence for performance review will not compromise normal professional relationships between teachers. The Board of Directors recognises that the reviewer will consult with, and seek to secure the agreement of, the reviewee before seeking information from other colleagues about the work of the reviewee.

However, the desire for confidentiality does not override the need for the CEO, Headteacher and Board of Directors to quality-assure the operation and effectiveness of the appraisal system. The Headteacher or appropriate colleague might, for example, review all teachers' objectives and written appraisal records personally – to check consistency of approach and expectation between different appraisers. The Headteacher will endorse or amend any pay recommendations that have been made before they are

considered by the Pay Committee in the light of recorded information relating to formal conduct, performance or attendance concerns.

Retention

The Board of Directors and Headteachers will ensure that all written appraisal records are retained in a secure place for six years and then destroyed.

CLASSROOM OBSERVATION PROTOCOL

The Governing Body and SLT (School Leadership Team) are committed to ensuring that classroom observation for appraisal purposes 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;
- respect the confidentiality of the information gained.

Classroom observation for appraisal purposes

The amount of classroom observation arranged for any teacher for appraisal purposes will be proportionate to need, having regard to the individual circumstances of the teacher and the needs of the Trust, but will not be excessive.

‘Proportionate to need’ means it will take place on an appropriate and reasonable number of occasions agreed, as far as possible, by the appraiser with the appraisee, based on the individual circumstances of the teacher and the overall needs of the school.

In this Trust ‘proportionate to need’ and ‘the overall needs of the school’ are determined by the Governing Body on the advice of the Headteacher and in consultation with staff.

In this Trust, following consultation with teaching staff, the Board of Directors has determined that a maximum of one observation for appraisal purposes for each teacher per term would meet the needs of the school and the appraisal process, unless concerns about performance identify the need for additional observations. In general we consider that each observation should be no longer than one lesson. However the triangulation of data will include the learning walks and drop-ins of line managers to ensure the quality of teaching. If there is sufficient information for the appraiser to make a judgement without a formal lesson observation, there is no requirement for this.

The arrangements for classroom observation for appraisal purposes will be included in the annual appraisal planning and review statement and will include:

- the amount of observation;
- specify its primary purpose;
- any particular aspects of the teacher’s performance which will be assessed;
- when during the performance management cycle the observation will take place;
- who will conduct the observation.

Where evidence emerges about the appraisee’s teaching performance which gives rise to concern during the appraisal cycle, classroom observations may be arranged in addition to those recorded at the beginning of the cycle, subject to determination at a meeting between appraiser, appraisee and Headteacher or member of the SLT with a view to addressing any such concern.

Although such classroom observation is undertaken for appraisal purpose, other information gathered during the observation will be used, as appropriate, for a variety of purposes including to inform the Trust’s

self-evaluation and improvement strategies in accordance with the Trust's commitment to streamlining data collection and minimising bureaucracy and workload burdens on staff.

In keeping with the commitment to supportive and developmental classroom observation, observations will be agreed between appraiser and appraisee in advance and be included in the appraisal planning statement.

Classroom observations for appraisal purposes will only be undertaken by persons with QTS. In addition, in this Trust such classroom observation will only be undertaken by teachers informed by the Trust's published appraisal policy on how to prepare for and conduct observations, and on how to give constructive supportive feedback in the context of professional dialogue between colleagues.

Verbal feedback will be given as soon as possible after the observation. It will be given in a suitable, private environment at a time convenient for both parties. Ideally written feedback will be provided within a reasonable timescale.

If issues emerged from an observation that were not part of the focus of the observation as recorded in the planning and review statement these should also be covered in the written feedback and the appropriate action will be taken by the appraiser or the issues will be referred to the appropriate member of the SLT to determine appropriate action in consultation with the appraiser and appraisee.

The written record of feedback includes the date on which the observation took place, the lesson observed and the length of the observation. The teacher has the right to append written comments on the feedback document. No written notes in addition to the written feedback will be kept.

Other classroom visits by Trust leaders

In this Trust, the Headteacher will seek to discharge his/her responsibility for monitoring the quality of teaching and learning and other leadership responsibilities through the planned classroom observations for appraisal purposes. However the Headteacher (and other designated leaders) may undertake other classroom visits in order to fulfil their leadership responsibilities. In this Trust such classroom visits will be carried out by:

- CEO
- Headteacher
- School Leadership Team (SLT)
- HoDs & **HOF**

These classroom visits/learning walks will inevitably contribute to the overall judgement about quality of teaching in the triangulation of data regarding performance, but there must be sufficient opportunities for teachers to demonstrate their skills. If a teacher does not feel they have had sufficient classroom visits/learning walks, they may ask for a formal lesson observation if this has not been done. This is to reduce the pressure on staff where a one-off lesson observation can be used to determine progression and to give a more balanced view of the quality of teaching.

APPENDIX 2 Performance Management

Name (Reviewee)

Name (Reviewer)

Please use the Teacher Standards template for Mainscale 1-3, 4-6 and UPS when conducting performance reviews. For a successful appraisal it is deemed that colleagues will have met in full all The Teacher Standards appropriate to their career stage. *Colleagues at career progression points will need to show students at least matching the school average for 3 & 4 levels progress.*

I certify that the Teacher Standards appropriate to the career stage have been met in full.

Signed

Reviewer.

TARGETS	ACTION POINTS & TIME SCALE	CPD /SUPPORT REQUEST	ONGOING PROGRESS (To be updated in Feb/Mar)	END OF CYCLE – PROGRESS (Sept)
<ul style="list-style-type: none"> To ensure that the requirements of the Marking and Feedback Policy is met. 	Marking and feedback at least every 6 lessons. Students respond to the feedback, and improvements and progress are evident.			
<ul style="list-style-type: none"> Our expectation is that every child makes at least 3LP and most make 4. (School average 2014=60%) 	Where they do not make at least 3, there is clear evidence of personalisation and intervention recorded and evaluated on the RAP.			
We all deliver PALM+ to every child in our care.	Work collegiately and collaboratively in order that PALM+ is delivered effectively across the school. Year 1 developing materials and confidence.			
Individual target.				
Heads of Dept/Heads of House/TLR/UPS3.	Regular review at each assessment point for all year groups.			

<ul style="list-style-type: none"> ○ To ensure that the boys in your area of responsibility make at least 4 LPs 	Effective interventions implemented and evaluated.			
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Long term career aspirations – are there any aspirations that the reviewee would like to be considered AT THIS STAGE and next steps towards/support requested ...

REVIEW OF PROGRESS TO BE COMPLETED AT **THE END** OF THE CYCLE, i.e. OCTOBER – Update grey boxes above to show progress against agreed targets.

OTHER Please include any other evidence you would like to submit. Colleagues at pay progression points could submit ToP sheets for example. (Triangulation of Practice)
 Please include any notable developments not covered by the objectives/any other developments the reviewee wishes to have recorded. To complete this section you will have needed to carry out a review of the targets from this cycle. The draft statement needs to be completed within five working days of the meeting. **Ideally the statement will be agreed as part of this meeting.**

All forms to Rob Trowbridge/Sally Taylor by **30th Sept**. Thank you.

Reviewer signature Date

Reviewee signature..... Date

Appendix 3

Teacher Standards An outline of expectations against mandatory standards for teachers at different career stages	Early Career Teacher expectation	More Experienced Teacher expectation	Highly Competent Teacher expectation	Appraisee and Appraiser Notes and Comments
	Mainscale 1-3	Mainscale 4-6	Upper Pay Scale 1-3	Teachers and their appraisers can use this template for self-evaluation and shared evaluation and recording of evidence against each Teacher Standard. The specific indicators for each Standard should be considered and referenced
<p>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.</p>				
<p><u>Part One:</u> Teaching - A teacher must:</p>	In general, early career teachers should meet the Standards with support and mentoring from more experienced colleagues	In general, experienced teachers independently meet the Standards with only occasional support and mentoring from colleagues	In general, highly competent teachers consistently meet and exceed the Standards and proactively offer support and mentoring to less experienced colleagues	
1 Set high expectations which inspire, motivate and challenge pupils	Meets this Standard in respect of most pupils taught, engaging them in ways which inspire, motivate and challenge them to achieve well. May need some support to engage	Consistently meets this Standard in respect of all pupils taught, engaging them in ways which inspire, motivate and challenge them to achieve	Consistently meets this Standard in respect of all pupils taught engaging them in ways which inspire, motivate and challenge them to achieve	

	a small minority of pupils.	well, with some pupils exceeding expectations	well, with many pupils exceeding expectations. Supports less experienced or skilled teachers to develop higher expectations and greater engagement of their pupils.	
2 Promote good progress and outcomes by pupils	Consistently meets this Standard, resulting in most pupils making good progress and achieving good outcomes in line with, and sometimes exceeding, school expectations	Consistently meets this Standard, resulting in all pupils making good progress and achieving good outcomes in line with school expectations with some pupils achieving greater progress and better outcomes than expected	Consistently meets this Standard, resulting in all pupils making good progress and achieving good outcomes and many pupils achieving greater progress and better outcomes than expected	
3 Demonstrate good subject and curriculum knowledge	Knows and understands the curriculum at current class(es) level, as demonstrated by use of subject knowledge during teaching.	Demonstrates a sound wider knowledge of subject and the curriculum across all year groups, demonstrated by use of subject knowledge to	Demonstrates a deep and wide knowledge of their subject and its links to other subjects and how it can enhance the whole school curriculum.	

	<p>Demonstrates high standards of literacy and articulacy, with the correct use of standard English, regardless of specialist subject.</p> <p>Knows who the subject experts are within the school and uses their support.</p> <p>Over time builds on the above and requires less support.</p> <p>Demonstrates a clear understanding of appropriate teaching strategies.</p> <p>Takes responsibility for keeping up to date with subject and with curriculum changes.</p> <p>In time, begins to play a more prominent role within designated</p>	<p>contribute to curriculum development as well as teaching.</p> <p>Accesses subject information & advice to develop teaching and curriculum; adapts practice; feeds back to the other colleagues, inc SLT to improve subject teaching and learning .</p> <p>Takes a lead in a significant subject area, including developing and evaluating the subject.</p> <p>Builds on this and uses evaluation evidence to improve subject and curriculum to have impact on learning.</p> <p>In time, begins to lead the development</p>	<p>Consistently evaluates how the subject is taught and contributes to pupil progress across the curriculum.</p> <p>Regularly leads the development of others in a way that has a tangible impact on subject and curriculum knowledge and development.</p> <p>Is a subject expert who role models high quality subject teaching and curriculum development.</p>	
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	curriculum team, e.g. carry out designated tasks as directed by team leader.	of others in a way that has a tangible impact on their subject and curriculum knowledge and professional development.		
4 Plan and teach well structured lessons	<p>With structured support and mentoring, most lessons are showing good elements including effective use of lesson time; engagement of children; effective questioning; Clear AfL within the lesson leading to progress by all groups.</p> <p>All lessons are showing good elements and there is evidence of on-going improvement.</p> <p>In time, most lessons are judged good or better</p>	<p>Lessons are consistently good or better.</p> <p>In time all lessons are good with a growing number of outstanding features</p>	<p>Takes a whole school role in modelling highly effective teaching and supports and develops other teachers to contribute improved teaching across the school.</p> <p>Takes an active role in curriculum development across the school.</p> <p>Plays a leading role in a team, subject or whole school aspect of teaching.</p>	
5 Adapt teaching to respond to the strengths and needs of all pupils	Has a sound basic understanding of	Has developed independence	Within the school plays a lead role	

	<p>the development of children within the ethos of the school.</p> <p>With significant support, knows when and how to differentiate appropriately.</p> <p>Has a clear understanding of the needs of all children.</p> <p>Has a secure understanding of barriers to learning and begins to make adaptations to meet needs. Proactively seek support when needed.</p> <p>In time requires less support in differentiating the needs of pupils and adapting teaching to meet them.</p> <p>In time becomes confident in knowing when and how to differentiate appropriately, selecting and using approaches which</p>	<p>and further skill in adapting teaching to respond to the strengths and needs of all pupils.</p> <p>In time, has secure significant knowledge and understanding of the wide range of needs of pupils across the school.</p> <p>Uses acquired knowledge and skills in order to support and develop others to contribute to teaching which meets the needs of all pupils across the school</p>	<p>in developing and adapting teaching to ensure all pupils needs are met.</p> <p>Role models these adaptations to year or curriculum teams to ensure whole school impact</p>	
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	enable pupils to be taught effectively.			
6 Make accurate and productive use of assessment	<p>With support, knows and understands how to assess relevant subjects and curriculum areas. Makes use of formative and summative assessments to secure pupil progress. Uses relevant data to monitor progress, set targets and plan subsequent lessons. Give pupils regular feedback orally and through accurate marking and encourage pupils to respond to feedback</p> <p>In time, more independently makes increasing use of formative and summative assessment In time, gains greater skill in use and manipulation of</p>	<p>Consolidate and embed these skills into own practice and in time support year group or subject team colleagues in use of assessment.</p> <p>Proactively offer support for others, when and where appropriate.</p> <p>Monitor whole school data to ensure impact on teaching and learning.</p>	<p>Monitor progress in curriculum area and year groups.</p> <p>Use awareness of RAISE online data to impact on teaching and learning of specific groups across the school.</p> <p>Train other colleagues to use assessment effectively.</p>	

	data to support more specific groups			
7 Manage behaviour effectively to ensure a good and safe learning environment	Establishes clear rules and routines in classroom. Sets high expectations of behaviour and has clear strategies for developing positive discipline. In time builds upon these. Establishes a safe and stimulating learning environment in the classroom rooted in mutual respect. In time gains confidence in transferring these to other learning environments, e.g. outdoors	Building on experience gained, participates fully in development and implementation of school policies and practices relating to behaviour management. Takes joint responsibility with all colleagues for whole school behaviour issues to ensure consistency throughout the school. In time begins to support less experienced colleagues in managing behaviour issues.	Models high level skills in managing pupil behaviour in all settings. Supports colleagues in managing behaviour issues and advises others on the development of a positive ethos and behaviour in classrooms and other settings. Articulates and promotes the school's strategies, policies and practices to pupils, colleagues and others e.g. parents/carers, visitors.	
8 Fulfil wider professional responsibilities	Knows and understands the ethos and priorities of the school.	Have gained significant teaching experience, teaching in more	Makes a substantial and significant contribution to the wider life and ethos of the	

	<p>Communicates effectively with parents and other professionals with regards to pupils' progress, achievements and well being</p> <p>Understands the links between effective classroom practice and school improvement and demonstrate this by becoming involved in whole school professional issues</p>	<p>than one year group</p> <p>Have relevant experience of leading or managing an aspect or issue across the Federation</p> <p>M6: Be a fully competent practitioner able to keep up to date with changes and adapt practice accordingly.</p>	<p>school. This will be something tangible, contributing to the achievement of the schools strategic priorities, as captured within the School Improvement Plan.</p> <p>Role models highly competent teaching and professional effectiveness consistent with Teacher Standards and supports the professional development of colleagues.</p>	
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Part Two: Personal and Professional Conduct – A teacher is:

<p>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.</p>				Appraisee and Appraiser Notes and Comments
<p>Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school.</p>				

Treating pupils with dignity and 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				