

John Ruskin Primary School and Language Classes

# Teacher Appraisal Policy

Coordinator: Linda Dickinson

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***“Be responsible, be fair, stay positive and care”***

**JOHN RUSKIN PRIMARY SCHOOL AND**  
**LANGUAGE CLASSES**  
**TEACHERS' APPRAISAL POLICY AND GUIDANCE**  
**EFFECTIVE FROM SEPTEMBER 2016**

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# **TEACHERS' APPRAISAL POLICY**

## **John Ruskin Primary School and Language Classes**

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**The Governing Body of John Ruskin Primary School and Language Classes adopted this policy on November 2016.**

**This policy applies to the academic year 2016/17.**

**In formulating its policy, the Governing Body has taken account of the principles set out in the introduction of the national model policy issued by the Department for Education.**

**This policy will be reviewed every 3 years.**

### **1 Purpose**

- 1.1 This policy sets out how the School will improve outcomes for children/students and raise the morale of teachers by motivating teachers to up-date their skills and improve their performance.
- 1.2 This policy sets out the framework for a clear and consistent assessment of the overall performance of teachers, including the head teacher, and for supporting their continuing professional development within the context of the school's plan for improving educational provision and performance, and the national teacher standards. It also sets out the arrangements that will apply when teachers fall below the levels of competence that are expected of them. If concerns are such that they cannot be resolved through the appraisal process, there will be consideration of whether to take action in accordance with the school's capability / poor performance procedure.
- 1.3 The governing body recognises the requirement to ensure that the national teacher standards are an integral part of the overall appraisal process and that those standards should be used to set future appraisal objectives. They set out the minimum expected standards for all teachers, including head teachers. They have also recognised that the application of the standards needs to be relevant to the role of the teacher and relate to the relevant stage of a teacher's career development. The governing body have therefore produced guidance on the career pathways for teachers in this school in relation to those standards (Appendices A and B).
- 1.4 The Governing Body recognises that the National Standards of Excellence for Headteachers differ from the National Teacher Standards in that they are aspirational rather than a baseline of expected performance. The Governing Body will use the National Standards of Excellence for Headteachers to inform the appraisal process and help shape the professional development of the current and aspiring leadership team.

## **2 Application of the policy**

- 2.1 The policy covers appraisal, applies to the head teacher and to all other teachers employed by the school, except those on contracts of less than one term, those undergoing statutory induction (i.e. Newly Qualified Teachers) and those who are subject to the school's capability policy.
- 2.2 Throughout this policy, unless indicated otherwise, all references to 'teacher' include the head teacher.
- 2.3 References to working days will be pro-rata for part time teachers.

## **3. Appraisal**

- 3.1 Appraisal in this school 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 continually improve their professional practice.

## **4. The appraisal period**

- 4.1 The appraisal period will run for twelve months from September to 31 August
- 4.2 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 their appraisal period will be determined by the duration of their contract.
- 4.3 When a teacher starts their employment at the school part way through the appraisal period, the head teacher or, in the case where the teacher is the head teacher, the Governing Body shall determine the length of the first appraisal period for that teacher with a view to bringing their appraisal period into line with the appraisal period for other teachers as soon as possible.
- 4.4 When a teacher transfers to a new post within the school part way through the appraisal period, the head teacher or, in the case where the teacher is the head teacher, the Governing Body shall determine whether the appraisal period shall begin again and whether to change the appraiser.

## **5. Appointment of appraisers**

- 5.1 The head teacher will be appraised by the Governing Body, supported by a suitably skilled and/or experienced external adviser who has been appointed by the Governing Body for that purpose.
- 5.2 In this school the task of appraising the head teacher, including the setting of objectives, will be delegated to a committee consisting of 3 members of the Governing Body.
- 5.3 Where the head teacher is of the opinion that any of the governors appointed by the Governing Body is unsuitable to act as his/her appraiser, s/he may submit a written request to the Chair of the Governing Body for that governor to be replaced, stating the reasons for the request.
- 5.4 The head teacher will decide who will appraise other teachers. Where teachers have an objection to the head teacher's choice, their concerns will be carefully considered and, where appropriate, an alternative appraiser will be offered.
- 5.5 Where the appraiser is not the head teacher, the head teacher will ensure that a moderation process is undertaken to ensure consistency in the application of this policy.
- 5.6 Where it becomes apparent that the appraiser appointed by the head teacher will be absent for the majority of the appraisal period, the head teacher may perform those duties herself/himself or delegate those duties to another teacher for the duration of that absence.
- 5.7 Where a teacher is experiencing difficulties and the head teacher is not currently the appraiser, the head teacher may decide to take this role.
- 5.8 All appraisers of teachers, other than those appraising head teachers, will be qualified teachers and suitably trained. In this school, this will normally be
  - The head teacher
  - A member of the senior leadership team
  - The teacher with a clear line management overview of a teacher's work
  - A teacher(s) specifically identified to undertake appraisal of other teachers in the school (normally this will be a teacher with management responsibility)

## **6. Setting objectives**

6.1 The head teacher's objectives will be set by the Governing Body after consultation with the external adviser. Objectives will be focused on key school priorities and take account of the National Standards of Excellence for Headteachers.

6.2 Objectives for each teacher, including the head teacher, will be set before or as soon as practicable after the start of each appraisal period. The objectives set for each teacher will be:

- a. linked to the relevant standards,
- b. SMART: Specific, Measurable, Achievable, Realistic and Time-limited, and
- c. appropriate to the teacher's role and level of experience.

In setting the objectives, reviewers will have regard to what can reasonably be expected in the context of roles, responsibilities and experience, consistent with the school's strategy for achieving a work-life balance for all staff.

6.3 In preparation for objective setting for the new appraisal period, all teachers will first undertake a self assessment against the national teacher standards for discussion with the appraiser (Appendices A, B and C). Members of the leadership team or other aspiring head teachers may also undertake an assessment against the national standards of excellence for head teachers. Appraisers may support teachers with these assessments. These assessments will be completed no later than 30<sup>th</sup> June in each appraisal period.

6.4 The appraiser and teacher will seek to agree the objectives and relevant performance indicators. Objectives may be revised if circumstances change during the appraisal period. The school operates a system of moderation to ensure that all appraisers are working to the same standards. Targets will be moderated across the school 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 head teacher or, in the case of the head teacher, with the appraising governors.

6.5 Objectives will become more challenging as a teacher progresses in their career and up the pay ranges. 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 of a teacher's control may significantly affect success.

6.6 The objectives set for each teacher, including the head teacher will, if achieved, contribute to the school's plans and priorities for improving the school's educational provision and

performance and improving the education of pupils at that school. This link will be made by ensuring that:

- a. a pupil progress objective (all teachers) addresses the key attainment priority identified by the school improvement plan
- b. a professional development objective (all teachers) addresses the key development priority identified by the assessment against the national teacher standards
- c. a leadership and management objective (all teachers with paid leadership responsibilities) addresses the key development priority identified by consideration of the leader's effectiveness - with reference to any relevant leadership standards - in addressing key school improvement plan priorities.

- 6.7 Under normal circumstances teachers will have a maximum of 3 objectives. , Additional objectives may however be set to address areas of development identified through the assessment against the teacher standards and/or previous reviews and supervision.
- 6.8 Before, or as soon as practicable after, the start of each appraisal period, each teacher will be informed of the standards against which that teacher's performance in that appraisal period will be assessed. All teachers will be assessed against the national teacher standards to the level that is consistent with what should reasonably be expected of a teacher in the relevant role and at the relevant stage of their career (referred to in this document as career pathways). Other standards issued by the Secretary of State for Education may also be used to inform appraisal.
- 6.9 The head teacher is responsible for ensuring that the teacher standards are communicated and that objectives are set for all teaching staff.
- 6.10 The head teacher will be responsible for ensuring that the appraisal process operates consistently, that objectives are focused on school priorities and that they take account of the assessment against the teachers' standards. All objectives will be referred to the head teacher prior to the commencement of the cycle of monitoring. Where the head teacher has concerns about the relevance of the objectives set, these concerns will be discussed with the appraiser. The objectives may require amendment following discussion with the teacher.
- 6.11 Forms to record assessment against the standards and to prepare and record objectives for the appraisal period are found at Appendices A to D.

## **7. Pay progression**

- 7.1 Before, or as soon as practicable after, the start of the appraisal period, the appraiser will advise the teacher of what objectives and other information will be considered in relation to a recommendation on pay progression at the end of the appraisal period.
- 7.2 To move up the pay range, unqualified or classroom teachers will need to have made good progress towards their objectives and have shown that they are competent in all elements

of the national teacher standards. Leadership group teachers must demonstrate sustained high quality performance. Teaching must be assessed as at least 'good', as defined by Ofsted.

- 7.3 A recommendation on pay progression by the appraiser follows the annual appraisal meeting and will be subject to a moderation process to ensure consistent practice across the school. Such recommendations and final determinations on pay will be made in accordance with the criteria set out within the whole school pay policy. Any appeal against a pay decision will be considered in accordance with the appeal procedure set out in the whole school pay policy.
- 7.4 The results of the most recent annual appraisal and any recommendation(s) on pay, and an assessment of the teachers' performance against the teachers' standards at the expected career stage, will be required as part of the application process for progression from the main to the upper pay range.

## **8. Reviewing performance**

### **8.1 Observation**

- 8.1.1 This school believes that observation of classroom and other responsibilities, including leadership practice, 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 school improvement more generally. Observation will only be undertaken by those with Qualified Teacher Status.
- 8.1.2 Accordingly, observations will be carried out in a supportive fashion, with professionalism, integrity and courtesy, will be evaluated objectively and reported accurately and fairly. They will take account of particular circumstances which may affect performance on the day.
- 8.1.3 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 teacher based on the individual circumstances of the teacher and the overall needs of the school. The number and duration of appraisal observations will be in accordance with the school's observation protocol, which includes provision for exceptional circumstances where concerns have been raised about a teacher's performance, or where the teacher requests additional observation visits.
- 8.1.4 For the purpose of professional development, feedback about lesson observations should be developmental, not simply a judgement using Ofsted grades.
- 8.1.5 Detailed arrangements for the observation of classroom and leadership practice are set out in Appendix E.



## **8.2 Development and support**

- 8.2.1 Appraisal is a supportive process which will be used to inform continuing professional development. The school wishes to encourage a culture in which all teachers take responsibility for improving their teaching through appropriate professional development. Professional development will be linked to school improvement priorities and to the ongoing professional development needs and priorities of individual teachers as detailed in the section on “Setting Objectives” above.
- 8.2.2 The school’s Continuing Professional Development (CPD) programme will be informed by the training and development needs identified as part of the appraisal process. The Governing Body will ensure in budget planning that, as far as possible, resources are made available in the school budget for appropriate training, and support agreed for teachers, maintaining access on an equitable basis.
- 8.2.3 An account of the training and development needs of teachers, including professional development opportunities and activities undertaken and/or planned to address these, will form part of the head teacher’s annual report to the Governing Body about the operation of the appraisal process in the school.
- 8.2.4 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 to the extent to which:
- a. The training and support will help the school to achieve its priorities, and
  - b. The CPD identified is essential for a teacher to meet their objectives.
- 8.2.5 The school will have regard to the Standard for Teachers’ Professional Development and associated implementation guidance published by the Department for Education in July 2016. The school expects all teachers to use the guidance to support effective professional development and in particular to support regular self reflection and discussion with teaching colleagues and the leadership team.
- 8.2.6 Account will be taken in a review meeting of where it has not been possible for teachers to fully meet their objectives because the support recorded in the planning statement has not been provided.

## **8.3 Feedback**

- 8.3.1 Teachers will receive constructive feedback on their performance throughout the appraisal period and as soon as practicable after observation has taken place or other evidence has come to light. Feedback will include discussion with the teacher, will highlight particular areas of strength as well as any areas that need attention and will determine any appropriate action required.

8.3.2 Where, following the assessment against teacher standards or during the review cycle, there are concerns about any aspects of the teacher's performance these will initially be addressed via the procedure at Appendix F.

8.3.3 When progress is reviewed, if the appraiser is satisfied that the teacher 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.

## **9. Transition to capability**

9.1 If, having undertaken a support programme in accordance with appendix F, the appraiser is not satisfied with progress, the teacher will be invited to a transition meeting to determine whether formal capability proceedings should commence or whether the support programme should continue. The teacher will be notified in writing 5 working days in advance of the transition meeting and may be accompanied at the meeting by their trade union representative or a work colleague.

## **10. Annual assessment**

10.1 Each teacher's performance will be formally assessed in respect of each appraisal period. In assessing the performance of the head teacher, the Governing Body will consult the external adviser.

10.2 This assessment is the end point to the annual appraisal process, but performance and development priorities will be reviewed and assessed on a regular basis throughout the year by means of:

- Ongoing professional dialogue with the teacher
- Reviews of pupil progress
- Lesson observations and Learning Walks
- Planning and work scrutiny
- Informal review(s) of progress against performance objectives
- Observation / scrutiny of leadership and management activities where appropriate
- Mid-cycle review meeting with appraiser
- Other feedback obtained during the cycle relevant to the teacher's overall performance.

10.3 At the end of each appraisal period, the teacher will receive, and have the opportunity to comment in writing on, a written planning and review report, Appendix D. In this school, teachers, including the head teacher, will receive their written appraisal reports no later than 31 October. The report 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 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 relevant).

10.4 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 may be necessary.

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

10.6 Where teachers are eligible for pay progression, a recommendation on pay will be made in accordance with the pay policy and section 7 'pay progression' above. The Governing Body will ensure that decisions on pay progression are made by 31 December for head teachers and by 31 October for all other teachers.

## **11. Confidentiality**

11.1 The appraisal and capability processes and related documents will be treated with confidentiality. Access to appraisal documents will normally be restricted to the reviewer, the teacher and any moderator for this process. Wider access will only be agreed where necessary to enable the line manager to discharge her/his line management responsibilities. Teachers will be consulted on requests for access to documents in the context of this policy.

11.2 The process of gathering evidence for performance review will not compromise normal professional relationships between teachers. The Governing Body recognises that the appraiser will consult with, and seek to secure the agreement of, the teacher before seeking information from other colleagues about their work.

11.3 However, the desire for confidentiality does not override the need for the head teacher and Governing Body to quality assure the operation and effectiveness of the appraisal system. The head teacher 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.

## **12. Equality and consistency**

12.1 The head teacher has overall responsibility for the quality assurance of the appraisal process across the school. This will include ensuring the consistency and equality of application of the process throughout the school. The head teacher may delegate

responsibility for monitoring consistency and equality of application to a teacher member of the senior management team.

- 12.2 The head teacher will be responsible for reporting annually to the governing body on any relevant issues, including those of underperformance, arising from the annual review cycle and on any action required to address those issues. The report will enable governors to receive an overall general report of the process but will not include specific details relating to individual members of staff.
- 12.3 The Governing Body is committed to ensuring consistency of treatment and fairness and will abide by all relevant equality legislation.

### **13. Retention of records**

- 13.1 The Governing Body and head teacher will ensure that all written appraisal records are retained in a secure place for six years and then destroyed.

### **14. Appeals and Grievances**

- 14.1 Teachers will have a right of appeal against any of the entries in the written appraisal report. Where the appeal relates to a pay determination arising from the report then this will be heard under the appeals procedure set out in the schools pay policy. Details of the appeals process are available from the head teacher or from the Governing Body.
- 14.2 Where a teacher 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.

### **15. Sickness**

- 15.1 If long term sickness absence appears to have been triggered by the commencement of monitoring or a formal capability procedure, the case will be dealt with in accordance with the school's absence policy. The teacher will normally be referred to the school's occupational health provider for an assessment of their 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 adviser will always be taken into account before a decision is reached.

**July 2016**

## Appendix A: Assessment against the Teacher Standards - Confidential

NAME ..... PAY POINT ..... DATE .....

In preparation for the performance appraisal meeting, teachers will find it useful to undertake a self assessment of their own ability in relation to the National Teacher Standards. These are the standards against which all teachers will be assessed for the purposes of appraisal in this school. The school's procedure for self assessment may be found at appendix C.

<b>Part 1: Teaching</b> + area where you may be able to help others    - area where you may need help from others	+	-
1. Set high expectations which inspire, motivate and challenge pupils <ol style="list-style-type: none"> <li>1. Establish a safe and stimulating environment for pupils, rooted in mutual respect</li> <li>2. Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions</li> <li>3. Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils</li> </ol>		
2. Promote good progress and outcomes by pupils <ol style="list-style-type: none"> <li>1. Be accountable for pupils' attainment, progress and outcomes</li> <li>2. Be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these</li> <li>3. Guide pupils to reflect on the progress they have made and their emerging needs</li> <li>4. Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching</li> <li>5. Encourage pupils to take a responsible and conscientious attitude to their own work and study</li> </ol>		

<b>Part 1: Teaching</b> + area where you may be able to help others    - area where you may need help from others	+	-
<p>3. Demonstrate good subject and curriculum knowledge</p> <ol style="list-style-type: none"> <li>1. Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject and address misunderstandings</li> <li>2. Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship</li> <li>3. Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject</li> <li>4. If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics</li> <li>5. If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies</li> </ol>		
<p>4. Plan and teach well structured lessons</p> <ol style="list-style-type: none"> <li>1. Impart knowledge and develop understanding through effective use of lesson time</li> <li>2. Promote a love of learning and children's intellectual curiosity</li> <li>3. Set homework and plan out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired</li> <li>4. Reflect systematically on the effectiveness of lessons and approaches to teaching</li> <li>5. Contribute to the design and provision of an engaging curriculum within the relevant subject area(s)</li> </ol>		
<p>5. Adapt teaching to respond to the strengths and needs of all pupils</p> <ol style="list-style-type: none"> <li>1. Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively</li> <li>2. Have a secure understanding of how a range of factors can inhibit pupils' ability to learn and how best to overcome these</li> <li>3. 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</li> <li>4. 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</li> </ol>		

Part 1: Teaching + area where you may be able to help others - area where you may need help from others	+	-
<p>6. Make accurate and productive use of assessment</p> <ol style="list-style-type: none"> <li>1. Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements</li> <li>2. Make use of formative and summative assessment to secure pupils' progress</li> <li>3. Use relevant data to monitor progress, set targets, and plan subsequent lessons</li> <li>4. Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback</li> </ol>		
<p>7 Manage behaviour effectively to ensure a good and safe learning environment</p> <ol style="list-style-type: none"> <li>1. 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</li> <li>2. Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly</li> <li>3. Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them</li> <li>4. Maintain good relationships with pupils, exercise appropriate authority and act decisively where necessary</li> </ol>		
<p>8 Fulfil wider professional responsibilities</p> <ol style="list-style-type: none"> <li>1. Make a positive contribution to the wider life and ethos of the school</li> <li>2. Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support</li> <li>3. Deploy support staff effectively</li> <li>4. Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues</li> <li>5. Communicate effectively with parents with regard to pupils' achievements and well-being</li> </ol>		

<p><b>Part 2: Personal and Professional Conduct</b> + performance in line with expectations - area for development</p> <p>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</p>	+	-
<p>2.1. Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:</p> <ol style="list-style-type: none"> <li>1. Treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position</li> <li>2. Having regard to the need to safeguard pupils' well-being, in accordance with statutory provisions</li> <li>3. Showing tolerance of and respect for the rights of others</li> <li>4. 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</li> <li>5. Ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law</li> </ol> <p>2.2 Teachers must have a proper and professional regard for the ethos, policies and practice of the school in which they teach, and maintain high standards in their own attendance and punctuality</p> <p>2.3 Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities</p>		
<p><b>Preamble</b></p> <p>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>	+	-



## Appendix B: Career pathways

To assist with your self assessment the school has set out below guidance on the standards of performance at various stages of a teacher's career. You should consider which career stage description is the closest match to your current performance, and what your aspirational career stages are for each standard. In determining your aspirational career stages, you may find it useful to consider areas you need to develop, future career plans and/or areas of particular strength that you wish to develop further. As a general guide, teachers in the early stages of their career (emerging) will have a personal impact on their own areas of responsibility, those further into their career (established) will have an impact within their wider team, and those who have been assessed as meeting the criteria for the upper pay range (leading) will have impact across the whole school.

Your appraiser will also undertake an assessment and will meet with you to discuss and compare these. The discussion will inform the focus of your professional development objective during the appraisal cycle.

	Career Stage		
Preamble	M1 – M3 Emerging	M4 – M6 Established	UPR Leading
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 1: Teaching	M1 – M3 Emerging	M4 – M6 Established	UPR Leading
1. Set high expectations which inspire, motivate and challenge pupils	Establish a safe, stimulating environment, in which all pupils are appropriately stretched and challenged. Consistently demonstrate and secure positive behaviours for learning.	The level of stretch and challenge leads to a good proportion of pupils making rapid or accelerated progress. Contributes effectively to good practice in their teams.	Establishes highly effective learning environments with consistently outstanding lessons.
2. Promote good progress and outcomes by pupils	Understand your pupils, plan and deliver effective teaching and provide pupil feedback which secures good progress. Encourage pupils to take responsibility for their learning and take personal accountability for the progress they make.	A good proportion of pupils making rapid or accelerated progress. Takes accountability for progress of own pupils and shares accountability for progress across year group/subject area.. Supportive of colleagues in their teams.	An outstanding proportion of pupils making rapid or accelerated progress, including pupils in challenging / underperforming groups. Shares and supports progress accountability across the school.
3. Demonstrate good subject and curriculum knowledge	Understand your subject well and be able to foster pupils' interest and scholarship and address their misunderstandings. Promote good literacy and understand how to deliver systemic synthetic phonics and mathematics where relevant.	Acute understanding of pupils' misunderstanding and has a creative and effective range of strategies to address them.	Understands the curriculum and pedagogy at a level which enables high quality, proactive subject / curriculum leadership in the school and beyond.
4. Plan and teach well structured lessons	Ensure that learning has pace, stimulates pupils' curiosity and is effective. Reflect on your teaching and plan classwork, homework and other activities to extend and deepen knowledge and understanding. Contribute to the development of the curriculum in your team / area.	Consistently deliver highly effective and inspirational lessons as a result of reflection and a pro-active approach to your own professional development.	Is highly attuned to national developments and models inspirational good practice across the school, supporting the reflection and professional development of colleagues.
5. Adapt teaching to respond to the strengths and needs of all pupils	Understand barriers to learning faced by pupils and the strategies to employ to overcome them. Understand how pupils develop and know how to differentiate and adapt teaching and	Acute understanding of pupil characteristics, barriers and pedagogical strategies enabling high quality personalisation and differentiation of learning.	Successfully adapts teaching and learning to such a degree that all pupil groups, including the most underperforming, have their needs met and are making good and rapid

Part 1: Teaching	M1 – M3 Emerging	M4 – M6 Established	UPR Leading
	learning to meet their needs. Employ approaches to meet the needs of distinct pupil groups for example those with high ability, SEN, EAL etc.		progress. Shares successful practice pro-actively across the school.
6. Make accurate and productive use of assessment	Know how to assess your subject and pupils (formatively and summatively) regularly and accurately given them feedback to respond in order to make progress and to inform your planning.	Is able to effectively apply the assessment of own classes within the wider school context and set challenging targets with incisive strategies in place to meet these targets.	Own assessment understanding and practices are highly effective and inform whole school practices and policies.
7. Manage behaviour effectively to ensure a good and safe learning environment	Be responsible for promoting good and courteous behaviour in and around the school, deploying the school’s policy consistently and fairly, exercising appropriate authority and at the same time building positive relationships with pupils. Have high expectations of behaviour and secure this through approaches which involve and motivate pupils.	Is effective and supports colleagues in their teams to be effective with their own and other pupils in the school.	Is highly effective across all pupils in the school and is instrumental in whole school analysis, policies and procedures.
8. Fulfil wider professional responsibilities	Develop effective professional relationships with colleagues, including the support staff you deploy. Communicate effectively with parents and carers and contribute positively to the wider life and ethos of the school. Be responsible for improving your teaching through professional development and seeking and responding to advice from colleagues.	Contributes positively to the effectiveness of their teams. Models effective relationship with parents and contributes to a substantial degree to pupils’ wider achievement and experiences. Is pro-active in own professional development.	Has a positive impact on the effectiveness and quality of staff and parent relationship in the school. Seeks and shares professional development opportunities with impact.

<b>Part 2: Personal and professional conduct</b>	<b>M1 – M3 Emerging</b>	<b>M4 – M6 Established</b>	<b>UPR Leading</b>
1. Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school	Treats pupils with dignity and builds professional relationships with appropriate boundaries.	Models good practice.	Models outstanding practice.
2. Teachers must have a proper and professional regard for the ethos, policies and practice of the school in which they teach, and maintain high standards in their own attendance and punctuality	Has high standards of attendance and punctuality and demonstrates the professional standards and ethos of the schools.		
3. Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities	Holds safeguarding duties as a priority and shows tolerance and respect for others, never undermining fundamental British values. Knows and acts within education, employment and other legislation applicable to teachers and professionals in the public sector.		

## **Appendix C: Teacher Standards assessment procedure**

The aim of the annual assessment against national standards is to identify areas of good practice, skills and competence, and areas for development to inform the objective setting process in the coming appraisal cycle. The school is committed to a fair and evidence-based procedure for deciding whether or not standards are met.

The key stages of the procedure are as follows:

- a) The appraiser will notify the teacher of the standards against which they will be assessed for the next appraisal cycle.
- b) Time will be provided for teachers to conduct a self-assessment against the National Teacher Standards, Appendix A, with reference to the level indicated by the career pathways set out in Appendix B, and any other standards that have been notified.
- c) Each teacher's appraiser paired with the head teacher/appropriate senior leadership team member will complete the assessment in exactly the same way.
- d) The assessments will then be exchanged for review by all parties. A week shall be allowed for this. The teacher and appraiser will then meet to discuss the assessment.
- e) Where there is agreement that all relevant standards are met, the teacher will be free to identify the national standard against which he or she would like to be assessed by means of the professional development objective.
- f) Where there is agreement that particular standards require further development, these standards will become those against which the teacher's performance will be assessed in the next appraisal cycle.
- g) Where the teacher and appraiser cannot reach agreement on whether or not a standard is met, the matter will be referred to the head teacher, who will meet with the teacher, consider all available evidence, and inform the teacher of his or her decision.
- h) A teacher dissatisfied with the head teacher's decision will have the right of appeal to governors under existing procedures.

## Appendix D: Annual Appraisal Planning and Review Report - Confidential

### Part One: Objectives

An assessment has been undertaken against the national teaching standards with reference to the career pathways and this is appended. In response to this, the following objectives have been identified for the appraisal period 2017/18

#### Professional Development

Relevant Teacher Standard	
Developmental need	
Intended outcome	
Performance objective (SMART)	
Success criteria	
Evidence	Lesson observation (with focus)? Monitoring of planning? Book reviews? Reviewer report of discussions with pupils/parents? Pupil Progress/Attainment Data
Agreed support	Audit? Peer observation? Discussion with pupils/parents? Observe colleague? Attend training? Research? Produce action plan? Implement action plan? Monitor/evaluate review? Meetings with reviewer? Meetings with coach?

	Observations? Training? Termly reviews?
<b>Teacher's comments</b>	
<b>Reviewers comments</b>	

### Pupil Progress

<b>School improvement plan target</b>	
Pupils that may require personalised interventions to meet this target	
Performance objective (SMART)	
Success criteria	
Evidence	
Agreed support	
<b>Teacher's comments</b>	
<b>Reviewers comments</b>	

### Leadership and management objective (where applicable)

<b>School improvement plan target</b>	
Performance objective (SMART)	
Success criteria	
Evidence	
Agreed support	

Teacher's comments	
Reviewers comments	

**Other objective(s)**

<b>Teacher Standard / School improvement plan target</b>	
Performance objective (SMART)	
Success criteria	
Evidence	
Agreed support	
<b>Teacher's comments</b>	
<b>Reviewers comments</b>	

**Lesson observation schedule**

Approx. date	Observer's name(s)	Observation focus



**Part Two: Overall summary of performance 2017/18**

Review statement		
Standards assessment		
Pupil progress		
Planning and work scrutiny		
Notes on lesson observations		
Progress in relation to objectives		
Appraiser's recommendation on objectives related to national standards for next appraisal cycle	National Standard Number	Area of strength / Area for development
<b>Current pay range</b>	<b>£</b>	<b>to £</b>
<b>Current salary (as at 31/8)</b>	<b>£</b>	
<b>Recommendation on pay progression</b>		

Signed by:

..... Reviewer      Date: .....

..... Appraisee      Date: .....

## **Appendix E: Observation of teaching and leadership practice**

### **Formal lesson observations**

E1

Teachers (other than those who are part of the National Standards Support Programme set out in Appendix E) will have up to 4 lesson observations in the course of the appraisal cycle, some announced and some unannounced.

E2 An individual teacher is free to request that all general lesson observations be unannounced.

E3 Oral feedback will be given as soon as possible after the end of the lesson; written feedback will be provided within 5 working days.

### **Other leadership visits to lessons**

E4 There will be other occasions in the school year when those with leadership responsibilities are present in lessons. The principal objective of these visits is to enable leaders to understand for themselves what is going on in classrooms and to identify any ways in which either the curriculum or everyday support procedures can be improved

E5 Because these are not formal lesson observations, no written feedback will be given, and therefore no evidence from them will be used to inform performance review.

E6 If any aspect of classroom practice seen during leadership visits gives cause for concern, the teacher will be informed so that, if necessary, further investigation may be undertaken or additional lesson observations arranged. If this further investigation leads to a decision that the expected standard is not being met, the support arrangements set out in Appendix F will apply.

E7 This school will use the findings of each observation, including appraisal observations, for other management requirements (for example subject area reviews), thereby seeking to minimise the total number of occasions on which teachers are observed.

### **Formal observation of leadership practice**

Leaders (other than those who are part of a support programme) will have up to 2 leadership observations in the course of the appraisal cycle, some announced and some unannounced.

## Appendix F: Support for teachers in difficulty

- F1 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 to the expected level and the problem is therefore resolved. If concerns arise arrangements will be made to ensure that the appropriate support is provided. This may include:
- The appointment of a reviewer from the senior leadership team
  - The setting of an appropriate number of additional appraisal objectives above the school norm
  - Additional formal lesson observations, many or all of which may be unannounced
  - Any other reasonable support identified in order to meet targets
- F2 Where information comes to light in the course of an appraisal cycle that leads the head to conclude that expected standards are not being met, these new arrangements, including a change of reviewer if needed, will come into force as soon as possible after the decision has been made.
- F3 When serious concerns arise, appraisal objectives will be action planned to a much shorter timescale; this will typically be one term, but can be less if the head decides the situation warrants this.
- F4 Should such a situation arise, the appraiser, the head teacher, 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 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.

- F5 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 maximum period of 10 weeks, with appropriate support as agreed in an action 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.
- F6 If sufficient progress is made such that the teacher is performing at a satisfactory level the teacher should be informed of this at a formal meeting with the appraiser or head teacher. Following this meeting the appraisal process will continue as normal. Monitoring may continue for the remainder of the appraisal period to ensure that satisfactory standards are maintained.
- F7 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 commence or the support programme be extended and/or amended. 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.