

Roehampton Church School

TEACHERS' APPRAISAL POLICY AND GUIDANCE

EFFECTIVE FROM SEPTEMBER 2020



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TEACHERS' APPRAISAL POLICY

Roehampton Church School

The Governing Board of Roehampton Church School adopted this policy on 14th July 2021.

This policy applies to the academic year 2021/22.

In formulating its policy, the Governing Board 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 annually.

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 Board 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 Board have therefore defined the career stage expectations for teacher in this school against those standards (Appendices A and B).
- 1.4 The Governing Board 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 Board 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 1st September to 31st July. Data driven targets for teachers will be based on the first summative data trawl of the new academic year. This will normally be in October but could differ due to the disruption of the data points as a result of lockdowns and Covid restrictions.
- 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 Board 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 Board 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 Board, supported by a suitably skilled and/or experienced external adviser who has been appointed by the Governing Board 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 three members of the Governing Board.
- 5.3 Where the head teacher is of the opinion that any of the governors appointed by the Governing Board is unsuitable to act as his/her appraiser, s/he may submit a written request to the Chair of the Governing Board for that governor to be replaced, stating the reasons for the request.
- 5.4 The head teacher will decide who will appraise other teachers.
- 5.5 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.
- 5.6 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 Board 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. Specific, Measurable, Achievable, Realistic and Time-bound (SMART), 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 The appraiser and teacher will seek to agree the objectives. 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.
- 6.4 Objectives will become more challenging as a teacher progresses 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.
- 6.5 The objectives set for each teacher, including the head teacher will, if achieved, contribute to the school's plans for improving the school's educational provision and performance and improving the education of pupils at that school. This link will be made by ensuring that:
 - a. the pupil progress objective (all teachers) addresses the key attainment priority identified by the school improvement plan
 - b. the professional development objective (all teachers) addresses the key development priority identified by the assessment against the national teacher standards
 - c. The 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. Where no national standards currently exist (e.g. for Assistant and Deputy Head Teachers) the head teacher will develop appropriate career stage expectations for these roles with reference to the national teacher standards.
- 6.6 Under normal circumstances teachers will have a maximum of three objectives. However, teachers who are found not to be meeting standards at the appropriate level for their career stage by the annual standards assessment (Appendices A and B) may be given as many objectives as are required to ensure that the most appropriate support can be provided.

- 6.7 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 which were published in July 2011. Other standards issued by the Secretary of State for Education may also be used to inform appraisal, such as:
- a. National Standards for Subject Leaders
 - b. SENCO standards
- 6.8 The head teacher is responsible for ensuring that the teacher standards are communicated and that objectives are set for all teaching staff.
- 6.9 The head teacher will be responsible for ensuring that the appraisal process operates, 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.

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, 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. Teaching must be assessed as at least 'good', as defined by Ofsted.
- 7.3 A recommendation on pay progression will be made by the appraiser following the annual appraisal meeting.
- 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 also be required as part of the application process for progression from the main to the upper pay range.
- 7.5 The whole school pay policy sets out the criteria for pay progression and should be read in conjunction with this policy.

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 Board 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 Board 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 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 year 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 / poor performance 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 Board 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
- 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 The assessment of performance and of training and development needs will inform the planning process for the following appraisal period.

10.4 A recommendation on pay will be made in accordance with the pay policy.

10.5 Where teachers are eligible for pay progression, the recommendation made by the appraiser will be based on the assessment of their performance against the agreed objectives. The decision made by the relevant decision-making board will be based on the statutory criteria and guidance set out in the School Teachers' Pay and Conditions Document and relevant teacher standards.

10.6 The Governing Board has agreed the pay policy of the school and has considered the implications of the appraisal policy with respect to the arrangements relating to teachers' pay in accordance with the STPCD. The Governing Board will ensure that decisions on pay progression are made by 31 December for head teachers and by 31 October for all other teachers.

11. Equality and consistency

11.1 As outlined in paragraph 6.10 above, the head teacher will have 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.

11.2 The head teacher will be responsible for reporting annually to the Governing Board 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.

11.3 The Governing Board is committed to ensuring consistency of treatment and fairness and will abide by all relevant equality legislation.

12. Retention of records

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

13. Appeals and Grievances

13.1 The Headteacher and teachers will have a right of appeal against any of the entries in the written appraisal report. Details of the appeals process are available from the head teacher or from the Governing Board.

13.2 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.

14. Sickness

14.1 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 and will normally be referred to the occupational health provider to assess the teacher'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 adviser will always be taken into account before a decision is reached.

15. Employees on maternity leave during all/part of the appraisal period

15.1 Where an employee is absent from school due to maternity leave, it is unlawful to deny her an appraisal on the grounds of her maternity.

15.2 Schools need to take a practical and flexible approach to conducting appraisals where an employee has been absent for some or all of an appraisal period.

15.3 Schools should consider conducting an interim appraisal meeting prior to an employee commencing a period of maternity leave, even if this is early in the appraisal year. Employees should not be required to use Keeping in Touch (KIT) days for the purposes of appraisal.

15.4 Schools may also consider conducting an interim review meeting prior to an employee commencing any other pre-planned long-term absence. For example a period of extended unpaid leave, Adoption Leave or a planned long-term sickness absence.

16. Confidentiality

- 16.1 The appraisal and capability processes will be treated with confidentiality. Only the teacher's line manager(s) will be provided with access to the teacher's appraisal documents. Access will be on request and only 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.
- 16.2 The process of gathering evidence for performance review will not compromise normal professional relationships between teachers. The Governing Board 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.
- 16.3 However, the desire for confidentiality does not override the need for the head teacher and Governing Board 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.

17. Data Protection (GDPR)

- 17.1 The organisation processes personal data collected during this process in accordance with its data protection policy. In particular data collected throughout this process is held securely and accessed by, and disclosed to, individuals only for the purposes of completing this procedure.
- 17.2 Inappropriate access or disclosure of employee data constitutes a data breach and should be reported in accordance with the organisation's data protection policy immediately. It may also constitute a disciplinary offence, which will be dealt with under this disciplinary procedure.

September 2020

Appendix A: Assessment against the National 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.

| Part 1: Teaching + 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 <ul style="list-style-type: none"> 1. Establish a safe and stimulating environment for pupils, rooted in mutual respect 2. Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions 3. Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils | | |
| 2. Promote good progress and outcomes by pupils <ul style="list-style-type: none"> 1. Be accountable for pupils’ attainment, progress and outcomes 2. Be aware of pupils’ capabilities and their prior knowledge, and plan teaching to build on these 3. Guide pupils to reflect on the progress they have made and their emerging needs 4. Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching 5. Encourage pupils to take a responsible and conscientious attitude to their own work and study | | |
| 3. Demonstrate good subject and curriculum knowledge <ul style="list-style-type: none"> 1. Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils’ interest in the subject and address misunderstandings 2. Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship 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 4. If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics 5. If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies | | |

| Part 1: Teaching + area where you may be able to help others - area where you may need help from others | + | - |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|
| 4. Plan and teach well structured lessons <ol style="list-style-type: none"> 1. Impart knowledge and develop understanding through effective use of lesson time 2. Promote a love of learning and children’s intellectual curiosity 3. Set homework and plan out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired 4. Reflect systematically on the effectiveness of lessons and approaches to teaching 5. Contribute to the design and provision of an engaging curriculum within the relevant subject area(s) | | |
| 5. Adapt teaching to respond to the strengths and needs of all pupils <ol style="list-style-type: none"> 1. Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively 2. Have a secure understanding of how a range of factors can inhibit pupils’ ability to learn and how best to overcome these 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 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 | | |
| 6. Make accurate and productive use of assessment <ol style="list-style-type: none"> 1. Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements 2. Make use of formative and summative assessment to secure pupils’ progress 3. Use relevant data to monitor progress, set targets, and plan subsequent lessons 4. Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback | | |

| Part 1: Teaching + area where you may be able to help others - area where you may need help from others | + | - |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|
| <p>7 Manage behaviour effectively to ensure a good and safe learning environment</p> <ol style="list-style-type: none"> 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 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 3. Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them 4. Maintain good relationships with pupils, exercise appropriate authority and act decisively where necessary | | |
| <p>8 Fulfil wider professional responsibilities</p> <ol style="list-style-type: none"> 1. Make a positive contribution to the wider life and ethos of the school 2. Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support 3. Deploy support staff effectively 4. Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues 5. Communicate effectively with parents with regard to pupils' achievements and well-being | | |

| | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|
| <p>Part 2: Personal and Professional Conduct + 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"> 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 2. Having regard to the need to safeguard pupils' well-being, in accordance with statutory provisions 3. Showing tolerance of and respect for the rights of others 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 5. Ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law <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>Preamble</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: National Teacher Standards, Career Stage Expectations - [Name] School

To assist with your self assessment the school has set out below the standards of performance expected at various stages of a teacher's career. You should record in the last two columns the career stage description closest to your current performance, and your aspirational career stage. In considering your aspirational career stage, 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.

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.

| Professional Area | Relevant Standards | M2 | M4 | M6 | UPR 1 | UPR 3 | Current career stage | Aspirational career stage |
|-----------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------|------------------------------------------------------------|------------------------------------------------------------------------------|------------------------------------------------------------------------------|------------------------------------------------------------------------------|----------------------|---------------------------|
| Professional Practice | 1.1.1(1); 1.1.2 (2,3,5), 1.1.3 (1,3), 1.1.4 (1,2,3), 1.1.5 all, 1.1.6 (1), 1.1.7 (1,2,3), 1.1.8 (3), 2.2.1 (2,4) Preamble | Much teaching good or better; none inadequate; | All teaching good or better | All teaching good; some outstanding | All teaching good; some outstanding | All teaching good; much outstanding | | |
| Professional Outcomes | 1.1.1(2), 1.1.2 (1,2,3), 1.1.5 (1), 1.1.6 (3,4), Preamble | Most pupils achieve in line with school expectations | Almost all pupils achieve in line with school expectations | Almost all pupils achieve in line with school expectations; some exceed them | Almost all pupils achieve in line with school expectations; some exceed them | Almost all pupils achieve in line with school expectations; many exceed them | | |

| Professional Area | Relevant Standards | M2 | M4 | M6 | UPR 1 | UPR 3 | Current career stage | Aspirational career stage |
|----------------------------|---------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|-----------------------------|----------------------------------|
| Professional Relationships | 1.1.1(1), 1.1.6(4) 1.1.7(4), 1.1.8 (2,3,5) 2.2.1 (1,3,4) Preamble | Positive working relationships with pupils, colleagues and parents | These relationships are securely focussed on improving provision for pupils | Professional relationships with pupils, colleagues and staff lead to excellent class provision | Plays a proactive role in building key stage or departmental teams to improve provision and outcomes | Plays a proactive role in building school-wide teams to improve provision and outcomes | | |
| Professional Development | 1.1.2 (4,5) 1.1.3 (1,2,4,5), 1.1.4 (5), 1.1.5 (2,3,4) 1.1.6(1), 1.1.8(4) 2.2.1(2), 2.2.3 Preamble | Able, with support, to identify key professional development needs and respond to advice and feedback | Takes a proactive role in accessing relevant support and professional development from colleagues | Fully competent practitioner able to keep up-to-date with changes and adapt practice accordingly | Plays a proactive role in leading the professional development of key stage or departmental colleagues | Plays a proactive role in leading the professional development of colleagues across the school | | |
| Professional conduct | 1.1.1(3), 1.1.7(1) 1.1.8(1), 2.2.1(all) 2.2.2, 2.2.3 Preamble | Meets all standards | Meets all standards | Meets all standards | Meets all standards | Meets all standards | | |

Appendix C: National Teacher Standards assessment procedure

C1 The aim of the annual assessment against national standards will be to identify – through professional dialogue - the standards which represent the most appropriate areas for professional development for individual teachers in the forthcoming appraisal cycle. Wherever possible, these assessments will take place in the Summer Term, so that the most helpful professional development performance management objectives can be identified – and any necessary arrangements made – in good time for the new school year.

C2 The 2012 Appraisal Regulations [Para 6 (a)] require head teachers “to inform the teacher of the standards against which the teacher’s performance in that appraisal period will be assessed” It follows from this that the school needs to adopt a fair and evidence-based procedure for deciding whether or not standards are met. The head teacher has a key role to play in ensuring that judgments are consistent across the school.

C3 The key stages of the procedure are as follows:

- 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 agreed career stage expectations set out in Appendix B.
- Each teacher’s appraiser paired with the head teacher/appropriate senior leadership team member will complete the assessment in exactly the same way. Wherever this pair indicates that performance may not be at the level required, it will need to be in a position to back this up by reference either to written evidence previously shared with the teacher suggesting a standard is not met or to a lack of evidence allowing a judgment to be made that it is.
- The assessments will then be exchanged. At least a week will be allowed for the teacher to assemble any necessary evidence.
- The teacher and appraiser will then meet to agree the standards against which the teacher’s performance will be assessed in the next appraisal cycle. 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. Where there is agreement that particular standards are not met, these standards will become those against which the teacher’s performance will be assessed in the next appraisal cycle.
- 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.
- 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: Planning

An assessment has been undertaken against the national teaching standards with reference to the career stage expectations and this is appended. In response to this, the following objectives have been identified for the appraisal period 2020/21.

| Standard | Met | Area for development |
|--------------------------------------|-----|----------------------|
| 1 Preamble | | |
| 2. Personal and Professional Conduct | | |

| Standard | Meets CSE* | Below CSE* | Meets ASL* | Not Yet at ASL* |
|---------------------------------------------------------------------------------|------------|------------|------------|-----------------|
| 1.1 Set high expectations which inspire, motivate and challenge pupils | | | | |
| 1.2 Promote good progress and outcomes by pupils | | | | |
| 1.3 Demonstrate good subject and curriculum knowledge | | | | |
| 1.4 Plan and teach well structured lessons | | | | |
| 1.5 Adapt teaching to respond to the strengths and needs of all pupils | | | | |
| 1.6 Make accurate and productive use of assessment | | | | |
| 1.7 Manage behaviour effectively to secure a good and safe learning environment | | | | |
| 1.8 Fulfil wider professional responsibilities | | | | |
| Leadership Standards [school to add] | | | | |

*CSE = Career Stage Expectations as defined in school documentation

*ASL = Aspirational Skill Level (if applicable - e.g. for potential threshold applicants)

Professional Development

With support, deepen and develop professional expertise in the following area(s):

| Standard | Key developmental activity |
|----------|----------------------------|
| | |

OR

With support, develop professional expertise to meet the following standard(s)

| Standard | Key elements to be addressed |
|----------|------------------------------|
| | |

Pupil Progress

| | |
|---------------------------------------------------------------------------------------------|--|
| School Improvement Plan target | |
| Names of the pupils who are unlikely to meet this target without personalised interventions | |

Consider the main challenge that you think stands between each of the pupils you have named and the attainment target you are aiming at. List the names again under the appropriate headings below. Additional boxes/headings may be used.

| | |
|--------------------------------------------------------------------------------------------------------------------------------|------------|
| Behaviour | Motivation |
| Home support | Attendance |
| Specific technical weakness | |
| Which of the above pupils represent your biggest professional challenge? How can we support you in tackling this challenge? | |

Performance Management Objectives [2020 -21]

| |
|------------------------------------------------------------------------------------------------------------------------------|
| 1. [School to add] Work to develop teaching skill x so that challenging pupils a b and c achieve attainment target y by date |
| 2. Work to develop leadership skill y so that school improvement target z is achieved |
| 3. Develop evidence that I meet National Standard β |
| 4. In preparation for promoted post p, work to develop skill q |

| | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|--------------------------------|
| <p>AGREED EVENT (Appraisee Responsibility)</p> <ul style="list-style-type: none"> • [school to add] • Audit? • Peer observation? • Discussion with pupils/parents? • Observe colleague? • Attend training? • Research? • Produce action plan? • Implement action plan? • Monitor/evaluate review? | <p>BY (DATE)</p> | <p>RECORD OF EVENTS</p> |
| <p>AGREED SUPPORT (Appraiser Responsibility)</p> <ul style="list-style-type: none"> • Meetings with reviewer? • Meetings with coach? • Observations? • Training? • Termly reviews? | | <p>RECORD OF EVENTS</p> |
| <p>IMPACT MEASURES (inc. lesson observation details)</p> <ul style="list-style-type: none"> • Lesson observation (with focus)? • Monitoring of planning? • Book trawls? • Reviewer report of discussions with pupils/parents? • Pupil Progress/Attainment Data | | <p>RECORD OF EVENTS</p> |

Lesson observation schedule

| APPROX DATE | OBSERVER'S NAME | OBSERVATION FOCUS | LENGTH (MINS) |
|-------------|-----------------|-------------------|---------------|
| | | | |
| | | | |
| | | | |

Schedule of evidence to be used by appraiser in judging performance and informing pay recommendation

(Copies of all evidence listed will also be made available to the appraisee)

| EVIDENCE TO BE USED FOR ALL STAFF | AGREED ADDITIONAL EVIDENCE |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------|
| <ul style="list-style-type: none"> • Outcome of standards assessment(s) • Pupil progress • Records of lesson observations listed above • Planning and work scrutiny • Record of progress with agreed performance objectives | <ul style="list-style-type: none"> • • • |

Part Two: Review of Performance [2020/21]

| | | |
|-------------------------------------------------------------------------------------------------|--------------------------|----------------------------|
| REVIEW STATEMENT | | |
| In this section, the appraiser summarises the evidence derived from the sources listed above | | |
| | | |
| Appraiser's recommendation on objectives related to national standards for next appraisal cycle | National Standard Number | Met / Area for Development |
| | | |
| | | |
| Recommendation on pay progression | | |

Signed by:

..... Appraiser Date:

..... Appraisee Date:

Appendix E: Observation of teaching and leadership practice

E1 Formal lesson observations.

E1.1 Either

Teachers (other than those who are part of a support programme) will have x lesson observations in the course of the school year. Of which:

- X will be general lesson observations
- Y will be linked to appraisal objectives, with the focus agreed in advance with the appraiser
- (of the total of X and Y observations, will be announced and will be unannounced (*insert number of announced and unannounced observations*))

or

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

E1.2 An individual teacher is free to request that all general lesson observations be unannounced.

E1.3 Oral feedback will be given as soon as possible after the end of the lesson; written feedback will be provided within 5 working days.

E2 Other leadership visits to lessons

E2.1 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

E2.2 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.

E2.3 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.

E2.4 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.

E3 Formal observation of leadership practice

E3.1 Either

Leaders (other than those who are part of the National Standards Support Programme set out in Appendix E) will have x leadership observations in the course of the appraisal period. Of these

- x will be general observations
- y will be linked to appraisal objectives, with the focus agreed in advance with the appraiser
- (of the total of $x+y$ observations, a will be announced and b will be unannounced)

Or

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

Appendix F: Standards support programme

- 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.

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.

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.

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.