

# Teachers' Appraisal Policy

## Version 1.0

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## POLICY STATEMENT

The Brighter Futures Learning Partnership Trust (BFLPT) success relies on the performance of its workforce. Through this policy, the Trust aims to:

- Adopt a Trust framework for the clear and consistent assessment of the overall performance of Teachers, including the Chief Executive Officer, Executive Principal(s) and Headteachers/Principal
- Review regularly the standards, processes and resources in place to ensure effective application of the framework
- Embed an understanding that effective appraisal is key to driving forward improvements in Teaching and Learning
- Provide learning and development opportunities for staff to operate successfully within the framework and to meet the objectives set through appraisal
- Continue to improve the delivery and the outcomes of appraisal to raise the achievement of pupils/students across all areas of the curriculum
- Monitor the effectiveness of each aspect of the framework to ensure an effective and appropriate appraisal process for all teachers

## PURPOSE AND SCOPE

The rationale for this policy is as follows:

- A climate of effective staff appraisal directly improves the development of all individual students in the Trust
- Appraisal processes are essential for supporting staff professional learning and development within the context of each school's/UTC's improvement plan
- Effective appraisal boosts staff morale, self-evaluative skills, performance, wellbeing and sense of purposeful contribution to whole school improvement
- This policy details the framework for teaching staff appraisal. It should be read in conjunction with the Capability Policy and other relevant policies.
- The policy applies to the Chief Executive, Executive Principal(s), Headteachers/Principal and to all Teachers with QTS employed by the school except Teachers on contracts of less than one term and those undergoing induction (i.e. NQTs). Teachers with QTLS will be appraised in accordance with this policy framework unless otherwise agreed with the CEO.
- Where persistent inadequacies are identified through appraisal and/or feedback, the Appraisal Policy ceases to be applicable and the individual is subject to the processes detailed in the Capability Policy. This latter policy sets out the formal capability procedure and applies only to staff whose performance results in serious concerns due to persistent inadequacies which the appraisal cycle and ongoing feedback, professional development and support have been unable to adequately address.

- This policy should be read in conjunction with the Trust Staff Code of Conduct, the Teacher standards and expectations, School/UTC Teaching and Learning Policies and the Trust Pay policy, which provide specific details of arrangements relating to standards, development and professional learning and Teachers' pay.
- Capability processes should be transparent, supportive and personalised to effectively drive improvement in Teaching and Learning and undertaken in accordance with the provisions of the ACAS Code of Practice on Disciplinary and Grievance Procedures.

## ROLES AND RESPONSIBILITIES

The **Board of Trustees** is responsible for approving this policy, monitoring its effectiveness and ensuring that adequate resources are available to support teaching and learning within each school.

The **CEO** is responsible for ensuring that staff are treated fairly and consistently in the application of this policy and procedure and for supporting Headteachers/Principals to ensure that pay awards are based on evidence

Central HR and Teaching and Learning Leaders **are** responsible for ensuring that all teaching staff are aware of this policy and procedure, and, that training is delivered for managers and appraisers. **Headteachers/Principals** will also ensure that the policy is implemented fairly and consistently and that staff are treated with dignity and respect.

**Appraisers** must ensure they carry out their responsibilities fairly and consistently. Appraisers must also:

- Attend appropriate training
- Monitor appraisal progress against standards and objectives
- Ensure appraisees are given appropriate support throughout the appraisal cycle
- Comply with the requirements of the Equality Act 2010

**Teaching staff** are required to engage in the appraisal cycle, seeking support, clarification, advice and guidance as necessary and accessing teaching and learning offered and agreed.

## EQUALITY AND DIVERSITY

The Brighter Futures Learning Partnership Trust is committed to:

- Eliminating discrimination and promoting equality and diversity in its policies, procedures and guidelines

- Delivering high quality teaching and services that meet the diverse needs of its student population and its workforce, ensuring that no individual or group is disadvantaged
- Each Headteacher/Principal will have overall responsibility for the quality assurance of the appraisal process across their school. This will include ensuring the consistency and equality of application of the process throughout the school. The Headteacher/Principal may delegate responsibility for monitoring consistency and equality of application to a teacher member of the senior management team. However, they will be responsible for ensuring that the setting of objectives is fair and relevant to the postholder and that any reviews are supported by evidence.
- The Headteacher/Principal will be responsible for reporting regularly to the CEO the performance of all staff, including those of underperformance, arising from the annual review cycle and on any action required to address those issues. The report will enable Local Governing Boards and the Trust Pay Committee to receive an overall general report of the process but will not include specific details relating to individual members of staff.

## APPRAISAL PERIOD

The appraisal period will run for twelve months from 1<sup>st</sup> September to 31<sup>st</sup> August

Teachers who are employed on a fixed term contract of less than one year will have their performance managed in accordance with the principles underpinning this policy. The length of the period will be determined by the duration of their contract.

## APPOINTING APPRAISERS

The CEO will be appraised by members of the Trust Board, supported by a suitably skilled and / or experienced external adviser who has been appointed by the Trust Board for that purpose.

In each school the task of appraising the Headteacher/Principal including the setting of objectives, will be delegated to the CEO with support from a member of the Local Governing Body, usually the Chair or Vice-Chair.

The Headteacher/Principal will delegate the Appraiser role for some or all Teachers for whom s/he is not the direct line manager within their respective schools/UTC. All Appraisers to whom the CEO has delegated the role will receive appropriate preparation and training for that role. Line Managers where possible, practicable, fair and equitable will be the Appraisers for all those Teachers whom they line manage. Where the Appraiser is not the Teacher's direct line manager the Appraiser will have a higher status in the staffing structure than the Teacher they review. Where a Teacher has more than one line-manager, the CEO will determine which line-manager will be best placed to manage and review the Teacher's performance. (Some Teachers are

shared across the MAT.) Leaders, where not the Appraiser, will be able to assure the objectives set by staff in the team for which they have direct responsibility, thus ensuring objectives set are in-line with development and improvement plans.

Where it becomes apparent that the Appraiser will be absent for the majority of the cycle the Headteacher/Principal may perform the duties himself/herself or delegate them in their entirety to another Teacher.

Should the Appraiser change mid-cycle, the Appraisal cycle will not begin again.

Where a Teacher is of the opinion that the person to whom the Headteacher/ Principal has delegated the Appraiser's duties is unsuitable for professional reasons, s/he may submit a written request to the Headteacher/Principal for that Appraiser to be replaced, stating those reasons.

## MODERATION OF OBJECTIVES

The **Headteacher/Principal or leader with responsibility for the Appraisal** process will moderate a sample of written Appraisal statements to ensure:

- Objectives, written feedback and expectations are consistent with a Teacher's experience, responsibilities and offer the progression necessary for professional development;
- Objectives comply with the school's core purpose and values

The Headteacher/Principal must be satisfied that objectives are differentiated and commensurate with teachers' levels of responsibility and that there is robust success criteria to help identify actions which will lead to effective performance.

## SETTING OBJECTIVES

Objectives for the CEO and Headteachers/Principal must, where possible, be aligned to secure improvements in pupil and student outcomes and improve the quality of teaching and learning. Objectives should be clearly linked to the MAT strategic plan and school/UTC development plans.

Objectives for each 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 Specific, Measurable, Achievable, Realistic and Time-bound and will be appropriate to the teacher's role and level of experience. The appraiser and teacher will seek to agree the objectives but, if that is not possible, the appraiser will determine the objectives. Objectives may be revised if circumstances change.

The objectives set for each teacher will, if achieved, contribute to the school's/UTC's plans for improving the school's educational provision and performance and improving the education of pupils/students at this school. Objectives will be set in line with the standards set out in the school pay policy. This will link to:

- Ensuring that the pupil/student achievement objective (for all teachers) addresses the key achievement priority identified by the school/UTC improvement plan,
- Ensuring that the CPD/professional development objective (for all teachers) addresses the key development priority identified annual appraisal against the teachers standards,
- Ensuring that the specific Teaching and Learning objective (for all teachers) addresses the teaching and learning target linked to monitoring and evaluation
- Ensuring that the leadership and management objective (for all teachers who are paid leadership responsibilities) addresses the key development priority identified by examination of each leader's impact on the relevant school improvement priorities, making reference to any leadership standards that are relevant.

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 should be assessed against the set of standards contained in the document called "Teachers' Standards" published in July 2011 which sets out the minimum expectations of the profession. See appendix A.

Teachers will usually have 3 mutually agreed objectives per cycle. The size of objective will be linked to the role each teacher fulfils; leaders and TLR holders will have weightier objectives in line with their responsibilities. There may also be some instances where teachers are not meeting standards that are appropriate for the level of their career. If this is the case, the objectives may be reviewed or revised to ensure that appropriate support can be provided to the teacher. Amendments to objectives will be discussed with the individual and reviewed on a regular basis to ensure that effective progress is made.

The Headteacher/Principal will be responsible for ensuring that the appraisal process operates consistently and with integrity. Objectives that are set by the appraiser will be focused on school priorities. **All objectives will be referred to the Headteacher/Principal prior to the commencement of the cycle of monitoring.** Where the Headteacher/Principal has concerns about the relevance of the objectives set they will be discussed with the appraiser, if following this discussion amendments are required these will be discussed with the individual teacher.

It is vital that, in order for the Appraisal process to be meaningful and appropriately challenging, there is serious consideration given to the impact of the objectives for each teacher, if accomplished. Both the Appraiser as well as the Appraisee need to

ensure that each objective is tied to an impact statement (clear success criteria) as part of the planning process.

Although Appraisal is an assessment of overall performance of Teachers, including the CEO, the Executive Principal and the Headteachers, objectives cannot cover the full range of a Teacher's roles/responsibilities. Objectives will, therefore, focus on the priorities for an individual using the Teachers standards and expectations as a backdrop alongside the framework for Appraisal must be applied in correlation with all relevant policies, for example Expectations and Code of Conduct.

Teachers are encouraged to use their appraisal throughout the year as a working document. If there is a material change affecting objectives the objectives may be reviewed informally by the Appraiser and the Teacher. Failure to agree on objectives should be flagged by the Appraiser to the Headteacher.

## REVIEWING PERFORMANCE

### Reviewing Performance

The judgments that are made about teaching and learning will focus on the impact of teaching over time and will be triangulated, drawing on lesson observations, pupils'/students' work and performance data.

### Observation

This Trust believes that observation of classroom practice and other responsibilities such as leadership 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. All observation will be carried out in a supportive fashion. Arrangements for the observation of classroom and leadership practice are shown at Appendix D.

In this Trust, teachers' performance will be regularly observed but the amount and type of classroom observation will depend on the individual circumstances of the teacher and the overall needs of the school. Classroom observation will be carried out by those with QTS. In addition to formal observation and in order to develop an overview of the success or otherwise of whole school practice, Headteachers/Principals or other leaders with responsibility for teaching standards may "drop in". The length and frequency of "drop in/Learning Walk" observations will be of a reasonable amount of time depending on specific circumstances. Teachers (including the Headteacher/Principal) who have responsibilities outside the classroom should also expect to have their performance of those responsibilities observed and assessed. Teachers may request to have an additional lesson observation if they feel that the outcome of the observation may impact on overall review of performance.



## Development and support

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

## Feedback

Teachers will receive constructive feedback on their performance throughout the year and as soon as practicable after observation has taken place or other evidence has come to light. Feedback will highlight particular areas of strength as well as any areas that need attention. Teaching staff are advised to retain information regarding performance including any relevant professional training.

Where following an assessment against the teacher standards and objectives or during the review cycle, if there are concerns about any aspects of the teacher's performance these will be addressed via the procedure set out at Appendix E, (Enhanced Appraisal).

When progress is reviewed at agreed 1:1 meetings, 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. **All reviews should be evidence based.**

## ANNUAL ASSESSMENT

Each teacher's performance will be formally assessed in respect of each appraisal period. This assessment is the end point to the annual appraisal process, however, performance and development priorities will be reviewed and addressed on a regular basis throughout the year by means of;

- Lesson Observations
- Planning and Work Scrutiny
- Tracking meetings and action plans
- Mid cycle review meetings with appraiser
- Observation / scrutiny of leadership and management activities where appropriate
- Other feedback, specifically linked to the objectives set, obtained during the cycle relevant to the teacher's overall performance

Teachers will be asked to undertake a self-assessment against the national teachers' standards at the level that is consistent with what should reasonably be expected of that teacher, given their current role and level of experience, shown at Appendix B, the procedure for undertaking this is shown at Appendix C. This document will assist the

process of discussing performance and identifying development areas for career progression.

The teacher will receive as soon as practicable following the end of each appraisal period – and have the opportunity to comment on their appraisal report. In this Trust, teachers will receive their written appraisal reports by 31 October (31 December for the CEO, Headteacher/Principal). The appraisal 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 that is relevant

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

Any recommendations on pay will be referred to the Headteacher before being referred on to the CEO who will moderate key recommendations across the Trust. The recommendations will be reviewed and ratified by the Trust HR Committee, these will be in line with the Trust pay policy.

## **TRANSITION TO CAPABILITY**

If the appraiser is not satisfied with progress following a reasonable period of support, the teacher will be notified in writing that the appraisal system will no longer apply and that their performance will be managed under the formal capability procedure, the individual will be invited to a formal capability meeting in line with the formal capability procedure.

## **CONFIDENTIALITY**

Access to the appraisal report will normally be limited to the appraisee, the appraiser, the CEO, Headteacher/Principal and / or the nominated member of the senior management team.

An overview of the evidence of the appraisal will be kept on file and shared with the member of staff. This will be anonymised when shared with any external parties outside those stated in this policy; this may include Trustees, governors and Ofsted

## RETENTION OF STATEMENTS

The Trust, Local Governing Body and Headteacher/Principal will ensure that all written appraisal records are retained in a secure place for six years and then destroyed

## MONITORING AND REVIEW OF THE POLICY

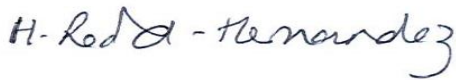
The Trust Board will review the application of the Appraisal Policy every school year.

To ensure Teachers are fully conversant with the Appraisal arrangements, all new Teachers who join the school will be briefed on them as part of their introduction to the school.

The Trust Board and the CEO will monitor the operation and the effectiveness of the Trust's Appraisal arrangements.

Policy Agreed: July 2020

Signed CEO of BFLPT – Helen-Redford-Hernandez:



*H. Redford-Hernandez*

Date: 3 July 2020

Signed – Chair of BFLPT – Marus Isman-Egal:



*Marcus Isman-Egal*

Date: 3 July 2020

Policy to be reviewed: September 2023

Created: July 2020 (Version 1)

Revised:

## Appendix A – National Standards

**CONFIDENTIAL**  
**PLANNER**

**TEACHERS' STANDARDS AND PROFESSIONAL DEVELOPMENT OBJECTIVE**

**NAME**.....

**PAY POINT**.....

**DATE**.....

<b>Standard</b>	<b>+*</b>	<b>-*</b>
<p><b>1. Set high expectations which inspire, motivate and challenge pupils</b></p> <p>1.1 Establish a safe and stimulating environment for pupils, rooted in mutual respect</p> <p>1.2 Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions</p> <p>1.3 Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils</p>		
<p><b>2. Promote good progress and outcomes by pupils</b></p> <p>2.1 Be accountable for pupils' attainment, progress and outcomes</p> <p>2.2 Plan teaching to build on pupils' capabilities and prior knowledge</p> <p>2.3 Guide pupils to reflect on the progress they have made and their emerging needs</p> <p>2.4 Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching</p> <p>2.5 Encourage pupils to take a responsible and conscientious attitude to their own work and study</p>		

\*+ area where you may be able to help others; - area where you may need help from others

<p><b>3. Demonstrate good subject and curriculum knowledge</b></p> <p>3.1 Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject and address misunderstandings</p> <p>3.2 Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship</p> <p>3. (cont'd)</p> <p>3.3 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</p> <p>3.4 If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics</p> <p>3.5 If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies</p>		
<p><b>4. Plan and teach well structured lessons</b></p> <p>4.1 Impart knowledge and develop understanding through effective use of lesson time</p> <p>4.2 Promote a love of learning and children's intellectual curiosity</p> <p>4.3 Set homework and plan out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired</p> <p>4.4 Reflect systematically on the effectiveness of lessons and approaches to teaching</p> <p>4.5 Contribute to the design and provision of an engaging curriculum within the relevant subject area(s)</p>		
<p><b>5. Adapt teaching to respond to the strengths and needs of all pupils</b></p> <p>5.1 Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively</p> <p>5.2 Have a secure understanding of how a range of factors can inhibit pupils' ability to learn and how best to overcome these</p> <p>5.3 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</p> <p>5.4 Have a clear understanding of the needs of all pupils, including those with special educational needs; those with high ability; those with English as an additional</p> <p>5.5 language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them</p>		

\*+ area where you may be able to help others; - area where you may need help from others

Standard	+	-
<p><b>6. Make accurate and productive use of assessment</b></p> <p>6.1 Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements</p> <p>6.2 Make use of formative and summative assessment to secure pupils' progress</p> <p>6.3 Use relevant data to monitor progress, set targets, and plan subsequent lessons</p> <p>6.4 Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback</p>		
<p><b>7. Manage behaviour effectively to ensure a good and safe learning environment</b></p> <p>7.1 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</p> <p>7.2 Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly</p> <p>7.3 Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them</p> <p>7.4 Maintain good relationships with pupils, exercise appropriate authority and act decisively where necessary</p>		
<p><b>8. Fulfil wider professional responsibilities</b></p> <p>8.1 Make a positive contribution to the wider life and ethos of the school</p> <p>8.2 Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support</p> <p>8.3 Deploy support staff effectively</p> <p>8.4 Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues</p> <p>8.5 Communicate effectively with parents with regard to pupils' achievements and well-being</p>		

\*+ area where you may be able to help others; - area where you may need help from others

<p><b>Part 2 Personal and Professional Conduct</b> The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career</p>	+**	- **
<p><b>A. Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:</b>          Treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position           Having regard to the need to safeguard pupils' well-being, in accordance with statutory provisions          Showing tolerance of and respect for the rights of others           Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs           Ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law</p> <p><b>B 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</b></p> <p><b>C Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities</b></p>		
<p><b>Preamble</b></p>	+**	- **
<ul style="list-style-type: none"> <li>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</li> </ul>		

\*+ area where you may be able to help others; - area where you may need help from others

## Appendix B – Brighter Futures Career Stage Expectations 2019-20

In order to clarify the teachers' standards a series of career stage expectations has been produced which establishes expectations for teachers dependent on their main professional scale point or upper scale point. These will help to inform target setting and continuous professional development which are central to the appraisal process. The career stage expectations are as follows:

SKILL AREA	M1 – M2	M3 – M4	M5 – M6	UPS	TLR/Leadership
	With support and mentoring <b>Developing Teacher</b>	Perfecting practice <b>Developing Teacher</b>	Influencing practice <b>Accomplished Teacher</b>	Significant and sustained support of others <b>Expert Teacher</b>	Leading School/UTC systems <b>Expert Teacher and Leader</b>
<b>1. Set high expectations which inspire, motivate and challenge</b>	ALL – establish a safe and stimulating environment for pupils/students, rooted in mutual respect. As a tutor ensure that all tutor time activities are carried out in line with school/UTC expectations.				
	ALL – demonstrate with consistency the positive attitudes, values and behaviour expected for pupils/students. Be a positive role model for children's/young people's behaviour.				
	Effectively apply the curriculum in context of own lessons and at appropriate key stage level. Establish expectations and sufficient support and challenge to ensure progress by setting appropriate goals and targets for all children.	Effectively apply the curriculum at key stage level and understand the full curriculum of the School/UTC. <b>Establish expectations and a high level of challenge and support</b> to ensure progress by setting appropriate goals and targets for all children/young people	<b>Provide support and advice to others</b> beyond own year group/department e.g. through planning and leading staff INSET. Develop the skills of others, particularly ITT pupils/students, to enable them to be able to inspire, motivate and challenge. Have a significant impact on the work of others to improve teaching across the academy.	<b>Demonstrate best practice and lead</b> the setting of high expectations to motivate, inspire and challenge all pupils/students	<b>Establish, review and improve systems</b> that contribute to high expectations which inspire, motivate and challenge pupils/students.
ALL – be accountable for pupils'/students' attainment, progress and outcomes					



<p><b>2. Promote good progress and outcomes by pupils/students</b></p>	<p>ALL – encourage pupils/students to take a responsible and conscientious attitude for their own work and study</p>			
<p>Use knowledge of all groups of pupils'/students' capabilities and prior attainment to ensure that pupils/students, <b>achieve in line with the school's/UTC's expectations.</b></p>	<p>Use knowledge of all groups of pupils'/students' capabilities and prior attainment to ensure that <b>where possible pupils/students make good progress</b> as a minimum and outcomes are in line with school/UTC expectations.</p>	<p><b>Where possible pupils/students achieve</b> in line with academy expectations meeting individual targets. <b>Some pupils/students exceed</b> school/UTC expectations and targets.</p>	<p><b>Demonstrate best practice</b> in using knowledge of all groups of pupils'/students' capabilities and prior attainment to plan <b>consistently to achieve and sustain good and outstanding teaching to build on these.</b></p>	<p><b>Share best practice and support colleagues as required</b> in using knowledge of all groups of pupils'/students' capabilities and prior attainment. This will lead to planning which consistently and sustains good and outstanding teaching to build on these. Develop and manage appropriate intervention strategies that support outstanding progress</p>

SKILL AREA	M1 – M2	M3 – M4	M5 – M6	UPS	TLR/Leadership
3. Demonstrate good subject and curriculum knowledge	ALL – demonstrate an understanding of and take responsibility for promoting high standards of literacy, numeracy and SMSC				
	Know and understand the curriculum at current year group level. This will be evidenced by use of subject knowledge during teaching. Demonstrate high standards of literacy; oracy and the correct use of standard English regardless of specialist subject. Know who the subject experts are within the Trust and use their support.	Play a more <b>prominent role</b> within designated curriculum team, e.g. development of curriculum, units of work, assessments. Access advice and adapt practice; feeding back to the SLT to improve teaching and learning.	<b>Take a lead</b> in significant subject area, including developing and evaluating the subject.	<b>Contribute to the development</b> of schemes of work so that literacy, numeracy and SMSC is integral to the curriculum. Ensure cross curricular opportunities contribute to the development of the schools/UTC's core values and employability skills	<b>Establish, review and improve systems for demonstrating</b> best practice in providing learning opportunities in literacy, numeracy, SMSC and learning power.
4. Plan and teach well-structured lessons	ALL – Promote a love of learning and pupils'/students' intellectual curiosity – pupils/students should be actively engaged and independent.				
	With structured support and mentoring, most lessons are showing good elements including effective use of lesson time; engagement of children; effective questioning; Clear feedback within the lesson leading to progress by all groups	All teachers endeavour and work towards lessons becoming securely good with evidence of high levels of engagement and pupil/student progress.	Lessons are starting to <b>highlight areas of excellence</b> and these areas are shared with others within school/UTC.	Teachers take on sustained responsibility for modelling and developing other teachers to improve teaching across the school/UTC and across the Trust	Areas of excellence are <b>shared across the Trust</b> and the development of teaching and learning is supported across working parties and the Trust.

5. Adapt teaching to respond to the strengths and needs of all pupils/students	ALL – Have a secure understanding of how a range of factors can inhibit pupils'/students' ability to learn, and how best to overcome these.				
	ALL – demonstrate an awareness of the physical, social and intellectual development of pupils'/students and know how to structure teaching to support and challenge pupils'/students at different stages of development.				
	Have a clear understanding of the needs of all pupils/students including those with SEND; those of high ability; those with EAL and be able to use and evaluate different teaching approaches to engage and support them	Use <b>current research</b> to ensure that they have a clear understanding of the needs of all groups of pupils/students.	<b>Be engaged in evidence-based research across the school/UTC or Trust.</b> This will support the understanding of how different pedagogy approaches support the accelerated progress of different groups of pupil/students.	<b>Demonstrate best practice in effective use of a range of different teaching approaches</b> to engage and support the progress of groups of pupils/students.	<b>Lead and share best practice across the school/UTC and Trust.</b> Support colleagues as appropriate to enable them to use different teaching approaches to engage and support all pupils/students

SKILL AREA	M1 – M2	M3 – M4	M5 – M6	UPS	TLR/Leadership
6. Make accurate and productive use of assessment	ALL: Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements				
	<p>With significant support, know and understand how to assess relevant subjects and curriculum areas. Make use of formative and summative assessments to secure pupil'/student'progress. Use relevant data to monitor progress, set targets and plan subsequent lessons. Give pupils/students regular feedback orally and through accurate marking and encourage pupils/students to respond to feedback.</p>	<p>Gain greater skill in use and manipulation of data to support more specific groups. Use <b>national assessment data</b> for comparison and school/UTC data to benchmark and assess progress</p>	<p><b>Understand and utilise whole school/UTC data</b> to ensure impact on teaching and learning. Assess pupils/students against other success measures – key skills, employability</p>	<p><b>Monitor progress in curriculum areas</b> and year groups. Use and have an awareness of ASP, FFT and school data to impact on teaching and learning of specific groups across the school/UTC. Use FFT, ALPS and OTrack data to impact on teaching and learning.</p>	<p><b>Establish, review and improve systems for best practice assessment across the school/UTC</b> to support colleagues as required to enable them to make use of formative and summative assessment to secure outstanding progress.</p>
7. Manage behaviour effectively to ensure a good and safe learning environment	<p>ALL – Have clear rules and routines for behaviour in classrooms and take responsibility for promoting the school's/UTC's non-negotiables</p> <p>ALL – Consistently role model the Brighter Futures and schools/UTC's core values throughout your professional life. ALL-Have high expectations of behaviour and establish a framework for discipline with a range of strategies using praise, sanctions and rewards consistently and fairly. Know and deploy effective behaviour strategies which support effective learning</p> <p>ALL-Manage classes effectively, using approaches which are appropriate to pupils'/students' needs in order to involve and motivate them.</p> <p>ALL – Maintain good relationships with pupils/students exercise appropriate authority and act decisively when necessary, using the school's/UTC's behaviour policy consistently</p>				

<b>8. Fulfil wider professional responsibilities</b>	<p>ALL – Make a positive contribution to the wider life and ethos of the school/UTC/Trust</p> <p>ALL – Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.</p> <p>ALL – Deploy support staff effectively.</p> <p>ALL – Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.</p> <p>ALL – Have a professional interest in the most recent research evidence and use this to inform classroom practice.</p> <p>ALL – Communicate effectively with parents with regard to pupils'/students' achievements and well-being.</p>
<b>PART 2 – Personal &amp; Professional Conduct</b>	<p>ALL – Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour,</p> <ul style="list-style-type: none"><li>● within and outside of school/UTC by: treating pupils/students with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position having regard for the need to</li><li>● safeguard pupils'/students' well-being, in accordance with statutory provisions showing tolerance of and respect for the rights of others not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs</li><li>● ensuring that personal beliefs are not expressed in ways which exploit pupils'/students' vulnerability or might lead them to break the law.</li></ul>

## Appendix C – Procedure for Conducting National Teachers Standards Assessment

- C1 The aim of the annual assessment against national standards, as required by the regulations, 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 in staff meeting will be provided for teachers to conduct a self-assessment against the National Standards (Preamble, Part 1 and Part 2) at 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 assessment will then be exchanged. At least a week will be allowed for the teacher to assemble any necessary evidence
  - Teacher and appraiser will then attend a 30-45 minute Professional Dialogue meeting at a mutually convenient time. This will be in directed time. The aim of the meeting will be to agree the standards against which the teacher’s performance will be assessed in the next appraisal cycle. Where the initial assessment (or examination of evidence at the Professional Dialogue meeting) results in 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 the initial assessment (or examination of evidence at the Professional Dialogue meeting) results in 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 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 – Observation of Teaching and Leadership Practice

### D1 Formal Lesson Observations.

D1.1 Teachers (other than those who are part of the National Standards Support Programme (set out in Appendix E) will have lesson observations in the course of the school year which are appropriate to the development of the teaching and Learning of the school/ and or school Improvement . Of which:

- All lesson observations will be linked performance to provide evidence for the member of staff's appraisal .
- The number of lesson observations will be in accordance with the needs of the individual teacher.
- In this school there will be a cycle of 3 lesson observations in each year. Where a teacher is identified as requiring support additional observations will take place for development purposes

D1.2 An individual teacher is free to request that all general lesson observations be unannounced

D1.3 Oral feedback will be given as soon as possible after the end of the lesson; written feedback will be provided within 5 working days

### D2 Other Leadership Visits to Lessons

D2.1 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

D2.2 Evidence from D2.1, will be used to inform performance review.

D2.3 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 a national standard is not met at the appropriate career stage, the special support arrangements set out in Appendix E, will apply.

### D3 Formal Observation of Leadership Practice

D3.1 Leaders (other than those who are part of the National Standards Support Programme set out in Appendix E) will have on-going leadership observations in the course of the appraisal cycle, some announced and some unannounced.

## Appendix E: Provision of Additional Support Where National Standards Are Not Met

- E1 Where national teacher standards are found not to be met at the appropriate career stage, special arrangements will be made to ensure that the appropriate support can be provided. These may include:
- The appointment of an independent reviewer
  - The setting of an appropriate number of additional appraisal objectives above the school norm
  - Additional formal lesson observations, some of which may be unannounced, this will be discussed with the teacher
  - A structured support plan for a period not longer than 6 weeks, the timescale will be discussed with the teacher
- E2 Where information comes to light in the course of an appraisal cycle that leads the head to **conclude** that national teacher standards are not met at the appropriate career stage expectation level, these new arrangements, will come into force as soon as possible after the decision has been made
- E3 Where national standards are identified as not being met at the appropriate career stage expectation level by either means, appraisal objectives will be action planned to a much shorter timescale – typically one term, but less if the head decides the situation warrants this. At the end of each such period, progress will be reviewed – and a decision made on whether:
- To end the support programme and resume normal appraisal arrangements
  - To continue to provide support within appraisal by setting further short-term objectives
  - To suspend appraisal and move immediately into the formal capability procedure.
- E4 Where a decision to end the support programme has been taken but performance drops again within 12 months, the teacher will move immediately back into the revised appraisal arrangements outlined above and for a shorter timescale as determined by the circumstances. In exceptional circumstances the head teacher may decide to move straight to the formal capability procedure at this stage.
- E5 In the event that performance has not improved and the teacher moves into formal Capability, this will be managed under the Schools Capability Procedure.



## Appendix F: Teacher Appraisal Support Materials

### CONTENTS

- i. Individuals Self- Assessment against standards and agreed career stage expectations

**Section 1.** Planning & Review Statement  
Outcomes of standards Assessment  
PM Professional Development Objective Priorities

**Section 2.** Planning and Review Statement – Pupil Progress  
Objective Priorities

**Section 3.** Planning and Review statement  
Outcomes of leadership standards assessment  
Leadership & Management Objective Priorities

**Section 4.** Objective Setting & Support Record Sheet

**Section 5.** Lesson Observation Schedule

**Section 6.** Schedule of Evidence to be used by reviewer in judging performance

**Section 7a** Review Statement

**Section 7b** Planning & Review Statement  
Outcomes of Standards Assessment  
PM Professional Development Objective Priorities next year

**i. Individual's Self Assessment against Standards and Agreed Career Stage Expectations**

**SCHOOL STANDARDS ASSESSMENT**

**Confidential**

<b>Name</b>	
<b>Appraiser</b>	

	<b>Current Pay Point</b>	<b>Career Stage Expectation Level for Assessment</b>	<b>Any Aspirational Pay level you would like to be assessed against (please tick)</b>
M1			
M2			
M3			
M4			
M5			
M6			
UPS1			
UPS2			
UPS3			
TLR1			
TLR2			
AST			
AH			
DH			
HT			

<b>Appraisee Signature</b>	
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Date: \_\_\_\_\_

Please return to your appraiser in the envelope provided by .....

**Section 1.**

Planning & review statement  
 Outcomes of standards assessment  
 PM Professional development objective Priorities

**Part A – Assessment Outcomes**

**Confidential**

Standard	Met	Not Met
1 Preamble		
2. Personal and Professional Conduct		

Standard	Meets CSE*	Below CSE*	Meets ASL*	Not Yet At ASL*
1. Set high expectations which inspire, motivate and challenge pupils				
2. Promote good progress and outcomes by pupils				
3. Demonstrate good subject and curriculum knowledge				
4. Plan and teach well structured lessons				
5. Adapt teaching to respond to the strengths and needs of all pupils				
6. Make accurate and productive use of assessment				
7. Manage behaviour effectively to secure a good and safe learning environment				
8. Fulfil wider professional responsibilities				

\*CSE = Career Stage Expectations as defined in school documentation

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

**Part B – PM Professional Development Objective Priorities**

**Either Standards Not Met**

With support, develop professional expertise to meet the following standards

Standard	Key elements to be addressed

**Or All Relevant Standards Met**

With support, deepen and develop professional expertise in the following area

Standard	Key developmental activity

**Section 2. Planning & Review Statement**  
**PM Pupil progress objective priorities**

School Improvement Plan target	
Names of the pupils who are unlikely to hit 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. There are some blank boxes you can use if the heading you want isn't already there.

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?	
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**Section 3 Planning & review statement**  
**Outcomes of leadership standards assessment**  
**PM Leadership & Management Objective Priorities**

**Part A – Assessment Outcomes**

**Confidential**

Standard	Above CSE*	Below CSE*	Meets ASL*	Not Yet at ASL*
National Leadership Standards are not yet agreed. In the meantime, schools may wish to assess practice either against the draft standards or against their own in-house list for the purpose of identifying relevant Leadership & Management objectives.				

\*CSE = Career Stage Expectations as defined in school documentation

\*ASL = Aspirational Skill Level (if applicable - e.g. for potential Assistant Head)

**Part B – PM Professional Development Objective Priorities**

**Either Standards Not Met**

With support, develop professional expertise to meet the following standards

Standard	Key elements to be addressed

**Or All Relevant Standards Met**

With support, deepen and develop professional expertise in the following area

Standard	Key developmental activity

**Section 4. Objective Setting & Support Record Sheet**

<p><b>OBJECTIVE</b></p>	<ul style="list-style-type: none"> <li>• Work to develop teaching skill (x) so that challenging pupils a b and c achieve attainment target y</li> <li>• Work to develop leadership skill (y) so that school improvement target (z) is achieved</li> <li>• Develop evidence that (l) meet National Standard <math>\beta</math></li> <li>• In preparation for promoted post (p), work to develop skill (q)</li> </ul>	
<p><b>AGREED EVENT (Reviewee Responsibility)</b></p> <ul style="list-style-type: none"> <li>• Audit?</li> <li>• Coaching observation?</li> <li>• Discussion with pupils/parents?</li> <li>• Observe colleague?</li> <li>• Attend training?</li> <li>• Research?</li> <li>• Produce action plan?</li> <li>• Implement action plan?</li> <li>• Monitor/evaluate review?</li> </ul>	<p><b>BY (DATE)</b></p>	<p><b>RECORD OF EVENTS</b></p>
<p><b>AGREED SUPPORT (Reviewer Responsibility)</b></p> <ul style="list-style-type: none"> <li>• Meetings with reviewer?</li> <li>• Meetings with coach?</li> <li>• Observations?</li> <li>• Training?</li> <li>• Termly reviews?</li> </ul>		<p><b>RECORD OF EVENTS</b></p>
<p><b>IMPACT MEASURES (inc. lesson observation details)</b></p> <ul style="list-style-type: none"> <li>• Lesson observation (with focus)?</li> <li>• Monitoring of planning?</li> <li>• Book trawls?</li> <li>• Reviewer report of discussions with pupils/parents?</li> <li>• Pupil Progress/Attainment Data</li> </ul>		<p><b>RECORD OF EVENTS</b></p>

**Section 5**

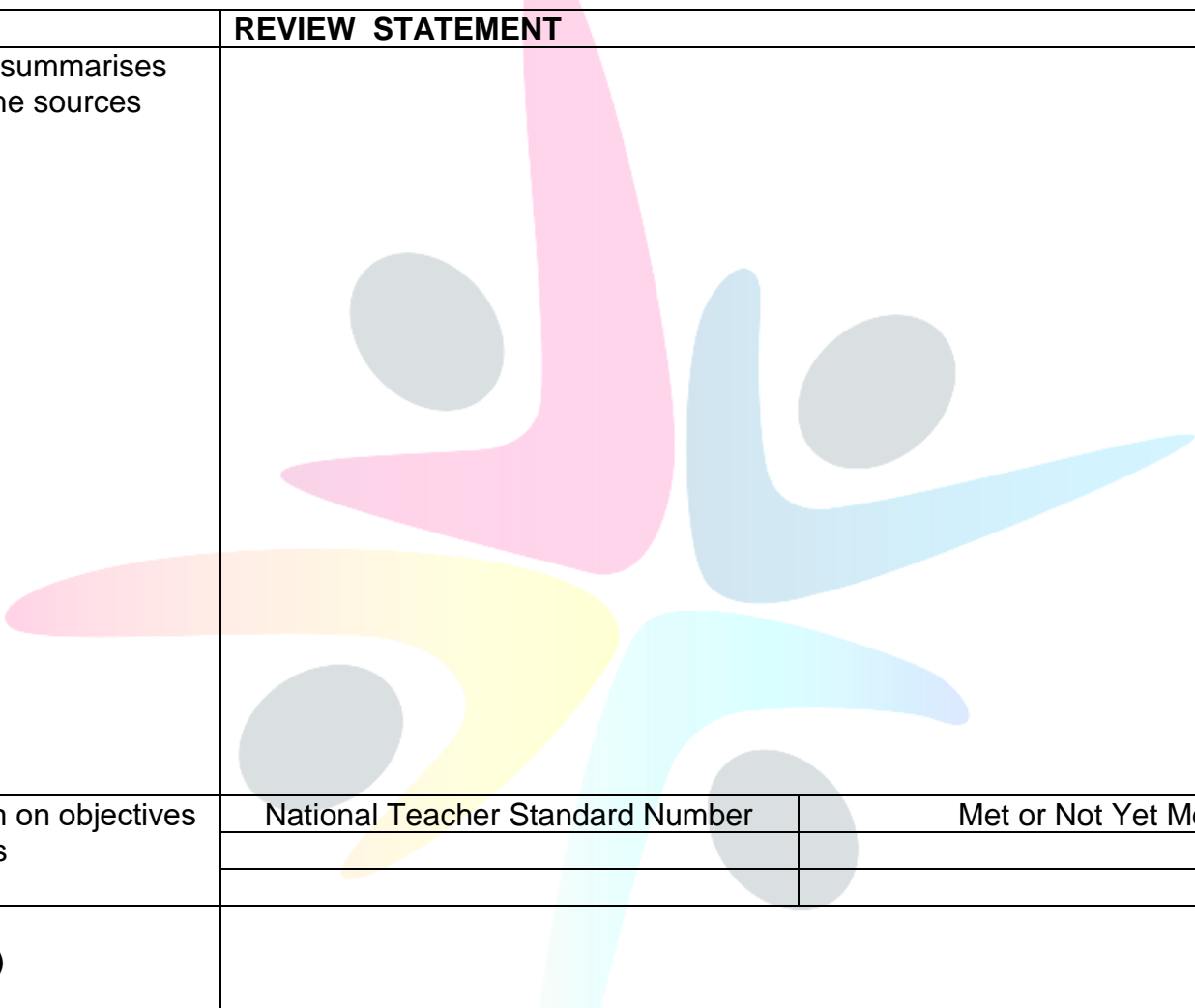
**Lesson Observation Schedule**

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

**SECTION 6**

**SCHEDULE OF EVIDENCE TO BE USED BY REVIEWER IN JUDGING PERFORMANCE**  
 (COPIES OF ALL EVIDENCE LISTED WILL ALSO BE MADE AVAILABLE TO THE REVIEWEE)

<p><b>EVIDENCE TO BE USED FOR ALL STAFF</b></p> <ul style="list-style-type: none"> <li>• Records of lesson observations listed above</li> <li>• Record of progress with agreed performance objective</li> <li>• Outcome of Standards Assessment(s)</li> </ul>	<p><b>AGREED ADDITIONAL EVIDENCE</b></p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>
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<p><b>SECTION 7A</b></p>	<p><b>REVIEW STATEMENT</b></p>	
<p>In this section, the reviewer summarises the evidence derived from the sources listed in Section 6</p>		
<p>Reviewer's recommendation on objectives related to national standards</p>	<p>National Teacher Standard Number</p>	<p>Met or Not Yet Met</p>
<p><b>Recommendation on pay progression (if applicable)</b></p>		



**Section 7b Planning & Review Statement**  
**Outcomes of standards assessment July**  
**PM Professional Development Objective priorities**

**Part A – Assessment Outcomes 2012-13**

**Confidential**

Standard	Met	Not Met
9. Preamble		
2. Personal and Professional Conduct		

Standard	Meets CSE*	Below CSE*	Meets ASL*	Not Yet At ASL*
1. Set high expectations which inspire, motivate and challenge pupils				
2. Promote good progress and outcomes by pupils				
3. Demonstrate good subject and curriculum knowledge				
4. Plan and teach well structured lessons				
5. Adapt teaching to respond to the strengths and needs of all pupils				
6. Make accurate and productive use of assessment				
7. Manage behaviour effectively to secure a good and safe learning environment				
8. Fulfil wider professional responsibilities				

\*CSE = Career Stage Expectations as defined in school documentation

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

**Part B – PM Professional Development Objective Priorities**

**Either Standards Not Met**

With support, develop professional expertise to meet the following standards

Standard	Key elements to be addressed

**Or All Relevant Standards Met**

With support, deepen and develop professional expertise in the following area

Standard	Key developmental activity