



# TeachersqAppraisal Policy 2015/16

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<b>Adopted by LGB</b>	
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**This policy is linked to legislative changes that came into effect from September 2013. It is linked to the REAch2 Teachers' Pay Policy. It can be used from 1 September 2015.**

# 1. Purpose

This policy sets out the framework for a clear and consistent assessment of the overall performance of teachers, including the Head Teacher within all REAch2 Academies. Appraisal within REAch2 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 motivated and able to continue to improve their professional practice and to develop as teachers. The policy will support each teacher's development within the context of the school's plan for improving educational provision and performance and the Teacher's standards as well as the specific expectations of REAch2 for all of its teaching staff. If there are any serious concerns raised about a teacher's performance that cannot be addressed and resolved through the appraisal process, there will be consideration of whether to commence the capability procedure.

## 2. Application

The policy applies to the Head Teacher and to all teachers employed by the school or trust except those on contracts of less than one term, those undergoing induction (NQTs) and those subject to the formal Capability Procedure (please see separate Capability Policy). Executive Principals are appraised as part of the central REAch2 Staff performance management framework and are not included here.

The policy should be read in conjunction with the REAch2 Teachers' Pay Policy, which provides details of the arrangements relating to pay.

The operation of this appraisal policy and process has been workload impact assessed to ensure that it does not add to the workload of anyone involved.

All performance management activities will take place within the teacher's directed time, but not within a teacher's PPA time.

The appraisal policy must always be applied fairly and in accordance with employment law and REAch2 Equalities policies. The application of this policy will not directly nor indirectly discriminate against members of staff on the grounds of their gender, age, disability, gender re-assignment, marital or civil partnership status, pregnancy, maternity status, race (including colour, nationality and ethnic or national origins), religion or belief, or sexual orientation.

The application of this policy will not directly nor indirectly discriminate against members of staff on the grounds of trades union membership or activities

## 3. Pay Progression for teachers

Where teachers are eligible for pay progression, the recommendation made by the appraiser will be included on the Pay progression recommendation/outcome form (see Appendix 7 ) and will be based on the assessment of their overall performance against the agreed objectives,

teachers (and/or other relevant) standards for pay progression. The recommendation made by the appraiser will be passed to the finance committee of the LGB via the Head teacher. It will be for that relevant body to consider recommendations and make determinations about pay, with input from the Head Teacher. Recommendations on HT's pay will be sent from the lead appraiser to the finance committee of the MAT Board. The relevant body will ensure that decisions on pay progression are made by 30<sup>th</sup> November for Head teachers and 31<sup>st</sup> October for other teachers, with effect from 1<sup>st</sup> September.

## 5. The Appraisal period

The appraisal period will run for 12 months from September to September for teachers.

Teachers who are 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.

There is flexibility to have a longer or shorter appraisal period when teachers begin or end employment with a school or within the trust.

Where a teacher transfers to a new post within the school/Trust, part-way through a cycle, the head teacher, or in the case where the employee is the head teacher, the governing body shall determine whether the cycle shall begin again and whether to change the appraiser.

## 6. Appointing Appraisers

The Head teacher will be professionally appraised by their line manager. This will be the relevant Executive Principal.

The Head Teacher will decide who will appraise other teachers. The Appraiser will always be the Head Teacher or Line Manager and will always be a qualified teacher with current/recent teaching experience. Account will be taken of the number of staff any one person appraises. A teacher may request an alternative appraiser to the Head Teacher in writing. Where possible, a suitable alternative appraiser will be offered. The decision of the Head teacher will be final.

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

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

The appraisal structure will be circulated to all staff each September (*Please attach or insert your academy's own individual appraisal structure into Appendix 1*)

All staff carrying out appraisals will have undergone the ECM /REACH2 Appraisal training or equivalent as agreed with the trust and will be confident in the use of the ECM appraisal toolkit materials.

## 7. Setting Objectives

No more than three objectives will be set for any teacher

The Head teacher's objectives will be set by their line manager, the Executive Principal, who will consult with the LGB.

Objectives for each teacher will be set before, or as soon as is practicable after, the start of each appraisal period. There will be a two week time frame for objectives to be set in September which will be outlined by each academy.

Before, or as soon as is 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 Teacher Standards. Other specific REAch2 guidance on standards for assessment are included in the appendices.

Teachers who are qualified by holding QTLS status will be assessed against the Teacher's standards.

Before the meeting, teachers need to ensure that they have reviewed their professional standards and professional development documents to highlight any areas for development/aspiration (see appendices 3 & 4). Their team leader/ appraiser will also do this.

The Teacher's Standards will be used to inform the setting of the teacher's appraisal objectives and will not be used as a checklist against which the teacher's performance is assessed;

The objectives for each teacher will, if achieved, contribute to the school's plans for improving the school's educational provision and performance and improving the education of pupils at *(insert name)* academy. This will be ensured by rigorous monitoring procedures and quality assuring of all objectives against the school improvement plan *(insert any other agreed -between the appraiser and appraisee- documents here)*

Teachers may undertake a self-evaluation exercise prior to their Appraisal meeting. Wherever possible a copy of these filled in documents should be given to the appraiser at least 24 hours in advance to allow for meaningful preparation.

### **During the objective setting meeting, the following should be discussed:**

- Setting of objectives for the next academic year through a review of the professional standards; professional development documents; and the relevant documents within the toolkit. This should be done in partnership. If agreement through partnership is not possible, the appraiser will set the objectives based on the above. Rigorous,

aspirational and achievable targets need to be set that fit in with the whole school targets.

- A discussion about what is going well, focusing on evidence.
- An Objective statement and Action plan.
- The objective setting meeting will include discussion and agreement regarding the plans for observation and review during the appraisal cycle. There will be a maximum of three formal lesson observations, totalling no more than three hours.
- Agreement on the evidence that will be collected during the cycle and from whom evidence may be sought.
- Members of staff receiving additional pay for teaching and learning responsibilities (TLR) may have one of their objectives based on their performance targets that hold them accountable for the performance of others in delivering quality teaching and learning and in achieving good pupil progress. This may be reflected in the wording of the objectives.

#### **The objectives set for each teacher will**

- Be Specific, Measurable, Achievable, Realistic and Time-bound (see further guidance in toolkit)
- Be Appropriate to the teacher's role and level of experience.
- Include appropriately challenging and measurable targets that evidence individual teachers are doing all they can to raise pupils' achievement
- Make reference to the competencies and behaviours required to achieve good outcomes for pupils
- Be Fair and equitable. This will be in relation to teachers with similar roles/responsibilities and will also be sensitive to each individual teacher's circumstances. Objectives will also be consistent with each school's strategy for achieving a reasonable work/life balance for all staff. Schools will be mindful that resources will need to be made available for the implementation of this policy, particularly in relation to training and accessibility. This will be moderated across each school to ensure that all appraisers are working to the same standards. At Regional and Trust level.

Objectives may be revised and reasonable adjustments made if there is a significant change in circumstance, e.g. a change of job role, long term sickness, maternity leave, disability, or if a teacher requires more support to meet the Teacher's Standards. If objectives for an individual are changed then these will need to be referred back to the Appraiser and Appraisee before being implemented.

Appraisers and appraisees will be clear as to what success will look like and how progress will be measured. This means that the agreed objectives will contain a description of what success may look like. The appraiser and appraisee will seek to agree the objectives and

objectives may be revised if circumstances change. Should the objectives not be agreed, the final decision on allocation of objectives rests with the appraiser.

Appraisees may, at any point, append their comments alongside their objectives.

## **8. Reviewing Performance**

### **8.1 Development and Support**

Appraisal is a supportive process which will be used to inform continuing professional development. It will be carried out in partnership between teachers and appraisers in order to support teachers to aspire to and meet their objectives and to facilitate their career progression. All appraisers within REAch2 will have received approved appraisal training which is based on the quality of the appraisal process as a supportive process. REAch2 wishes to encourage a culture in which all teachers at all career levels 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. Appraisal performs the dual function of driving the school and the trust forwards and supporting and developing its valuable staff.

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

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

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

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

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



## **8.2 Observation**

REAch2 believes that observation of classroom practice and other responsibilities is important both as a way of assessing teachers' performance in order to identify any particular strengths and areas for development they may have, and of gaining useful information which can inform school improvement more generally. All observation will be carried out in a supportive fashion. The classroom observation protocol is set out in Appendix 5 and the Observation focus document is at Appendix 6.

All classroom observation will be carried out by those with QTS/QTLS, and all those undertaking classroom observation will be suitably trained. Observation will not be over-burdensome for the appraisee or appraiser.

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

For the purpose of Appraisal, teachers' performance will be observed on an appropriate and reasonable number of occasions in accordance with the Observation Protocol (Appendix 5) and will, as far as possible, be agreed by the appraiser with the appraisee based on the individual circumstances of the teacher and the overall needs of the school.

In exceptional circumstances where serious concerns have been raised about a teacher's performance (see section 8.4), or where the teacher requests, additional observation visits may be agreed.

## **8.3 Feedback and Records**

Constructive oral feedback will be given as soon as possible after formal observations take place and no later than the end of the following working day. It will be given during directed time in a suitable, private environment.

If issues emerged from an observation that were not part of the focus of the observation as recorded in the planning and review statement, these should also be covered in the written feedback and the appropriate action discussed with the teacher. Other issues relevant to the Appraisal process can also be discussed at this meeting.

Written feedback will be provided within 5 working days of a formal appraisal observation. Feedback will highlight particular areas of strength as well as areas needing development. The written record of feedback will include the date on which the observation took place, the lesson observed and the length of the observation. The teacher has the right to append written comments on the feedback document. No written notes in addition to the written feedback and teacher's comments will be kept.

The appraiser will be given sufficient time within the school day to put in written form the conclusions agreed with the appraisee on the outcomes of the classroom observation.

Teachers will have access to all written accounts of the observation after their lessons and, if they request, copies will be provided.

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

## **8.4 Teachers experiencing difficulties**

Where, during the appraisal cycle, there is clear evidence of serious concerns about any aspects of the teacher's performance, the appraiser will arrange to meet formally with the teacher giving at least 5 days notice. Prior to the meeting the appraiser will provide the teacher with clear written feedback about the nature and seriousness of the concerns.

At the meeting the teacher and the appraiser will:

- Consider the evidence of serious concerns;
- Give the teacher the opportunity to comment and discuss the concern; This discussion will include the contextualisation of the concerns, for example, external influences.
- Wherever possible, agree any reasonable and constructive further action required that will be offered in the form of a support programme;
- Make clear how, **and by when**, the appraiser will review progress (it may be appropriate to revise objectives and it will be necessary to allow sufficient time for improvement. The amount of time will depend on the seriousness of the concerns but will not be less than 8 weeks except in exceptional circumstances.
- Explain the implications and the process if no or insufficient improvement is made

This meeting and any further support and guidance given will be with the aim that the teacher's performance improves and the need to move into formal capability procedures is avoided. Teachers are entitled to bring a trade union representative to the meeting as this is the best opportunity to avoid the matter becoming formalised.

**The REAch2 Teacher Support Programme can be found below. This will be implemented for teachers who fall under 8.4.**

Where sufficient progress is made such that the teacher is performing at a level that indicates that there is no longer a possibility of capability procedures being invoked the teacher should be informed of this at a formal meeting with the appraiser or head teacher. Following this meeting, the appraisal process will continue as normal. The outcome will be provided in writing to the teacher.

# Appraisal - Teacher Support Plan

Teacher: \_\_\_\_\_ Pay Point \_\_\_\_\_ Date \_\_\_\_\_ Team  
 Leader \_\_\_\_\_ ..

<b>Objective 1</b> <b>Teaching and Learning</b>	Success Criteria	What do you need to do to help you meet this objective?		Evidence Base
A Teacher Support Plan is used where the teaching of any staff (other than Newly Qualified Teachers) is on two occasions or more graded to be 'requires improvement'. The expected timescale for the TSP is 8 weeks and will be supported by a designated member of staff or a REAch2 Outstanding Teacher Mentor / Associate School Leader.	How will you know if you have met this objective?	Key areas for development based on an analysis of performance over the last term/year	Specific Supportive CPD that will support you in meeting this objective	What will you specifically monitor and keep evidence of in relation to this objective?

Teaching and Learning	Specific targets should be set which will produce the highest possible standard of teaching and learning in order to secure at least good progress for all children and groups of children in your class.	Specific success criteria should be identified which will result in teaching being graded as good or better over time.	<p><b>TEACHERS/SENIOR LEADERS SHOULD GIVE CONSIDERATION TO THE KEY AREAS FOR DEVELOPMENT AND COME TO THE TSP MEETING WITH NOTES AND IDEAS.</b></p> <p><i>In the TSP meeting the Senior Leader will work with the teacher to identify very specific things to focus on to improve the standard of their teaching.</i></p> <p><i>Using the supporting documents:</i></p> <ol style="list-style-type: none"> <li>1. <i>Review Summary Document</i></li> <li>2. <i>Teaching and Learning Profile</i></li> <li>3. <i>Teacher Standards 2012</i></li> </ol>	<p><b>TEACHERS SHOULD GIVE CONSIDERATION TO WHAT SUPPORT AND OPPORTUNITIES THEY WOULD LIKE IN ORDER TO MEET THIS OBJECTIVE AND COME TO THE MEETING WITH NOTES AND IDEAS.</b></p> <p><i>In the TSP meeting the Senior Leader will work with the teacher to identify what supportive CPD it is mutually agreed will help them to meet the objective.</i></p> <p><i>For example:</i></p> <ul style="list-style-type: none"> <li>- <i>peer support</i></li> <li>- <i>observing other colleagues in the same school</i></li> <li>- <i>observing colleagues in another school</i></li> <li>- <i>support from a REAch2 outstanding teacher mentor</i></li> <li>- <i>support with planning</i></li> <li>- <i>team teaching</i></li> <li>- <i>attending training courses</i></li> </ul>	<p><b>THIS SECTION CAN BE POPULATED BY THE TEACHER FOLLOWING THE INITIAL MEETING.</b></p>
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## 9. Transition to Capability

If the appraiser is not satisfied with progress following the agreed additional support and time frame, they will report this to the headteacher.

Within 5 working days the headteacher will write to the teacher (appraisee) inviting them to a formal capability meeting, with at least 5 working days notice. The notification will include:

- Sufficient information about the concerns about performance and their possible consequences to enable the employee to prepare to answer the case at a formal capability meeting
- Copies of any written evidence connected to the concerns
- The details of the date, time and place of the meeting
- Advice to the employee of their right to be represented/accompanied by a trade union official or Locally Elected Officer at the level of the Local Authority or work colleague.
- The names of those who will be at the meeting and their role
- Add an extra copy of letter for representative, which should be sent to the local union Secretary's office by the school
- An outline of possible courses of action
- A copy of the Capability Policy

Wherever possible the time and date of meeting should be agreed with the employee and their representative

The process to be followed is set out in detail in the capability procedure

Following the meeting the outcome will be confirmed in writing by the head teacher (or the Executive Principal in the case where the appraisee is the head teacher) within 5 working days

## 10. Annual assessment

At the end of the performance management cycle a formal review meeting will be held where the appraiser and appraisee will discuss achievements, any areas for improvement and professional development activities.

The assessment meeting is the end point to the annual appraisal process, but performance and development priorities will be reviewed and addressed on a regular basis throughout the year at the feedback meetings following formal observation. This is to ensure there are no surprises at the annual assessment meeting.

In assessing the performance of the Head teacher, the external advisor (Executive Principal) must be consulted.

The annual assessment meeting will be run in accordance with this policy. Appraisers will have attended the ECM/REAch2 appraisal training, and will have discussed the running of the annual assessment meeting with their appraisee in advance.

The purpose of the review meeting will be to:

- assess the extent to which the appraisee has met their objectives
- determine whether there has been successful overall performance in confirming the appraisee continues to meet the relevant professional standards
- if necessary, identify the need for additional support, training or development and how this will be met.
- A recommendation on pay progression

The Headteacher/Principal is responsible for submitting the pay recommendations to the LGB Finance Committee for approval. For recommendations regarding the Head teacher's pay progression, the Executive Principal is responsible for submitting the recommendation to the MAT Board Finance Committee.

(NB . The final pay recommendation need to be made by 30 November for Head teachers and by 31 October for other teachers by the finance Committee of the LGB. It will therefore be necessary for the appraisal review to be concluded in good time to ensure that this will be accomplished.

Where the Head teacher has not been recommended for pay progression, s/he will be informed by the Executive Principal and confirmed in writing within 5 working days..

The Pay progression recommendation form (to be used in compliance with the TeachersqPay policy) (Appendices 12 and 13) will form part of the written appraisal report.

Good progress towards the achievement of a challenging objective will be assessed favourably. Assessment against the TeachersqStandards will start from the premise that all teachers are meeting the TeachersqStandards and they will be assessed as meeting the standards unless clear, compelling written evidence to the contrary is provided

The teacher will receive as soon as practicable following the end of each appraisal period, a written appraisal report, which will have been drawn up during the discussion between the reviewer and teacher at the meeting. The teacher will have the opportunity to comment on the appraisal report in writing, Teachers will receive their written appraisal reports by 31 October (30 November for the Head teacher). There will be space on the report for the appraisee to record any comments.

The appraisal review statement at the end of the cycle must be the only source of evidence teachers require to support pay progression.

## **11. Appeals**

Appraisees have a right of appeal against any of the entries in the written appraisal report or any procedural issues arising from the Appraisal procedure, including the Appraisers pay recommendation. If the appeal is against the pay progression /determination it should be carried out under the Pay policy appeals procedure (Appendix 2 of the Pay policy) The Grievance procedure should be used If a teacher/Head teacher wishes to exercise their

individual right of appeal against the content or misapplication of the Appraisal process and Policy.

## **12. General principles underlying the policy**

### **12.1 ACAS Code of Practice on Disciplinary and Grievance Procedures**

The conduct of the formal capability stage will be undertaken in accordance with the provisions of the ACAS Code of Practice.

### 12.2 ACAS Guidance . How to manage performance

### **12.3 Consistency of Treatment and Fairness**

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

### **12.4 Sickness**

If long term sickness absence appears to have been triggered by the commencement of monitoring or the implementation of a Teacher Support Plan,, the case will be dealt with in accordance with the Trust's absence policy and will normally be referred to the Occupational Health Service to assess the member of staff's health and fitness for continued employment and the appropriateness or otherwise of continuing with formal procedures. In some cases it may be appropriate for formal procedures to continue during a period of sickness absence. However, the views of an OH Physician will always be taken into account before a decision is reached.

### **12.5 Grievances**

Where a member of staff raises a grievance regarding the appraisal process, the appraisal process may be temporarily suspended in order to deal with the grievance.

### **12.6 Confidentiality**

The appraisal process will be treated with confidentiality. In particular the Appraisal Review statements are confidential to the head teacher, appraiser and the appraisee.

However, the desire for confidentiality does not override the need for the Head teacher and LGB /MAT to quality assure the operation and effectiveness of the appraisal system. The Head teacher will review all teachers' objectives and written appraisal records personally in order to check consistency of approach and expectation between different appraisers. The Head teacher will be made aware of all pay recommendations that are made. Information can

be anonymised for the purposes of the governing body and the Trust, monitoring the operation and effectiveness of the system. A form to do this can be found at Appendix xxxxxx

### **12.7 Definitions of terms**

Unless indicated all references to 'teacher' include the Head teacher

## **13. Monitoring and evaluation**

The LGB/MAT/Head teacher/Executive Principal and REAch2 will monitor the operation and effectiveness of the appraisal process arrangements. The Head teacher will provide the LGB/MAT/REAch2 HR with a written report on the operation of the academy's appraisal (and capability) policies annually. This information will be shared and discussed with the trades unions at school. The report will not identify any individual by name. It will include an assessment of the impact of these policies on :

- Race
- Sex
- Sexual orientation
- Disability
- Religion and belief
- Age
- Part-time status
- Maternity and pregnancy
- Caring responsibilities

The policy will be reviewed and amended (where necessary) annually by REAch2, in consultation with the trade unions at a national level, based on the information received, and on any trust or legislative changes.

## **14. Retention**

The LGB and the Head teacher will ensure that all written appraisal records are retained in a secure place for six years and then destroyed.

## **15. Access to documentation**

All staff will have access to documentation relating to school improvement and development and any other documents and procedures to which this policy relates. These will be available on the individual Academy/MAT/REAch2 internet sites and /or can be obtained from the school office





**Appendix 1 – Appraisal Structure** *(please insert the appraisal structure for your academy here)*


Professional Standards Document		Teacher:	Pay Point:	Date:	
		The objectives set must be such that, if they are achieved, they will contribute to: a) Improving the education of pupils at the school; and b) The implementation of any plan of the governing body designed to improve the school's educational provision and performance. This document should be discussed with the teacher and should be focussed on developing an aspect of leadership and management relating to the stage they are at in their career. No matter what career stage the teacher is at, we always want to be investing in leadership development. <i>Please highlight in GREEN all the experiences, courses and opportunities that you have already had during your career. (Work through column by column.) Then identify in PINK no more than 3 things you would like to achieve during the next year. This can be discussed with your line manager in the Performance Management meeting.</i>			
	Standard	M1-2	M3-6	UP1	UP3
Overview of expectations	Overview	Following school procedures and policy <i>Maintain</i>	Coordinating school procedures and policy and being proactive in using their own experience to further the area <i>Secure</i>	Lead others in area(s) and a whole school role(s) <i>Developed</i>	Oversee whole school within the area(s) and monitor impact across the school <i>Extensive</i>
	Expectations and descriptors	• For own class	• For own class	• Be a role model, mentor students and colleagues and make a significant contribution at either team, key stage or whole school level	• Act as a role model, coach and mentor colleagues and lead all stakeholders including parents, Governors, Community in whole school respect
		• Follow policy and work within a team to review an devise policies	• Co-ordinate and support a team to review and devise a policy	• Follow request from HT to review policy	• Create policy independently and present to HT
		• Maintain up to date knowledge of statutory requirements	• Have a secure knowledge of statutory requirements	• Have a more developed knowledge and understanding of statutory requirements	• Have an extensive knowledge of, or take a role in developing approach to statutory requirements
1.1	<b>Set high expectations which inspire, motivate and challenge children</b> <ul style="list-style-type: none"> <li>• Provide a safe and stimulating environment</li> <li>• Set appropriate goals and challenge</li> <li>• Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils</li> </ul>	-Ensure classroom is set up to promote learning, is safe and stimulating -Lessons are planned to stimulate and excite children of all backgrounds and abilities -Differentiation is apparent in all lessons -The classroom has a positive atmosphere where everyone is valued and behaviour is at least good	-Ensure the school is presented to promote learning and encourage mutual respect -Ensure differentiation meets the needs of all children providing an achievable challenge to stretch children to reach their full potential	-Where a core curriculum area(s) / key stage(s) is being managed, make a significant contribution to ensuring high expectations, and the curriculum policy is being implemented throughout the school	-Make a significant contribution to monitoring and evaluating the curriculum / key stage and implement new initiatives that take the school forward
1.2	<b>Promote good progress and outcomes by pupils</b> <ul style="list-style-type: none"> <li>• Be accountable for pupil attainment, progress and outcomes</li> <li>• Plan teaching to build on pupils' capabilities and prior knowledge</li> <li>• Guide pupils to reflect on progress they have made and their emerging needs</li> <li>• Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching</li> <li>• Encourage pupils to take a responsible and conscientious attitude to their own work and study</li> </ul>	-Ensure lessons are planned, taught and evaluated to include differentiation for all pupils and ensure all children are making progress -Show an awareness of how children learn -APS shows that all children are making at least the expected progress -Children are identified with different needs and these needs are met within the classroom -Ensure children are aware of their progress and support them to move forward	-APS shows some good progress and everything else is at least expected -Children are identified with different needs and these needs are met within the classroom and across the whole school within the curriculum area(s) / key stage(s) -Take responsibility for reviewing the progress of children across the school in their subject(s) / key stage(s) to review the impact on the whole school	-Use whole school data to target development areas within subject(s) / Key stage(s) -Lead others to ensure progress and development in curriculum / key stage throughout the school -Monitor strategies for developing progress in subject(s) / key stages -Monitor pupil involvement and awareness of their learning in the curriculum area / key stage	-APS shows a majority of children making at least good progress in all areas -make a significant contribution to devising, implementing and monitoring effectiveness of strategies to raise standards of all pupils within the curriculum area(s) / key stage(s) across the whole school
1.3	<b>Demonstrate good subject and curriculum knowledge</b> <ul style="list-style-type: none"> <li>• Have a secure knowledge / curriculum area, foster and maintain pupils' interest in the subject and address misunderstandings</li> <li>• Demonstrate a critical understanding of developments in subject / curriculum area and promote the value of scholarship</li> <li>• Demonstrate an understanding of, and take responsibility for, promoting high standards of literacy, articulation and the correct use of standard English whatever the teacher's specialist subject</li> <li>• If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics</li> </ul>	-Ensure that own lessons are planned and delivered to foster and maintain pupils' interests and secure subject knowledge is demonstrated. -Ensure that school policies are implemented for teaching early reading and mathematics -Ensure all work presented to children, parents and staff demonstrates a high standard of English -Maintain an up to date knowledge -Work with colleagues to develop and update school policies -Be the named subject leader for a subject(s); attend training and meetings as required and feedback to staff	-Have good knowledge of your curriculum area and ensure that this is implemented across the school -Share curriculum expertise with colleagues	-Be a role model, mentor students and colleagues and others -Review policies and present to Headteacher and staff -Lead colleagues in any aspect of the school curriculum as required -Monitor the standards in the curriculum / key stage area and challenge under performance	-Develop and implement strategies and initiatives to overcome under performance and make a significant contribution to moving the whole school development area forward Make a significant contribution to leading all stakeholders including parents, governors in any aspect of the school curriculum as required

	<ul style="list-style-type: none"> <li>It teaching early reading, demonstrate a clear understanding of appropriate teaching strategies</li> </ul>				
1.4	<p><b>Plan and teach well structured lessons</b></p> <ul style="list-style-type: none"> <li>Impart knowledge and develop understanding through effective use of lesson time</li> <li>Promote a love of learning and children's intellectual curiosity</li> <li>Set homework and plan other out of class activities to consolidate and extend the knowledge and understanding pupils have acquired</li> <li>Reflect systematically on the effectiveness of lessons and approaches to teaching</li> <li>Contribute to the design and provision of an engaging curriculum within the relevant subject area</li> </ul>	<p>-All lessons are at least satisfactory</p> <p>-Lessons should be stimulating and interesting, promoting a love of learning and curiosity</p> <p>-Planning (including the setting of homework) teaching and evaluation is an ongoing cycle with each area interlinked and informing the next step</p> <p>-Identify opportunities to extend learning outside of the classroom</p>	<p>-All lessons are at least good</p> <p>-A love of learning is promoted through an engaging curriculum in your key stage / curriculum area(s)</p> <p>-Opportunities to extend learning outside of the classroom are planned within the whole curriculum to extend, enhance and promote high quality learning</p>	<p>-All lessons are at least good and some have outstanding features</p> <p>-Make a significant contribution to reviewing and evaluating teaching and learning opportunities in your key stage(s) / curriculum area(s) and where necessary provide support to colleagues</p> <p>-Identify and evaluate impact of teaching and learning through wide opportunities across the school</p>	<p>-A majority of lessons are outstanding</p> <p>-Make a significant contribution to mentoring and coaching staff across the school in all aspects of the curriculum as required</p> <p>-To provide critical feedback to others about required development areas in planning and teaching, supporting and modelling strategies for improvement</p>
1.5	<p><b>Adapt teaching to respond to the strengths and needs of all pupils</b></p> <ul style="list-style-type: none"> <li>Know when and how to differentiate appropriately using approaches which enable pupils to be taught effectively</li> <li>Have a secure understanding of how a range of factors can inhibit pupils' ability to learn and how best to overcome these</li> <li>Demonstrate an awareness of the physical, social and intellectual development of children and know how to adapt teaching to support pupils' education at different stages of development</li> <li>Have a clear understanding of the needs of all pupils including those with SEN; those of high ability; those with EAL and those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them</li> </ul>	<p>-Ensure differentiation is appropriate and that all groups of children have their needs met and strengths developed including SEN, G&amp;T and EAL</p> <p>-Demonstrate an awareness of, and use a range of, teaching strategies to meet the physical, social and intellectual development of children</p>	<p>-Explore and, where necessary, introduce and trial new approaches that will ensure children are able to access all areas of the curriculum</p> <p>-Explore different learning styles and use a range of multi-sensory approaches to support learning</p>	<p>-Make a significant contribution to developing and leading initiatives throughout the school in a curriculum area(s) / key stage(s) to ensure all children are able to reach their full potential</p> <p>-Monitor the impact that the initiatives have had and report back to the staff and HT</p>	<p>-Make a significant contribution to monitoring the impact that initiatives have had and report back to the staff, HT, Governors and parents through meetings, training and workshops</p> <p>-Make a significant contribution to redefining the initiatives where appropriate providing sufficient information to enable the HT to make an informed decision as to whether to persist with the proposals</p>
1.6	<p><b>Make accurate and productive use of assessment</b></p> <ul style="list-style-type: none"> <li>Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements</li> <li>Make use of formative and summative assessment to secure pupils' progress</li> <li>Use relevant data to monitor progress, set targets and plan subsequent lessons</li> <li>Give pupils regular feedback through accurate marking and encourage pupils to respond to the use of feedback</li> </ul>	<p>-Use assessment appropriately throughout the classroom to ensure children are able to make progress and informing future learning.</p> <p>-Marking follows the school policy both orally and in written form</p> <p>-Use the school's assessment data to set agreed targets for the curriculum area or key stage and monitor the progress towards these targets</p>	<p>-Use the school assessment data to set individual targets for the children against core areas of the curriculum. Monitor the progress towards these</p> <p>-Monitor, evaluate and action issues which arise from book scrutiny, observations and general data.</p> <p>-Support staff where necessary to plan future lessons</p>	<p>-Use the collective data from the school assessment to identify gaps in the curriculum.</p> <p>Make a significant contribution to modelling and leading others in how this information can be used to develop the planning and teaching across the school</p> <p>-Provide feedback to others about data outcomes and approaches to improving achievements</p>	<p>-Review the way in which the school currently assesses and tracks the pupils.</p> <p>-Use strategies including benchmarking against similar schools locally and nationally</p> <p>-Implement strategies and systems to ensure accurate and productive use of assessment</p> <p>-Make a significant contribution to the overseeing of staff training across the school</p>

1.7	<p><b>Manage behaviour effectively to ensure a good and safe working environment</b></p> <ul style="list-style-type: none"> <li>• Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy</li> <li>• Have high expectations of behaviour and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly</li> <li>• Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them</li> <li>• Maintain good relationships with pupils, exercise authority and act decisively when necessary</li> </ul>	<ul style="list-style-type: none"> <li>-Ensure the school's behaviour policies are implemented in the classroom. Establish good relationships with your class</li> <li>-Promote good manners and courteous behaviour across the school</li> <li>-Implement the school's reward system in your class fairly and consistently</li> <li>-Establish effective and appropriate working relationships with all the pupils and adults throughout the school</li> </ul>	<ul style="list-style-type: none"> <li>-Make a significant contribution to ensuring the school's behaviour policies are implemented throughout the school</li> <li>-Establish good relationships with children and adults throughout the school; promote good manners and courteous behaviour</li> <li>-Make a significant contribution to sharing and reviewing behaviour management strategies and advise with other members of staff</li> </ul>	<ul style="list-style-type: none"> <li>-Develop behaviour strategies and policies where appropriate and make a significant contribution to behaviour management throughout the school</li> <li>-Manage the behaviour of children in the school. Be part of the chain of command in the school's behaviour policy</li> </ul>	<ul style="list-style-type: none"> <li>-Make a significant contribution to evaluating and identifying patterns and trends of behaviour throughout the school</li> <li>-Feedback trends to staff, governors and create a whole school consistent approach</li> </ul>
1.8	<p><b>Fulfil wider professional responsibilities</b></p> <ul style="list-style-type: none"> <li>• Make a positive contribution to the wider life and ethos of the school</li> <li>• Develop effective professional relationships with colleagues knowing how and when to draw on advice and specialist support</li> <li>• Deploy support staff effectively</li> <li>• Take responsibility for improving teaching</li> <li>• Professional development, responding to advice and feedback from colleagues</li> <li>• Communicate effectively with parents with regard to pupils' achievement and well being</li> </ul>	<ul style="list-style-type: none"> <li>-Participate in activities relevant to your class eg parent meetings, assemblies</li> <li>-Work collaboratively with colleagues and draw on their experience and advice.</li> <li>-Implement ideas from CPD training</li> <li>-Additional staff in the classroom are deployed effectively to support children</li> <li>-Communicate effectively with parents regarding achievement and well-being of their children in your class</li> <li>-Work with support from outside agencies and professionals</li> </ul>	<ul style="list-style-type: none"> <li>-Develop learning outside the classroom for a range of groups or classes</li> <li>-Participate in activities relevant to your curriculum area(s) eg workshops.</li> <li>-Contribute to the wider life of the school</li> <li>-Offer advice and support to colleagues</li> <li>-Develop support staff and identify their training needs</li> <li>-Monitor the use of support staff in your key stage / curriculum area(s)</li> <li>-Identify a need for support from outside agencies and professionals</li> </ul>	<ul style="list-style-type: none"> <li>-Make a significant contribution to whole school initiatives</li> <li>-Make a significant contribution to the professional development of staff in your key stage / curriculum area(s)</li> <li>-Monitor the effectiveness of support from outside agencies</li> <li>-Make a significant contribution to the Development of wider school opportunities and ideas.</li> <li>-Plan, implement and action developments</li> </ul>	<ul style="list-style-type: none"> <li>-Take up opportunities to develop professionally and prepare for leadership roles</li> <li>-Monitor the impact of support from outside agencies and make a significant contribution towards holding them to account</li> <li>-Make a significant contribution to monitoring the impact and effectiveness of wider school opportunities and initiatives</li> </ul>

# APPENDIX 4 – Professional Development Guidance Document

## Appendix 4 –Professional Development Guidance Document

							
Teacher: ..... Pay Point ..... Date .....							
The objectives set must be such that, if they are achieved, they will contribute to: a) Improving the education of pupils at the school; and b) The implementation of any plan of the governing body designed to improve that school's educational provision and performance. This document should be discussed with the teacher and should be focused on developing an aspect of leadership and management relating to the stage they are at in their career. No matter what career stage the teacher is at, we always want to be investing in leadership development. Please highlight in GREEN all the experiences, courses and opportunities that you have already had during your career. (Work through it column by column.) Then identify in PINK no more than 3 things you would like to achieve during the next year. This can be discussed with your team leader in the Performance Management meeting.							
	NQT / M1 . M3	M4 - M6		UPS1 -UPS 3		TLR	LEADERSHIP SPINE
Shaping the Future	Be an observer at a leadership team meeting followed by feedback.	Review a school policy and present it to the Leadership team.	Write a new policy through consultation and review, & present to staff and governors.	Make a significant contribution to the production and implementation of a clear, evidence-based Action plan.	Make a significant contribution to a school change team to improve an aspect of school.	Write a SEF summary report on one of the main areas and present to the leadership team.	Shape and populate a priority area on an aspect of the SDP.
	Contributing in Curriculum Planning meetings and PPA to planning and preparing resources.	Lead on one aspect of School Self Evaluation. E.g. behaviour monitoring, and report to the leadership team.	Lead on one aspect of School Self Evaluation. E.g. behaviour monitoring, and present a written report to the executive leadership team.		Attend the %Overall Effectiveness of the Year+annual governors meeting and contribute to content as required.	Present at the %Overall Effectiveness of the Year annual governors meeting and generate content.	Develop the vision of local Teaching School Alliance and contribute to action planning.
	Keep a reflective journal reflecting on your practice and share with your mentor/line manager.	Using research to reflect on your practice and share this with your line manager.					
Leading Learning and Teaching	Lead year group/phase team by chairing PPA sessions for one term, with feedback from your year group leader.	Visit another school and give feedback to a group of staff about what you have seen and learned.	Conduct a paired learning walk and feedback session.	Conduct a paired lesson observation of other teachers and share the feedback session.	Make a significant contribution to appraisals for Teaching Assistants and lead a team of TAs.	Lead Performance Management for teachers.	Visit other schools to talk with head teachers about differing approaches to teaching and learning and feedback to the Leadership Team.
	Lead a meeting with the Teaching Assistants who work in your room to share and discuss pupil progress information.	Lead a meeting with the Teaching Assistants who work in your Year group by chairing regular meetings to discuss children's progress.	Contribute to and write aspects of the provision map for your year group and share with your year group.	Conduct a paired lesson observation of teaching assistants in your team and share a feedback session.	Make a significant contribution to the design and implementation of plans to deploy adults and volunteers across the school to target the needs of specific children.	Work alongside the Head of School/Headteacher to scrutinise planning and children's work to evaluate the learning of the children and give feedback to staff.	Work with other staff to design and create content for the Teaching and Learning teams.
	Attend and contribute to all Teaching and Learning team meetings.						
Developing Self and Working with others	Lead a whole Year Group assembly.	Lead a whole school assembly and have feedback.	Make a contribution to an aspect of staff induction e.g. contributing to a session with trainee teachers/NQTs about an aspect of school policy	Make a significant contribution to a Teaching and Learning team with teachers and receive feedback and coaching.	Make a significant contribution to a staff meeting or a CPD session across two or more schools.	Be coached by another senior leader in school or a member of the Leadership Team.	Train as an accredited facilitator with the National College or Third Wave to deliver training in REAch2.
	Shadow a middle leader who has responsibility for an area of leadership in the school.	Make a contribution to an area in school and make improvements over the course of the year.	Be an observer of an experienced leader leading a line management meeting.	Line manage other staff.	Line manage 2 or more staff.	Line Manage a team of staff in the school.	Make a significant contribution to the line management of staff from across more than one school.
	Seeking out and taking advice from leaders in the school about your practice.						
	Leading all the adults in your room when implementing school policy or advice given.						

## APPENDIX 4 – Professional Development Guidance Document

Managing the Organisation	Work with the year group leader to prioritise spending in your year group.	Work with the year group leader to prioritise the deployment of adults and volunteers to support children who are eligible for Pupil Premium.	Monitor and evaluate the range, quality and use of resources and review to improve the quality of education for all pupils and provide value for money.	Make a significant contribution to the management of a specific area of the school's budget e.g. cost centre for outdoor learning resources.	Make a significant contribution to the submission of a bid for school-based improvement project e.g. Awards for All,	Be involved in budget setting and strategic financial planning for the school.	Work with the school business director to generate a 5 year financial plan.
	Respond promptly to all deadlines and requests made by email. Use email effectively to communicate with people across the school.	Work with your year group leader to write a risk assessment for an educational visit out of school.	Work with the Governors to undertake a Health and Safety Walk and observe the feedback.	Be involved in the recruitment process for a new member of teaching assistant staff.	Be involved in the recruitment process for a new teacher.	Shadow a leader through a formal warning of a pupil an exclusion, a racial incident, a parental complaint, a bullying issue and a safeguarding issue.	Contribute to a business plan to generate income for the school.
	Inform school office and leadership team of all dates and events, and them to the school calendar and newsletter.	Contribute to an after school club.	Work with a more experience leader introducing timetables and logistic plans.	Shadow a member of the leadership team for ½ day per term.	Make a significant contribution to a cross-school STAR team or REAch2 SKYPE discussion group or cross-school moderation.	Attend all Wider Leadership Team meetings and contribute to agendas and minutes.	Shadow a member of the another REAch2 leadership team for 1 day per term.
Securing Accountability	Give peer to peer feedback through Teaching and Learning teams. Observing each other and evaluating learning together.	Attend a full Governors meeting as an observer.	Attend a committee of the Governing Body as an observer.	Observe Ofsted trained or experienced senior leader giving feedback following shared lesson observation.	Observe teaching and give feedback using video footage with senior leader present to give feedback on successes of approach used.	Present to Governors and other stakeholders on aspects of school development plan and the impact of the work of the school.	Serve on Alliance Team of local Teaching School.
	Give feedback to TAs in your classroom on their contribution to children's learning and deal with any minor issues as they arise.	Mentor a trainee teacher e.g. first solo placement.	Give feedback to TAs in your year group on their contribution to children's learning through provision map work or IEP work.	Make a significant contribution to the mentoring of an NQT or School Direct trainee for a year.	Lead moderation for a group of teachers within own school.	Shadow a leader holding a member of staff to account about a performance issue.	Shadow member of Leadership Team on serious staffing issue e.g. misconduct or capability.
Strengthening Community	Contribute to writing a letter to parents or contribute to the newsletter / website.	Contribute to developing/delivering a workshop for parents on an aspect of the curriculum.	Work with the parent council to gain feedback on an aspect of school.	Contribute to CIN, CP or TAC group sharing concerns and ideas with other colleagues from wider community	Lead in organisation of significant school event e.g. open day or transition day.	Lead in the organisation of CPD events for other schools.	Contributes to the development of the education system by, for example, sharing effective practice, working in partnership with other schools and promoting innovative initiatives.
	Write and produce a class assembly.	Lead on an aspect of fundraising either with the PTA or for a charity.	Work with the Family Support worker/PTA to put on a family event	Make a significant contribution to a Nativity/Christmas /end of term production.	Take responsibility for directing end of year production.	Work with community action group e.g steering group or another governing body.	Organises a range of community-based learning experiences for parents and families.

## Appendix 5 – Classroom Observation Protocol

Observation of classroom practice and other responsibilities is important both as a way of assessing the performance of teachers' in order to identify any particular strengths and areas of development they may have and to gain information which can inform Academy improvement generally. All observation will be carried out in a professional and supportive fashion, with professionalism integrity and courtesy. They will be evaluated objectively and reported accurately and fairly and will take account of particular circumstances which may affect performance on the day. Observations will be undertaken by staff with QTS, wherever possible this will be the appraising line manager. Those undertaking observations will have received appropriate professional skills and training to undertake observation and provide oral and written feedback. Appraisal observations should be planned in advance at the review and planning meeting. This includes the focus for observation, the frequency and the time in the year when these will take place. Observations will be undertaken by the Appraiser.

Where it is not possible to set the actual observation date/time at the planning meeting, teachers should be given at least 5 days advance notice of an observation appointment. For the purposes of appraisal, teachers will be observed on an appropriate and reasonable number of occasions. The length and number observations will be appropriate for the experience and career stage of the teacher and the time will not be excessive. In normal circumstances observation for appraisal purposes should be undertaken on no more than 3 occasions and used in a multi-purpose way where possible. This excludes:

- Peer observation for professional development purposes
- The observation of teachers undergoing Initial Teacher Training
- Observations of NQTs as part of their induction year
- Observation of teachers who are in receipt of additional focussed support to address performance concerns, within the appraisal process.
- Where a teacher requests additional observation visits
- Leadership drop-in to monitor and review teaching and learning within
- Subjects

### **Focus of the Observation:**

The focus of the observation will, as far as possible, be agreed by the appraiser with the teacher during the appraisal review/planning meeting. The observation should provide evidence of the teacher's performance against the Teacher Standards and provide evidence to inform achievement of objectives. Observation Feedback: For the purpose of professional development, feedback about lesson observations should be developmental, not simply a judgement using Ofsted grades. Feedback will highlight particular areas of strength as well as any areas that need attention. Oral feedback following observations should be provided as soon as reasonably practicable, preferably within 24 hours of an observation. Feedback should take place in a suitable and private environment. Written feedback notes should be provided to the teacher within 5 days and teachers should have an opportunity to append a comment on the feedback notes.



<b>Date &amp; Time</b>		<b>Area of Curriculum</b>		<b>Length of Observation</b>		<b>Learning Behaviour</b>	<b>Interactivity &amp; Engagement</b>
<b>Teacher</b>		<b>Support Staff</b>		<b>Observer</b>		<b>Questioning</b>	<b>Differentiation</b>


<b>Focus</b>		<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Learning Support and Resources</b>	<b>Learning Behaviour</b>	Room not set up in preparation for lesson. Resources and children's access to them is restricted	Routines established. Preparation evident. Resources accessible. Some children accessing resources independently.	Routines fully established. Work is ready for groups and/or individuals (i.e. not given out materials group by group. Some independence evident).	Very well prepared. Routines very strong and embedded. Children access necessary resources independently.
	<b>Differentiation</b>	No use of independent materials or resources to support children's learning.	Some use of independent supporting materials and resources are used to support children's learning.	A variety of differentiated scaffolding and supporting materials and resources are used to meet the needs of all the children.	Precisely differentiated resources including new technologies make a marked contribution to the quality of learning.
	<b>Adult Impact</b>	Additional adults not used effectively. Adults not aware of the needs of the group or individual they are working with. Can provide too much or too little support.	Planned involvement of additional adult but lacks direction or impact on children's learning.	Additional adult is actively involved in the lesson and has clearly defined tasks. These make a significant contribution to the quality of learning.	Additional adult is used to maximum effect in <u>different stages of the lesson</u> . The teacher has planned stimulating activities and resources for the adult to support or teach. The planned support extends the learning of the children.
	<b>Use of ICT</b>	No use of ICT or interactive technologies.	ICT and interactive technologies used adequately.	ICT and interactive technologies used imaginatively and effectively to support children's learning.	Appropriate and challenging ICT used, interactive technologies used to enthuse, engage and enrich children's learning.
<b>Teaching</b>	<b>Learning Objectives</b>	No clear learning (LO) objective and aims. No success criteria shared / generated	LO visible but not explained to children or put in context, or LO regularly stated or referred to but not visible. Success criteria referred to but not explained.	LO visible or clearly explained throughout lesson and contextualized to the children. Success criteria referred to / generated and explained and discussed.	LO is contextualized and reference is made about previous and/or future learning. Children are able to independently generate success criteria for own use.

	Interactivity & Engagement	Bland teaching with no use of interactive strategies. Little pupil contribution. No variation in voice, tone or audibility.	Some use of interactive teaching strategies. Children generally attentive and participating in lesson. Some limited use of voice, tone or audibility.	Teaching is stimulating and children are motivated, engaged and enthusiastic. A range of interactive strategies are used. Voice used effectively.	Teaching is inspiring and children are fully involved, responding enthusiastically to the teaching. A wide range of interactive and imaginative teaching and learning strategies used. Voice is used effectively.
	Questioning	Little use of open or differentiated questioning.	Differentiated questioning . some open questions to enable misconceptions to be dealt with swiftly.	Teacher expects full responses, getting children to justify and explain their thought processes. Provides differentiated questions for all groups.	Range of differentiated questions used throughout the lessons. Understanding is checked in a range of ways. Teacher uses dialogue effectively to ensure learning of a very high quality.
	Questioning & Interactivity	Lace of pace and teacher enthusiasm. Too much time spent handing out and explaining tasks.	Pace fluctuates. Some pockets of inertia. Some children's attention drifts	Good pace with ongoing reflection on children's understanding.	Teaching is sharp and pacey.
	Questioning	Lesson ends abruptly with no time for plenary or plenary used solely for feedback . show and tell.	Minimal plenary time. Plenary is used as a distinctive teaching session without reference to future learning (i.e. Just a quick recap of the lesson).	Full plenary is used to recap and extend objective or address misconceptions. Teacher links the lesson's objective to future learning.	Plenary is used as an opportunity for children to assess their own learning. Teacher sums up by making explicit links to the next lesson.
	Questioning	Teacher subject knowledge patchy and challenge insufficient.	Teaching is accurate and based on secure subject and pedagogical knowledge, and is challenging.	Challenge is realistic and pupils are productive. Teacher has a wide and secure subject and pedagogical knowledge.	Achievement is very good. Teaching consistently challenging and interesting, stemming from excellent subject and pedagogical knowledge.
	Teaching Focus	Teacher has no teaching focus during independent task or is too focused on one group.	Teacher has teaching focus during independent tasks but also intervenes with other groups.	Teacher extends group's learning through focused, stimulating teaching during the independent time.	The same high level of teaching continues within the independent group activities.
Pupil Profile	Differentiation	Activities fail to match the teaching LO.	Activities show some reference to objective.	Activities match learning objectives and fully objective.	Activities match objective and are stimulating and extend learning.

				engage the children and extend learning.	
	Differentiation	Tasks not differentiated, or reliant upon differentiation by outcome and adult input.	Some provision for G&T, EAL and SEN who are seen to be making progress that is broadly in line with their capabilities.	EAL, SEN and G&T provision shows a good understanding of the children's learning needs and current development, securing good progress and learning.	T&L activities show the teacher's ability to give all children access to the lesson. Challenging activities extend their current stage of learning.
	Learning Behaviour	Children unaware of what they have to do or what they are learning.	Children understand the task and are generally focused, working steadily and occasionally showing high levels of enthusiasm and interest.	Children fully understand the tasks, apply themselves diligently to them, working towards the learning objective and are enthusiastic to complete them.	Children work on tasks enthusiastically with perseverance and concentration and understand how they are working towards the learning objective.
	Questioning	No opportunities for identifying misconceptions and addressing them	Teacher gives opportunities to check for understanding and intervenes if pupils are not clear about task or LO	They listen to, observe and question groups of pupils consistently to reshape tasks and explanations to improve learning.	The teacher is able to make quick, accurate assessments of class progress, systematically checking pupils' understanding and anticipating interventions.
	Learning Behaviour	Children are not focused on task. Poor behaviour management. Behaviour expectations are low, behaviours ignored.	Behaviour management strategies evident and used to create a largely calm working environment, but key children not focused in on all of lesson.	Consistent and effective use of praise, positive criticism and behaviour management strategies. Generally, a calm working environment.	Excellent use of praise, positive criticism and behaviour management strategies where needed. The high quality, stimulating teaching engages all children. There is purposeful but calm environment.
<b>Marking and Assessment</b>	Marking	Expectations are inappropriate. Teacher is unaware if the children have met objectives. Targets set for most children are easy, too hard or too general.	Teacher lets children know how well they are doing and uses this information to set targets that pupils understand. Regular and accurate assessment informs future planning. Teacher has made rough assessment of learning.	Teacher has made accurate assessments. Pupils are provided with detailed feedback, orally or marked. They know how well they have done and can discuss what they need to do to sustain good progress.	Teacher has enabled children to assess their own learning as well as tracking each group's attainment within the lesson. Pupils are helped to judge the success of their work and to set future targets and make improvements.
	Differentiation	No differentiation evident in children's work.	Limited differentiation evident in children's work.	Range of differentiation evident in children's work.	A wide range and variety of differentiation and an excellent standard of work from all children at their ability.
	Presentation	Work presented to a poor standard. No reference to presentation quality.	Work presented to a reasonable standard despite focused targets from the teacher. Presentation policy evident in work.	Work presented to a good standard reflecting presentation policy, and high expectations show that standards are improving.	High expectations resulting in an excellent standard of work from all children at their ability.

	Marking	Marking is general and infrequent and does little to help pupils improve.	Work is marked regularly and pupils are aware of their set targets and the overall quality of what they have done.	Marking helps pupils improve their work. Feedback on work (oral and marking) is well focused.	Feedback on work (oral and marking) is well focused, diagnostic and helps pupils understand in detail how to improve their work. Pupils have shown efforts to do so.				
<b>Grade for Learning Support and Resources</b>		<b>Grade for Teaching</b>		<b>Grade for Pupil Progress and Attainment</b>		<b>Grade for Evidence of Pupil's Progress and Attainment</b>		<b>Overall judgement</b>	
<b>Areas for Development</b>	•								

## Appendix 7 – Pay Progression recommendation/outcome form

	
Name of member of staff	
Appraiser	
Date	

### Performance management

Agreed appraisal objectives	Objective met	Progress toward objective	Objective not met
1			
2			
3			

### Recommendation on pay progression

<i>This recommendation is made with regard to the results of the most recent appraisal/s</i>	
<b>I recommend salary progression of 1 point</b>	
<b>I do not recommend salary progression for the following reasons</b>	
<b>I recommend accelerated salary progression of 2 points for the following reasons</b>	

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	<b>Signature</b>	<b>Date</b>
<b>Appraisee</b>		
<b>Appraiser</b>		
<b>HT (if not the appraiser)</b>		

## Appendix 8

### Head Teacher Self-Evaluation Form for Review of Objectives

- This self evaluation form is provided to enable head teachers to contribute a personal perspective or additional information to the review process;
- Information supplied on this form will be shared with appointed governors in the review meetings.

Name of Head Teacher	
Name of School	
School DfE number	

#### Review of Current Objectives:

##### 1. Leadership and management

Areas covered by objectives:
Self-evaluation of progress towards objectives or additional information:

**2. Pupil progress**

Areas covered by objectives:
Self-evaluation of progress towards objectives or additional information:

**3. Other objectives**

Areas covered by objectives:



Self-evaluation of progress towards objectives or additional information:

<b>Overall performance</b>
Any additional information to contribute to the review of overall performance:

<b>Proposed objectives for the next cycle:</b>
➤ Objective 1:

➤ Objective 2:

➤ Objective 3:

Signature of Head Teacher	
Date	

**Appendix 9**  
**Head Teacher Performance Management 2013 - 2014**  
**Head Teacher Performance Planning and Review Statement**

Name of Head Teacher		Name of REAch2 Director	
Name of School			
School DfE number		Date of Review	
Names of Head Teacher Performance Management Review Governors 2012-13			
School Group Size and Individual School Range			

## Review of progress towards previous objectives

Objective	Evidence base and judgements on progress towards the objectives (fully met/ partially met/ not met)
<b>Objective 1</b> Focus:	
<b>Objective 2</b> Focus:	
<b>Objective 3</b> Focus:	

**Comment on the quality of overall performance making reference, where relevant, to Leadership Standards and strategic school improvement:**

## Objectives for 2013 – 14 Performance Management Cycle, success criteria and CPD

Objectives	Success Criteria with termly milestones	CPD needs and proposed actions
Objective 1:		
Objective 2:		
Objective 3:		

**Date:**

Teacher evaluation policy should reflect the purpose of helping all teachers improve (National Council on Teacher Quality, 2011). The Center for Public Education (2013) reported on the elements of good teacher evaluation systems. They noted that an inclusive design and implementation process was a critical element. Engaging key stakeholders in critical reflection and inquiry ensures that those who must implement a new appraisal system have ownership in the development of a district evaluation plan. Teachers and administrators alike must believe that their district evaluation plan is being created in a collaborative culture.