

# The Auriga Academy Trust

## TEACHERS and LEADERSHIP PERFORMANCE APPRAISAL POLICY

<b>The AURIGA Academy Trust Document Control System</b>	
Name of document	Teachers Performance Appraisal Policy for Teachers and Leadership
Status	FINAL
Date Approved	April 20
Approver	MAT Audit & Effectiveness Committee following sign-off by LGBs
Owner	MAT Finance
Author	Finance Director
Anticipated Review date	September 2020
Location	S:Staff/POLICIES /MAT / WEBSITE / HR/ Performance Appraisal Policy for Teachers and Leadership

Please note that all Trust policies are reviewed annually. Should you have any queries regards this policy, note an omission or wish to propose an amendment, please email [sconnor@strathmore.richmond.sch.uk](mailto:sconnor@strathmore.richmond.sch.uk).

Section		Page
1.	Introduction	4
2.	Scope	4
3.	Purpose	4
4.	Roles and Responsibilities	5
	4.1 Role of Trustees	
	4.2 Role of the Governing Body	
	4.3 Role of the Headteacher	
	4.4 Role of Teachers	
5.	The Appraisal Period	6
6.	Appointing Appraisers for Trust Senior Leaders	7
7.	Appointing Appraisers for the Headteachers	
8.	Appointing Appraisers for other Teachers	7
9.	Teachers' Standards	8
10.	Setting Objectives	8
11.	Reviewing Performance and Annual Assessment	9
12.	Classroom Observation	10
13.	Development and Support	11
14.	Learning and Development	12
15.	External Advice	12
16.	Performance Review and Planning Meeting	12
	15.1 Prior to Meeting	
	15.2 During the Meeting	
	15.3 Post Meeting	
17.	Making a Pay Recommendation	14
18.	Moderation of Planning and Review Statements	14
19.	Right of Appeal	14
20.	Confidentiality and Access to Statements	15
21.	Monitoring and Evaluation	15
22.	Feedback and Concerns during Appraisal Period	15
	22.1 Transition to Capability	
	22.2 Reverting to Appraisal process following Capability	
	Appendices Summary	17
Appendix 1	Framework for Tracking and Judging a Teachers' overall performance	
Appendix 2	Monitoring of Teaching and Learning Over Time	
Appendix 3	Teacher Target Setting & Performance Appraisal Review	
Appendix 4	Questions for Mid-Year Performance Appraisal Review	

<b>Appendix 5</b>	<b>Appraisal Review Self-Evaluation Form</b>	
<b>Appendix 6</b>	<b>Potential Sources of Evidence to Support Performance Management</b>	
<b>Appendix 7</b>	<b>The Learning Environment Checklist</b>	
<b>Appendix 8</b>	<b>Sample Lesson Observation Form</b>	
<b>Appendix 9</b>	<b>Governor Sign Off Summary</b>	
<b>Appendix 10</b>	<b>Pay Appeal Process</b>	

## 1. Introduction

Revised appraisal arrangements came into force with effect from 1 September 2012. They are set out in the Education (School Teachers' Appraisal) (England) Regulations 2012 (the Appraisal Regulations) which replace the Education (School Teacher Performance Management) (England) Regulations 2006 (the 2006 Regulations). The 2006 Regulations continue to apply to any performance management cycle which is in progress on 1 September 2012, unless the governing body decides to end that cycle early and to begin a new appraisal period starting on or after that date.

Schools must stay within the legal framework set out in the Appraisal Regulations and in other relevant legislation that affects all employers (for example legislation on equality, employment protection and data protection).

The appraisal policy covers appraisal and contains the statutory requirements contained in the Appraisal regulations or the School Staffing Regulations.

Where there are concerns relating to performance that the appraisal policy has been unable to address the School's Capability Procedure will be applied.

This document has been updated to reflect the changes relating to performance related pay for teachers in force from 1<sup>st</sup> September 2015.

## 2. Scope

This policy applies to teachers **and senior leaders** employed by the Trust except those teachers who are undergoing an induction period (Newly Qualified Teachers) or whilst a teacher is the subject of a formal capability procedure.

This policy does not apply to support staff in schools. There are separate procedures in place which set out the performance appraisal process for support staff in schools.

The recognised trade unions have been consulted on this policy.

## 3. Purpose

This policy sets out the framework for a clear and consistent assessment of the overall performance of teachers, including the Headteacher, and for supporting their development within the context of the school's plan for improving educational provision and performance, and the standards expected of teachers.

Appraisal is 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 aims to help ensure that teachers are able to continue to improve their professional practice and to develop as teachers.

## **4. Roles and Responsibilities**

Governors, Headteachers and teachers all have key roles to play and responsibilities to discharge in the performance appraisal process. Their main roles and responsibilities are as follows:

### **4.1 Role of Trustees**

- Review the Trust wide performance appraisal policy, monitor the operation and outcomes of performance appraisal arrangements, and review the policy and its operation every year.
- Review LGB decisions about pay and career progression relating to Head Teachers (Finance & Resource Committee).
- Undertake the performance review of senior Trust positions.
- Notify the Trust Board of any pay recommendations and basis of recommendation.

### **4.2 Role of the Governing Body**

- Establish the Trust's performance appraisal policy, monitor the operation and outcomes of performance appraisal arrangements, and review the policy and its operation every year.
- Ensure the appraisal policy is available to all teachers
- Ensure that the Headteacher is carrying out their duties in respect of appraising other teachers
- Appoint 2 governors and 1 Trustee to review the Headteacher's performance on an annual basis.
- Appoint an external adviser to advise appointed governors on the Headteacher's performance
- Retain a copy of the Headteacher's planning and review statement (normally the Chair of Governors)
- Ensure that content of the Headteacher's planning and review statement is drafted having regard to the need to be able to achieve a satisfactory work-life balance
- Make decisions about pay and career progression based on pay recommendations made by reviewers.
- Notify Trustees of any pay recommendations and basis of recommendation.
- Deal with any appeals in line with the school's procedures

### **4.3 Role of the Headteacher**

- Play an active role in their own performance management and professional development including taking action as agreed at review meetings
- Act as performance appraiser and, where appropriate, delegate the role of performance appraiser in its entirety
- Retain copies of all review and planning statements and provide others with access to statements where appropriate
- Take account of review outcomes in school development planning and ensure the school produces and resources an effective plan for the professional development of its workforce
- Establish a protocol for classroom observation for inclusion in the performance appraisal policy
- Evaluate standards of teaching and learning and ensure proper standards of professional

practice are established and maintained

- Ensure that the teacher's planning and review statement is drafted having regard to the need for a satisfactory work-life balance

#### 4.4 Role of Teachers

- Play an active role in their own performance management and professional development including taking action as agreed at review meetings
- Where the role of reviewer has been delegated to them, act as appraiser for other teachers
- Contribute to the annual planning and assessment of other teachers where appropriate

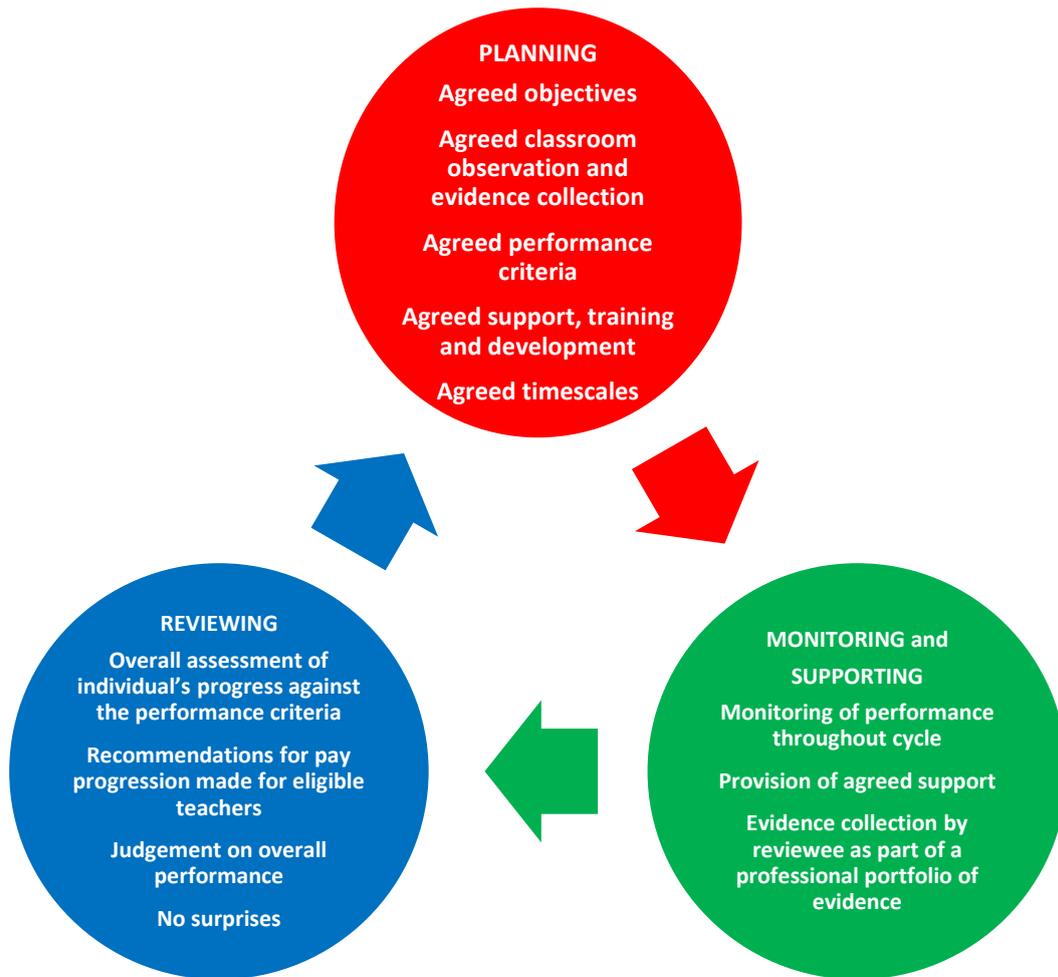
### 5. The Appraisal Period and Cycle

**The appraisal period will run for twelve months** from 1<sup>st</sup> September to 31<sup>st</sup> August. There is flexibility to have a longer or shorter appraisal period when teachers begin or end employment with a school.

Where an employee joins part way through the appraisal period their initial period should end on 31<sup>st</sup> August with the objectives set to reflect the period of appraisal. They can then be placed on the same appraisal period as other teaching staff in the following year.

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.**

The appraisal cycle is as follows:



## 6. Appointing Appraisers for the Trust Senior Leaders

The task of appraising the **Chief Executive Officer (CEO)**, including the setting of objectives, will be undertaken by the Chair and Vice Chair of the Trust.

The task of appraising the **Finance Director**, including the setting of objectives, will be undertaken by the CEO, Chair and Vice Chair of the Trust.

The appraisal will be based on an overview of the individual's performance against their main duties over the previous academic year and the 3 key objectives set.

A 360 review is undertaken to review the performance of the Chair of the Trust.

## 7. Appointing Appraisers for the Headteacher

The Headteacher will be appraised by the Governing Body, supported by a suitably skilled and/or experienced external adviser who has been appointed by the Governing Body for that purpose.

The task of appraising the Headteacher, including the setting of objectives, should be delegated to a sub- group consisting of at least two members of the Governing Body and 1 Trustee.

The Governing Body should seek to secure a balanced representation of appraisers, taking account of such factors as gender, ethnic group and age. The Governing Body should seek to appoint appraisers who have the knowledge and experience to carry out this role and who together reflect the profile of the Governing Body. Persons appointed as appraisers should not have any personal or pecuniary interest. Governors who are members of the school staff cannot be appointed as appraisers for the Headteacher.

Where the Headteacher is of the opinion that any of the governors appointed by the Governing Body is unsuitable for professional reasons, they may submit a written request to the Governing Body for that governor to be replaced, stating those reasons.

The Governing Body will appoint an external adviser to provide advice and support in relation to the management and review of the performance of the Headteacher. The external adviser will have a proven expertise in performance management of Headteachers and will have no professional or personal connection with the Headteacher. The external adviser is required to provide relevant high quality advice to Governing Bodies, for example about:

- The progress the Headteacher has made towards the previous performance management objectives set by the Governing Body;
- Suitable objectives for governors to agree with the Headteacher for the next review cycle and;
- How the school's performance management systems are contributing to raising attainment, achievement and pupils' wider well-being

## 8. Appointing Appraisers for other Teachers and non-teaching Senior Leaders (SBMs)

The Headteacher will appoint appraisers for all other teachers and non-teaching Senior Leaders.

If, in exceptional circumstances and for professional reasons, the appraisee wishes to request a change of appraiser, where this role has been delegated, they may ask the Headteacher to appoint an alternative appraiser of comparable or higher status in the staffing structure than the original appraiser. Any such request from an appraisee should be made in writing stating the reason for requesting a change. Where the Headteacher is the appraiser, any such request should be made in writing to the Chair of Governors stating the reasons for requesting a change.

School Business Managers (SBMs) are regarded within the Trust as an integral part of each school's Senior Leadership Team and are paid in line with other teaching Senior Leaders. The appraisal of the SBM will be undertaken by Head Teacher and the Finance Director of the Trust with consideration given to Institute of School Business Leadership standards

## 9. Teachers' Standards

All teachers must be assessed against the Teachers' Standards. For Head Teachers reference will be made to the Department for Education National Standards of excellence for Headteachers.

The new Teachers' Standards came into force on 1 September 2012 and replaced the previous standards for QTS and the core professional standards. The new standards apply to all teachers regardless of their career stage and define the minimum level of practice expected from teachers once they are awarded QTS and must be used as an integral part of the appraisal process.

All appraisers are required to assess qualified teachers against the Teachers' Standards to a level that is consistent with what should reasonably be expected of a teacher in their relevant role and at the relevant stage of their career (whether a Newly Qualified Teacher (NQT), mid-career teacher, or a more experienced practitioner).

The Teachers' Standards at Appendix 1, are presented as separate heading, numbered 1 to 8 in Part One, each of which is accompanied by a number of bulleted sub-headings. The bullets, which are an integral part of the standards, are designed to amplify the scope of each heading. The bulleted sub-headings should not be interpreted as separate standards in their own right, but should be used by those assessing teachers to track progress against the standard, to determine areas where additional development might need to be observed, or to identify areas where a teacher is already demonstrating excellent practice relevant to that standard.

Ofsted inspectors will consider the extent to which the Teachers' Standards are being met when assessing the quality of teaching in schools.

## 10. Setting Objectives

The Headteacher's objectives will be set by the Governing Body after consultation with the external adviser.

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, if achieved, contribute to the school's plans for improving the school's educational provision and performance and improving the education of pupils at that school. This will be ensured by for example, quality assuring all objectives against the school development plan.

The objectives set for each teacher, will be Specific, Measurable, Achievable, Realistic and Time-bound and will be appropriate to the teacher's role, job description, and level of experience and would need to:

- be suitably challenging to take account of teacher's career stage
- be subject based and reflect area of responsibility
- reflect Pupil achievement/progress
- reflect School Improvement
- encourage Professional development
- reflect the need for a satisfactory work/life balance
- reflect the professional experience and aspirations of the appraisee.

The normal expectation would be:

- 3 to 4 objectives for Headteachers
- 3 to 4 objectives for members of the Leadership Team (including the SBM).
- 3 objectives for other Teachers

Objectives can be set over more than one appraisal period, if this is the case, it will be appropriate to identify milestones towards progress during the initial appraisal with indicated stages for each review cycle.

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.

Both appraiser and appraisee will need to ensure that for each objective they are aware what constitutes success at the end of the review cycle.

All teachers should be assessed against the [Teachers' Standards](#).

The employee's personal objectives and success criteria should be entered on to the Teacher

Target Setting & Performance Review Record. An example is shown as Appendix 4.

## **11. Reviewing Performance and Annual Assessment**

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

This assessment 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 during interim meetings e.g., once a term.

The teacher will receive as soon as practicable following the end of each appraisal period – and have the opportunity to comment in writing on - a written appraisal report. Teachers should receive their written appraisal reports by 31 October and Headteachers by 31<sup>st</sup> December. The appraisal report should 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 (Please note: pay recommendations need to be made by 31<sup>st</sup> December for Headteachers and by 31<sup>st</sup> October for other teachers);
- Any other information which the school may consider relevant

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

As part of the overall appraisal process it is important for all teachers, who are subject to the school's staff appraisal policy, to be clear about the evidence that will be required by their appraiser to enable the appraiser to assess their performance and make a substantiated and evidence-based pay recommendation in accordance with the school's pay policy.

Judgements relating to performance should be supported by evidence agreed at the beginning of the performance cycle.

The evidence gathered should largely be determined by the nature and scope of the agreed objectives and/or the Teachers' Standards. Examples of evidence are detailed in Appendix 7.

There should be regular meetings through the year between the appraiser and appraisee to review the performance of the employee and assess whether any support or development is required to assist with achieving the objectives. These meetings can also be used to assess whether the objectives should be adjusted and the support modified. The outcomes of these meetings should be recorded and will feed into the end of year appraisal meeting.

## **12. Classroom Observation**

The Trust and school believe 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 should be carried out in a supportive fashion **by a qualified senior teacher**.

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. The normal expectation would be up to 3 lesson observations per year, however other mentoring processes will take place alongside, depending on circumstance. Classroom observation will be carried out by those with QTS. In addition to formal observation, Headteachers or other leaders with responsibility for teaching standards may "drop in" in order to evaluate the standards of teaching and to check that high standards of professional performance are established and maintained. The length and frequency of "drop in" observations will vary depending on specific circumstances.

Teachers, including the Headteacher, who have responsibilities outside the classroom should also expect to have their performance of those responsibilities observed and assessed.

All those who act as observers for classroom observation purposes should have adequate preparation and the appropriate skills to undertake observation and to provide constructive feedback and support.

Verbal feedback by the appraiser should be given immediately and in any case **no later than the end of the next working day**.

The appraiser should complete a written record of the observation, feedback and any subsequent follow up work. It should summarise the focus, what was learned from the observation, the feedback given and any subsequent or other follow up. The record of the observation should be made available to the appraisee **within 5 working days** of the observation. The appraisee should make and where necessary record any comments they may have on the record of the observation.

At times a classroom observation may be carried out by more than one person. Where this is the case it would be reasonable to expect feedback from both the observers. In addition, the written classroom observation record that is provided to the teacher should reflect the assessment of both observers.

Classroom observations should:-

- be undertaken with professionalism, integrity and courtesy
- involve objective evaluation
- be reported honestly and fairly
- involve accurate communication about its purpose and outcome
- be conducted in the best interests of the pupils at the school.

The feedback from the observation should:

- identify the positive points arising from the lesson
- provide constructive advice on any areas for improvement

The arrangements for classroom observation will be included in the planning and review statement at the start of the cycle and will include:

- the amount of observation and specify
- its primary purpose
- any particular aspects of the teacher's performance to be assessed
- the duration of the observation
- when during performance appraisal cycle the observation will take place and
- who will conduct the observation

### **13. Development and Support**

Appraisal is a supportive process which should be used to inform continuing professional development. The school should 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 on-going professional development needs and priorities of individual teachers.

### **14. Learning and Development**

All employees have a right to Continuing Professional Development (CPD). CPD can happen through a variety of means, for example:

- Team development events
- Management or peer coaching
- Mentoring
- Shadowing
- Use of ICT Learning packages
- Short term secondments/placements
- Specific CPD to maintain professional knowledge
- Participation in internally or externally provided training

The school's continuing professional development (CPD) programme will be informed by the training and development needs identified in the appraisee's planning and review statements.

### **15. External Advice**

Specialist external advice can be sought at any stage during the review cycle where it is considered that this would provide further advice and support to the appraisee achieving the objectives, or to the appraiser in assisting with reviewing performance against the objectives.

The use of an external adviser should, where possible, be agreed with the appraisee prior to use, however any final decision regarding this provision would rest with the Headteacher.

## **16. Performance Review and Planning Meeting**

Each teacher's and **School Business Manager's** performance will be formally assessed at the end of the appraisal period. The review meeting should be planned in advance with both parties given time to prepare.

In the case of the Headteacher, the external advisor must be consulted prior to the planning and review meeting. The Headteacher must also be provided with the opportunity to meet with the external adviser prior to the meeting.

### **16.1 Prior to the Meeting**

The Appraiser should:

- Encourage employee to complete self-assessment form (Appendix 6: Appraisal Self Review Evaluation Form)
- Gather evidence e.g. notes of previous meetings, job description, previously agreed objectives, lesson observations, pupil progress data, wider contribution to the school etc.
- Ensure that they consider outcomes in the light of any known disabilities and any reasonable adjustments that have been agreed to support the employee
- Consider what objectives would be appropriate for the next cycle and what success criteria would look like for these objectives. In doing this the appraiser should consider the School Development Plan, the school priorities and the service requirements
- Consider development needs and how they could be met
- Audit against the Teacher Standards.

The Appraisee should:

- Prepare evidence for the planning and review meeting including achievement against objectives and any factors that have influenced success or failure. (Appendix 6: Appraisal Self Review Evaluation Form)
- Consider any objectives that they consider may be appropriate for the next cycle
- Consider any development requirements in regard to their career aspirations.

### **16.2 During the Meeting**

The Appraiser should:

- Identify areas of clear agreement, focusing initially on positive outcomes
- Discuss other areas and identify clearly the basis on how the assessment has been made
- Identify the objectives for the next cycle and agree how a successful outcome will be measured

- Agree priorities for development for next cycle and how they will be implemented
- Agree what support can be identified
- Discuss audit of Teachers' Standards

### 16.3 Post Meeting

The Appraiser should:

- Complete the Planning and Review Statement **within one week** of the meeting and pass to the appraisee for any additional comments. This time frame can be extended if there is a dispute between the two parties.
- Ensure form is signed off by both parties
- Forward form to the Headteacher for moderation if appropriate and for information to be included in the Headteacher's report to Governors
- Ensure that any pay progression recommendations are passed through the Headteacher.
- Send details of identified learning and development needs to the schools designed person for co-ordinating training

## 17. Making a Pay Recommendation

Revised pay progression arrangements for teachers came into force from 1<sup>st</sup> September 2013. September 2013 was the last time that annual pay increments were awarded to teachers based on the length of their service. Thereafter, decisions about teachers' pay progression should be linked to performance.

Appraisers will be required to make a pay recommendation for all teachers (those on the Main Pay Range, Upper Pay Range, Leading Practitioner Pay Range, Leadership Pay Range) and **School Business Managers**. When making a pay recommendation appraisers should give consideration to the requirements of the school's Whole School Pay Policy.

Appraiser's pay recommendations should be passed to the Headteacher as part of the Planning and Review statement. The Headteacher may wish to undertake a moderation process to ensure fairness and consistency following which they will pass the pay recommendations on to the Governing Body for ratification.

## 18. Moderation of Planning and Review Statements

The Headteacher has a duty to ensure that these procedures and processes are applied fairly and consistently across the school and with regard to equal opportunities considerations. For this purpose the Headteacher may review Planning and Review Statements, **within 10 working days** of their completion, and where necessary instruct the appraiser to prepare a new statement prior to it being finalised and retained.

Headteachers are under no obligation to review planning and review statements and it is for them to decide whether they wish to do so. They may wish to moderate a sample of statements rather than all statements from the school.

The grounds on which a Headteacher may change the statement are that the statement was not consistent with those for other teachers with similar experience and/or who had similar levels of responsibility; or that the statement was not in line with the school's performance appraisal policy or school improvement plan.

If a Headteacher is concerned about a statement, following discussion with the appraiser and appraisee, a revised statement may be prepared. The appraiser and appraisee should produce a revised statement **within 10 days** of being instructed by the Headteacher to do so. The appraisee can also add any comments at this stage.

## 19. Pay Appeal

Teachers have the right to raise formal appeals against pay determinations. Procedure for managing pay appeals is set out at Appendix 7.

## **20. Confidentiality and Access to Statements**

The appraisal process will be treated with confidentiality. However, the desire for confidentiality does not override the need for the Headteacher and governing body to quality-assure the operation and effectiveness of the appraisal system. For example, the Headteacher might review all teachers' objectives and written appraisal records personally in order to check consistency of approach and expectation between different appraisers. The Headteacher must be aware of any pay recommendations.

## **21. Monitoring and Evaluation**

Headteachers should provide the Governing Body with a written report every year on the operation of the school's performance appraisal policy, the effectiveness of the school's performance appraisal procedures and teachers' training and development needs. As part of this annual monitoring and reporting process, governing bodies should examine the equal opportunities implications at each stage of the process.

## **22. Feedback and Concerns during Appraisal Period**

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. Where there are concerns about any aspect of the teacher's performance the appraiser should meet the teacher formally to:

- give clear feedback to the teacher about the nature and seriousness of the concerns;
- give the teacher the opportunity to comment and discuss the concerns;
- agree any support (e.g. coaching, mentoring, structured observations), that will be provided to help address those specific concerns;
- make clear how, and by when, the appraiser will review progress (it may be appropriate to revise objectives and modify support, and it will be necessary to allow sufficient time for improvement. The amount of time is up to the school but should reflect the seriousness of the concerns and should be no more than 30 working days);
- explain the implications and process if no or insufficient improvement is made.

When progress is reviewed, if the appraiser is satisfied that the teacher has made, or is making, sufficient improvement, the appraisal process will continue as normal, with any remaining issues continuing to be addressed through that process.

### **22.1 Transition to Capability**

If the appraiser is not satisfied with progress, the teacher will be notified in writing that the appraisal system will no longer apply and that their performance will be managed under the school's Capability Procedure.

## **22.2 Reverting to the Appraisal Process following Capability**

The Capability Procedure will end if the Headteacher is satisfied that the employee is at the desired standard of performance and the appraisal process will recommence. Warnings within the Capability Procedure are time limited e.g., 12 months for a written warning and two years for a final written warning. Where a warning has been issued and there are further concerns around the employee's performance within the period of warning, the feedback stage of the Performance Appraisal Procedure must be followed before reverting to the Capability procedure. Where this is the case, it is expected that the next stage of the Capability Procedure will apply.

## **APPENDICES**

### **Appendix 1 - Framework for Tracking & Judging a Teacher's overall Performance**

PART ONE: TEACHING

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

### **Appendix 2 - Monitoring of Teaching and Learning Over Time 20XX-20XX**

### **Appendix 3 – Teacher Target Setting & Performance Review Record**

### **Appendix 4 - Questions for Mid-Year Performance Appraisal Review**

### **Appendix 5 – Appraisal Self Review Evaluation Form**

### **Appendix 6 - Potential Sources of Evidence to Support Performance Management**

### **Appendix 7 - The Learning Environment Checklist**

### **Appendix 8 – Lesson Observation Form**

### **Appendix 9 - Governor Sign Off Summary**

## APPENDIX 1 - Framework for Tracking & Judging a Teacher's overall Performance

Teachers' Standards: Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

PART ONE: TEACHING.				
A Teacher must:	Main Pay Range A To be determined by school (M1/M2) New Teacher	Main Pay Range B To be determined by school (M3/M4) Developing Teacher	Main Pay Range C To be determined by school (M5/M6) Established Teacher	Upper Pay Range To be determined by school (UPS 1/2/3)
<b>1. Set high expectations which inspire, motivate and challenge pupils</b>				
<p><b>1.1. <i>establish a safe and stimulating environment for pupils, rooted in mutual respect</i></b></p> <p><b>1.2. <i>set goals /targets that stretch and challenge pupils of all backgrounds, abilities and dispositions</i></b></p> <p><b>1.4 <i>demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.</i></b></p>	<p>The classroom ethos is positive and supportive.</p> <p>Targets are set but they are not always challenging or accurate.</p> <p>Requires mentoring, coaching, support from other colleagues to establish good practice and routines.</p> <p>Expectations at M2 are of a competent practitioner with some evidence of outstanding practice at this level.</p>	<p>The teacher contributes to shaping the ethos, values and policies of the school.</p> <p>The classroom ethos is positive, supportive, encouraging and supports risk taking and leads to good progress for pupils in lessons.</p> <p>The teacher works within the explicit ethos, values and policies of the school.</p> <p>Pupil targets are accurate with inbuilt challenge.</p> <p>Expectations at M4 are of a competent practitioner with some evidence of outstanding practice at this level.</p>	<p>The teacher makes an active and positive contribution to the ethos, values and policies of the school and this is evident in their supportive classroom environment that supports risk taking and leads to good and better progress for pupils in lessons.</p> <p>Pupils problem solve and support each other. They manage their own behaviour well.</p> <p>All targets are precise, appropriate, accurate and challenging and most children reach these ambitious targets.</p> <p>Expectations at M6 are of a highly competent practitioner.</p>	<p>Models good practice, proactive, supports others to achieve and improve.</p> <p>The teacher promotes collective responsibility by taking a lead in shaping the ethos values and policies of the school and implementing these consistently.</p> <p>This is evident in their supportive classroom environment that supports risk taking. Pupils' problem solve and support each other. They manage their own behaviour and the behaviour of others through guidance and support of their peers.</p> <p>Children are able to set their own challenging targets and are self-motivated.</p>

				All pupil targets are precise, appropriate, accurate and challenging and almost all children meet these ambitious targets.
<b>Examples of Evidence Base:</b> lesson observations, learning walks, pupil progress meetings, student feedback, planning, student work, in class, out of class, personal behaviour, environment created, target setting and progress toward targets				

## 2. Promote good progress and outcomes by pupils

**2.1 be accountable for pupils' attainment, progress and outcomes – plan teaching to build on pupils' capabilities and prior knowledge**

**2.2 guide pupils to reflect on the progress they have made and their emerging needs**

**2.3 demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching – differentiation – lesson observations, book scrutiny.**

**2.4 encourage pupils to take a responsible and conscientious attitude to their own work and study**

Marking, comments, accountability for outcomes, planning, demonstrate response to pupil needs, pupil reflection - AfL, moderation, evidence linked to grades

Differentiation is planned for and evident in learning and leads to at least good progress.

Pupils in lessons are generally focused and on task but there is sometimes a lack of extension or challenge.

Expectations at M2 are of a competent practitioner with some evidence of outstanding practice at this level.

Some Assessment for Learning is evident in lesson and learning that supports pupils learning and accelerates their progress. Good progress made by individuals and groups.

Marking is regular and identifies the success and next steps for the individual. The children appropriately follow up on the teacher's marking regularly. This is shown as good progress in pupil books.

Differentiation is planned for and effectively delivered. Differentiation is appropriate to pupil needs and leads to good progress.

Progress measures: Virtually all learners make good progress and achieve well.

An exciting range of cross-curricular activities are planned from the children's interests and provide opportunities for individual children to make progress towards their next steps.

Expectations at M4 are of a competent practitioner with some evidence of outstanding practice at this level.

Sharp and precise use of Assessment for Learning which is used effectively during the lesson and over time to accelerate progress leading to good and sometimes outstanding progress.

Differentiation is sharp and precise for a range of groups and individuals that leads to good or better progress for all groups and individuals.

An exciting range of challenging cross-curricular activities are planned from the children's interests and provide opportunities for individual children to make progress towards their next steps.

Expectations at M6 are of a highly competent practitioner.

Models to others. Shares good practice. Supports other to achieve more and improve.

Learners thrive as a result of the extensive engagement and dialogue in learning and this sometimes leads to high quality child-led learning. All children make exceptionally good and better progress.

Accurate, precise and skilful use of AfL to diagnose problems and misconceptions and move learning forward during a lesson and over time. Shape, precise and effective marking that contributes to sustained improvements in pupil learning and progress.

Differentiation is sharp and precise for a range of groups and individuals that leads to good or better progress for all groups and individuals.

**Examples of Evidence Base:** Termly progress of class, individuals and groups. End of year assessments, TA and Test results. APS Progress measures. Book scrutiny – quality of marking and feedback. Quality of evidence to demonstrate peer and self-assessment. Assessment for learning. Lesson observation – Quality of the application of assessment for learning principles during teaching and learning. Planning.

**3. Demonstrate a good subject and curriculum knowledge**

<p><b>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</b></p>	<p>The teacher demonstrates sufficient subject knowledge to deliver the content and to answer questions correctly. The teacher demonstrates an understanding of and takes responsibility for promoting standards of literacy and articulation. The teacher's use of standard English is accurate whatever the teacher's specialist subject.</p>	<p>The teachers' good subject knowledge lends confidence to their teaching styles. Teaching methods are imaginative and lead to a good level of interest from the pupils.</p>	<p>M5/6 high levels of competence across the curriculum. Specialist knowledge</p>	<p>Role model and leader of learning, teaching development for their area.</p>
<p><b>3.2 demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship</b></p>	<p>The teacher demonstrates an understanding of and takes responsibility for promoting standards of literacy and articulation. The teacher's use of standard English is accurate whatever the teacher's specialist subject.</p>	<p>Demonstrate an understanding of and take responsibility for promoting high standards of literacy and articulation and correct use of standard English whatever the teacher's specialist subject.</p>	<p>The teacher positively and actively contributes to shaping curriculum development and content.</p>	<p>Specialist knowledge used to support and develop others.</p>
<p><b>3.3 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</b></p>	<p>The teacher positively engages in curriculum development and content. The teacher promotes different ways of working and learning that leads to at least good progress.</p>	<p>The teacher positively and actively engages in shaping curriculum development and content. The teacher promotes effective ways for pupils to work and learn that leads to good progress.</p>	<p>The teacher makes connections where relevant that promotes highly effective ways of working and learning that leads to consistently good and outstanding progress for children.</p>	<p>Makes a significant contribution to whole school self-evaluation and improvement.</p>
<p><b>3.4 if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics.</b></p>	<p>Expectations at M2 are of a competent practitioner with some evidence of outstanding practice at this level.</p>	<p>Expectations at M4 are of a competent practitioner with some evidence of outstanding practice at this level.</p>	<p>Expectations at M6 are of a highly competent practitioner.</p>	<p>Teachers demonstrate high levels of expertise and evident interest in what they are teaching. Teaching reflects an understanding of how pupils learn and how to adjust the curriculum to promote full access.</p> <p>Demonstrate an understanding of and always take responsibility for promoting high standards of literacy and articulation and correct use of standard English whatever the teacher's specialist subject.</p> <p>The teacher keeps abreast of curriculum development, improvements and reform and shares this knowledge with others. The teacher instils a love of learning in children. The teacher actively seeks out change for the better. S/he develops skilled, self-motivated learner and ways of working at class and whole school level and supports others to develop their practice.</p>

**Examples of Evidence Base:** Lesson observations, planning, book scrutiny, CPD records and involvement

**4. Plan and teach well-structured lessons**

**4.1 impart knowledge and develop understanding through effective use of lesson time**

**4.4 promote a love of learning and children's intellectual curiosity**

**4.3 set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired**

**4.1 reflect systematically on the effectiveness of lessons and approaches to teaching - contribute to the design and provision of an engaging curriculum**

Plan and teach well-structured lessons, pace may be slow.

The teaching methods, including opportunities for independent learning and the use of a range of resources such as ICT, encourage and engage them. Pupils are given some scope to make choices and use their ideas but this is inconsistent.

Learners make at least good progress.

Contributes to curriculum design

The teacher has some awareness of their strengths and areas for development. The teacher takes on board constructive criticism and advice and will act on this within ½ a term.

Manages other adults effectively so that they actively contribute to the lesson and support pupils so that progress is at least good.

Expectations at M2 are of a competent practitioner with some evidence of outstanding practice at this level.

A good range of carefully chosen resources develop pupil skills in reading, including phonics, writing, maths and ICT and well-judged setting of extension and project work encourages independent learning.

The skills and confidence needed for independent learning are developed. Teaching pace is good and leads to good progress over the lesson and time.

Teachers always set homework to consolidate and extend the knowledge and understanding that pupils have acquired.

Contributes to curriculum design –co leading.

The teacher has accurate self-awareness skills of their personal strengths and areas for improvement and acts positively to improve their practice.

The teacher has the confidence to change the lesson and adapt it to pupil understanding and needs that leads to good progress for all.

Manages other adults effectively so that they actively contribute to the good progress of pupils.

Learners make good + often outstanding progress

Personalises learning. Shares good practice

Contributes significantly to curriculum design –taking a lead in the process

The teacher has a wide range of skills that s/he draws upon to promote independent learning that leads to good or better outcomes.

The pace of learning is sharp and moves learning forward so accelerated progress is maintained throughout the lesson for all pupil groups and individuals.

The teacher accurately and explicitly pinpoints their strengths and weaknesses and they proactively work to address these quickly. The teacher will often anticipate weaknesses during a lesson and address them where relevant to ensure they get the best out of the children.

The teacher is a model of very good and sometimes outstanding practice.

Effectively manages additional adults who actively contribute to the good and sometimes outstanding progress of pupils.

Learning is always differentiated to a high standard and enables all individuals and pupil groups to access the learning and make accelerated and outstanding progress during lessons and over time.

Finds effective solutions to learning barriers that enable all individuals and pupil groups to make outstanding progress across the lesson and over time.

Mentors and coaches peers and children in finding solutions to barriers with proven outstanding impact.

Leads departmental/school discussions about choices of courses, curriculum, teaching approaches

Results for the groups they teach consistently meet or exceed the high and challenging predictions made in relation to the learners prior attainment

Consistently uses a range of approaches to teaching and learning that give all learners the opportunity to succeed in their learning and to achieve outstanding outcomes.

Provides high levels of emotional support and deals effectively with the most challenging pupils. Deals effectively with playground issues.

		<p>Expectations at M4 are of a competent practitioner with some evidence of outstanding practice at this level.</p>	<p>Expectations at M6 are of a highly competent practitioner.</p>	<p>Helps children to resolve problems themselves so that they are learning ready</p> <p>Totally inclusive learning and teaching strategies are used to engage and support all pupils groups leading to outstanding outcomes for all.</p>
<p><b>Examples of Evidence Base:</b> <i>planning, lesson observations, learning walks, pupil interviews. Contribution toward CPD, policies and school practices. Identifies areas to improve and strengths of teaching. Determines own CPD and seeks to improve self. Effectively analyse the impact of CPD on practice.</i></p>				

**5. Adapt teaching to respond to the strengths and needs of all pupils**

<p><b>5.1 know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively –</b></p> <p><b>5.2 have a secure understanding of how a range of factors can inhibit pupils’ ability to learn, and how best to overcome these.</b></p> <p><b>5.3 demonstrate an awareness of the physical, social and intellectual development of children, and how to adapt teaching to support pupils’ education at different stages of development</b></p> <p><b>5.4 has a clear understanding of the needs of all pupils, including those with special education needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.</b></p>	<p>Evidence of differentiation during lessons and over time that leads to at least good progress.</p> <p>Understands how pupils learn and the barriers to their learning. Uses a range of strategies and ideas to overcome these barriers, following advice from peers. Follows up and measures impact of action.</p> <p>With some advice, guidance and support from peers, adapts teaching techniques and strategies making them age appropriate and supports the physical, social and intellectual development of individuals and groups that leads to at least good progress.</p> <p>Deals with playground issues following school policy.</p> <p>Provides emotional support to pupils and develops pupil self-awareness. Finds and uses solutions to break down learning barriers with advice and support from peers.</p> <p>A range of inclusive learning and teaching strategies are used to engage and support all pupils groups leading to at least good outcomes for all.</p> <p>Expectations at M2 are of a competent practitioner with some evidence of outstanding practice at this level.</p>	<p>Good evidence of daily effective differentiation for individuals and groups that leads to consistently good progress during the lesson and over time.</p> <p>Deep understanding about how pupils learn and the barriers to their learning. Thinks of strategies and ideas to overcome these barriers which lead to good learning and progress during lessons and over time. Follows up accurately and measures impact of action.</p> <p>Provides effective emotional support. Deals with playground issues well so that all parties are learning ready and emotionally supported. Helps children to resolve problems so that they are learning ready</p> <p>Uses a wide range of age appropriate and need driven teaching techniques and strategies that supports the physical, social and intellectual development of individuals and groups leading to good progress for individuals and groups.</p> <p>A range of effective inclusive learning and teaching strategies are used to engage and support all pupils groups leading to good outcomes for all.</p> <p>Expectations at M4 are of a competent practitioner with some evidence of outstanding practice at this level.</p>	<p>Very good evidence of daily effective and sharp differentiation that meets the wide range of pupil needs and provides very good access to learning. This leads to very good and sometimes outstanding progress during the lesson and over time for all individuals and pupil groups.</p> <p>Deep understanding about how pupils learn and the barriers to their learning. Thinks of strategies and ideas to overcome these barriers. Advises other staff. Follows up and measures impact of action in terms of emotional, social and academic progress.</p> <p>Provides very good levels of emotional support. Deals effectively with playground issues so children are satisfied. And are emotionally learning ready. Helps children to resolve problems so that they are learning ready.</p> <p>Uses a wide range of age appropriate and effective teaching techniques and strategies that effectively supports the physical, social and intellectual development of individuals and groups leading to good and sometimes outstanding progress for individuals and groups.</p> <p>Highly inclusive learning and teaching strategies are used to engage and support all pupils groups leading to very good and outstanding outcomes for all.</p>	<p>Learning is always differentiated to a high standard and enables all individuals and pupil groups to access the learning and make accelerated and outstanding progress during lessons and over time.</p> <p>Finds effective solutions to learning barriers that enable all individuals and pupil groups to make outstanding progress across the lesson and over time.</p> <p>Mentors and coaches peers and children in finding solutions to barriers with proven outstanding impact.</p> <p>Leads departmental/school discussions about choices of courses, curriculum, teaching approaches</p> <p>Results for the groups they teach consistently meet or exceed the high and challenging predictions made in relation to the learners prior attainment</p> <p>Consistently uses a range of approaches to teaching and learning that give all learners the opportunity to succeed in their learning and to achieve outstanding outcomes.</p> <p>Provides high levels of emotional support and deals effectively with the most challenging pupils. Deals effectively with playground issues.</p> <p>Helps children to resolve problems themselves so that they are learning ready</p>
--	--	---	--	---

			Expectations at M6 are of a highly competent practitioner.	Totally inclusive learning and teaching strategies are used to engage and support all pupils groups leading to outstanding outcomes for all
<b>Examples of Evidence Base:</b> lesson observations/planning/use of assessment.				

**6. Make accurate and productive use of assessment**

<p><b>6.1 know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements</b></p> <p><b>6.2 make use of formative and summative assessment to secure pupils' progress</b></p> <p><b>6.3 use relevant data to monitor progress, set targets, and plan subsequent lessons</b></p> <p><b>6.1 give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback</b></p>	<p>Assessment and marking policy followed.</p> <p>Work is regularly marked. Some evidence of assessment for learning in marking leading to at least good progress. E.g. strengths, next steps, mainly in core subjects.</p> <p>Emerging Assessment for Learning practice used during lessons. – effectiveness of questioning, quality of oral engagement and feedback, adjusting lesson according to pupil needs</p> <p>Pupils' provide a simple response to feedback.</p> <p>Moderation is accurate with support.</p> <p>Emerging practice - pupil and self-assessment leading to at least good progress.</p> <p>In-class assessment identifies general misconceptions, but is not always acted upon straight away with either individuals or the class as a whole.</p> <p>Teacher uses assessment information (from marking/planning annotations) to plan the next session.</p> <p>Expectations at M2 are of a competent practitioner with some evidence of outstanding practice at this level.</p>	<p>Assessment and marking policy followed accurately.</p> <p>Regular evidence of assessment for learning practice used during lessons and this leads to good progress – accurate feedback is given that moves learning forward.</p> <p>Work is always marked to a good standard. Good evidence of Assessment for Learning that moves learning forward and leads to good progress.</p> <p>Pupils' provide appropriate response to feedback linked to the success criteria.</p> <p>Moderation is accurate. Beginning to support other staff to accurately moderate learning.</p> <p>Pupil and self-assessment are regular features of learning and leads to good progress.</p> <p>Marking is diagnostic, helps pupils improve their work and gives teachers and assistants a clear understanding of pupils' capabilities. In class, questions are well targeted and understanding is checked. Pupils are regularly involved in helping to assess their own work and regularly respond to and use teacher feedback. Records of progress are used well to set challenging targets for all pupils.</p>	<p>Support others to develop and improve their assessment practice.</p> <p>Uses data in highly effective way to make judgements on learners progress and future needs</p> <p>Assessment and marking policy followed accurately and consistently.</p> <p>Strong evidence of Assessment for Learning practice used during lessons which impact positively on pupil progress – leads to good and some outstanding progress.</p> <p>Work is always marked to a high standard using AfL. Very good evidence of assessment for learning that moves learning forward and leads to progress that is good and sometimes outstanding.</p> <p>Pupils' response to feedback is in depth and demonstrates their learning has moved forward.</p> <p>Moderation is always accurate. Supports other staff in accurate moderation.</p> <p>Pupil and self-assessment are regular features of learning and leads to good and sometimes outstanding progress.</p> <p>Uses the wider data available to benchmark their own data set and is proactive in raising standards further.</p>	<p>Expert in Assessment for Learning - model of outstanding practice as demonstrated in planning and learners understanding of how, why and what they are learning.</p> <p>Regular evidence of Assessment for Learning practice used during lessons and over time leading to good and outstanding outcomes for individuals and groups.</p> <p>Leads on accurate moderation. Regularly supports other staff and gives guidance and support to others when moderating.</p> <p>Pupil and self-assessment are regular features of learning and leads to accelerated progress for individuals and groups. Pupils' response to feedback is in depth, astute and shows clear progress in their learning and leads to outstanding progress.</p> <p>Careful planning based on thorough assessment ensures that all learners improve. Oral interactions in class are carefully geared to check and develop understanding. Pupils are helped to judge their own work, identify what is next to be learned and to set targets for improvement.</p> <p>Models/coaches and works with others to develop and improve their assessment and data knowledge, understanding and practice.</p>
--	---	---	---	--

		<p>Planning annotation accurately identifies the next steps in pupil learning and the next lesson builds on this to further promote learning and progress.</p> <p>Expectations at M4 are of a competent practitioner with some evidence of outstanding practice at this level.</p>	<p>Expectations at M6 are of a highly competent practitioner.</p>	<p>Effectively uses wider data available to benchmark and improve personal, group, class and individual performance. Works and supports others to analyse data to improve themselves and the pupils they teach with proven very good impact.</p>
--	--	--	---	--

**Example of evidence base:** *Examples of effective quality marking. Weekly evidence of assessment for learning that moves learning forward. Marking, tracking, pupil progress meetings, use of data to inform planning, planning, book scrutiny, lesson observations, pupil interviews, data analysis.*

**7. Manage behavior effectively to ensure a good and safe learning environment**

<p><b>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 schools, in accordance with the school's behaviour policy</b></p> <p><b>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</b></p> <p><b>7.3 manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them</b></p> <p><b>7.4 maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary</b></p>	<p>Manage behaviour effectively to ensure a safe learning environment. Classroom codes of behaviour are adhered to.</p> <p>Has a presence in the classroom. Good behaviour - Pupils find the strategies and tasks interesting. Appropriate provision is made for pupils who have difficulties learning or behaving but these strategies may be inconsistent. Relationships are constructive</p> <p>Physical environment - well organised-high quality resources- displays- no sloppiness, teaching materials, communication</p> <p>Applies school policies to their teaching and conduct.</p> <p>Provides emotional support to pupils as shown through positive classroom ethos where children are generally on task.</p> <p>Responds to and acts appropriately on advice and support and starts to embed in practice. (E.g. support form SENCo, UPS staff, external agencies).</p> <p>Communicates with staff, parents/carers to support pupils' behaviour and address any educational, academic, personal, social or emotional concerns but not always in a timely manner.</p>	<p>Consistent application of school policies.</p> <p>Has a positive classroom presence that leads to good pupil behaviour and progress.</p> <p>Behaviour management is consistently good in and out of the classroom.</p> <p>Provides good emotional support to pupils as shown through positive classroom ethos where all children are in the main on task and supportive of each other in their learning.</p> <p>Good behaviour - Pupils find the strategies and tasks interesting and enjoyable. They concentrate well and pay full attention to the teacher. They work well with others. Teachers 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>Behaviour beyond the classroom is consistently well managed and good.</p> <p>Teacher uses a wide range of strategies to manage behaviour, including strategies to manage difficult and challenging children that promotes inclusion and leads to good progress.</p>	<p>Takes a proactive role in managing behaviour beyond the classroom.</p> <p>Has a strong and positive presence in the classroom as evident from the consistently good progress and behaviour of all pupil groups.</p> <p>Behaviour management is consistently good or better in and out of the classroom. Behavioural matters are followed up leading to good impact. Intervenes in a timely and sensitive manner that promotes the well-being and progress of all pupils.</p> <p>Pupils manage their own behaviour well in the classroom and around school and do not put themselves at risk.</p> <p>Provides very good emotional support to pupils and supports other staff to develop emotional intelligence with pupils.</p> <p>There is a positive classroom ethos where all children are on task and supportive of each other in their learning and behaviour.</p> <p>The teacher uses a wide range of strategies to manage difficult and challenging pupils that results in a highly inclusive classroom where the progress of all pupils, including the most challenging is maximised.</p>	<p>Expert in strategic leadership and management of school policies</p> <p>Has a strong, positive and effective classroom and school presence as evident from the high quality of behaviour and learning from all pupils. Highly effective in leading, monitoring and promoting collective responsibility for the implementation of school policies</p> <p>Supports others in the development of behaviour management and leads to good improvements.</p> <p>Behaviour management, implementation and follow up is outstanding in all aspects of school life leading to rapid improvements in pupil behaviour and pupil learning.</p> <p>Provides outstanding emotional support to pupils as shown by the harmonious relationships in the class and the positive impact of the support given to the most challenging children who are highly responsive and change their behaviour to maximise their learning.</p> <p>All pupils are engrossed in their work. There are excellent relationships in the classroom. The strategies and tasks used enthuse pupils so that they persevere when faced with difficult problems and are keen to succeed and to learn more</p>
--	--	---	---	--

	<p>Expectations at M2 are of a competent practitioner with some evidence of outstanding practice at this level.</p>	<p>Expectations at M4 are of a competent practitioner with some evidence of outstanding practice at this level.</p>	<p>The quality of teaching is of a high quality (good and sometimes outstanding) and this determines the behaviour within the classroom.</p> <p>Expectations at M6 are of a highly competent practitioner.</p>	<p>Teachers have high expectations of behaviour and establish a framework for discipline with a full range of strategies using precise praise, sanctions and rewards consistently and fairly.</p> <p>Embeds practice throughout the school, ensures whole school approach to behaviour,</p> <p>Models, mentors, coaches other staff to improve their behaviour management systems &amp; develop Emotional Intelligence with pupils with very good impact.</p> <p>The exceptional high quality teaching determines the very high quality of behaviour and relationships within the classroom and in the teacher's presence; children manage their own behaviour and learning exceptionally well and make outstanding progress as a result.</p>
--	---	---	--	---

**Example of evidence base:** *Lesson observations, pupil interviews, learning walks, classroom environment and classroom culture*

## 8. Fulfill wider professional responsibilities

<p><b>8.1</b> <i>Makes a positive contribution to the wider life and ethos of the school</i></p> <p><b>8.2</b> <i>Develops effective professional relationships with colleagues knowing how and when to draw on specialist support</i></p> <p><b>8.3</b> <i>deploys support staff effectively</i></p> <p><b>8.4</b> <i>take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues</i></p> <p><b>8.5</b> <i>communicates effectively with parents with regard to pupils' achievements and well-being</i></p>	<p>Fulfills professional responsibility. Attends CPD as required.</p> <p>Other staff/volunteers in the class are supportive of learning and teaching leading to satisfactory progress and impact. There is some evidence that independence in learning is being developed.</p> <p>Acts on advice and takes on board constructive criticism which leads to improvements in identified areas over a term. Makes positive contributions to meetings. No negative interactions.</p> <p>Positive relationships with parents /carers/colleagues. Liaises with external agency with support. Adheres to the school ethos. Strong buy-in to ethos.</p> <p>Aware of where and when and from whom to gain support. Reacts positively to advice and support and starts to embed in practice. Address any weaknesses within half a term.</p> <p>Recording and reporting arrangements in place – statutory requirements are fulfilled.</p> <p>Liaises with home/school. Intervention with parents/carers occurs, but is not always timely or appropriate e.g. no reading book/PE kit for 3 weeks.</p>	<p>Role model of good practice.</p> <p>Other staff/volunteers in the class are well deployed and support well the learning and teaching leading to good progress and impact. There is evidence that independence in learning is being developed.</p> <p>Acts quickly on advice and quickly takes on board constructive criticism which leads to improvements in identified areas over half a term.</p> <p>Positive relationships with parents and carers and secures their engagement with pupil learning leading to good impact.</p> <p>Involves and engages with parents/carers on a regular basis, providing robust feedback, advice and support. Intervenes in a timely fashion with parents/carers to support children   their learning, behaviour and personal, social and emotional development.</p> <p>Is reflective of their practice and actively seeks out appropriate CPD and acts upon this. Co-leads on CPD. Cascades good practice to others. Develops specialism based on strengths.</p> <p>Initiates change/ideas for improvement.</p>	<p>Proactive role model of very good and sometimes outstanding practice. Shares this practice with others.</p> <p>Other staff/volunteers in the class are knowledgeable about the learning taking place, proactive and actively support a wide range of learners leading to very good progress and impact. There is good evidence that independence in learning is being well developed.</p> <p>Is proactive and rapidly acts on advice and constructive criticism. This leads to rapid improvements in identified areas over two/three weeks.</p> <p>Supports others to develop and improve their practice.</p> <p>Very positive relationships with parents and carers that secures high levels of engagement with pupil learning leading to very good impact. Follows up appropriately and as required leading to high levels of satisfaction from all parties.</p> <p>Intervenes in a timely and effectively fashion with parents/carers that leads to secure and sustained improvements for the child.</p> <p>Evidence of managing challenging parents/carers well and maintains very good relationships.</p>	<p>Expert in supporting the development of positive and productive professional relationships with colleagues</p> <p>Promotes and maximises opportunities for staff to work together. Shares responsibility and outstanding practice and can show how their influence has impacted positively on the practice of others.</p> <p>Proactive, outstanding and consistent in all aspects of their practice.</p> <p>Other staff/volunteers in the class are knowledgeable about the learning taking place, proactive and actively support a wide range of learners leading to very good and outstanding progress and impact. There is very good evidence that independence in learning is being well developed leading to very good impact.</p> <p>Is proactive and rapidly acts on advice and constructive criticism. This leads to rapid improvements in identified areas over one /two weeks. Monitors and follows up to ensure very good impact.</p> <p>Highly skilled in managing parents and carers that secures high levels of engagement with pupil learning leading to very good and outstanding impact. Astute and effective in all dealings with parents/carers, follows up with high</p>
---	--	---	---	---

	<p>Can evidence the impact of positive relationships between the teacher and child that leads to accelerated progress. Emotional support and well-being is given to the children and leads to positive relations with children.</p> <p>Expectations at M2 are of a competent practitioner with some evidence of outstanding practice at this level.</p>	<p>Has good self-awareness and emotional awareness skills.</p> <p>Accurate skills of self-analysis and works quickly to address any weaknesses in teaching that lead to accelerated progress and improved attainment. (Within 4 weeks)</p> <p>Confidently liaises with external agencies.</p> <p>Expectations at M4 are of a competent practitioner with some evidence of outstanding practice at this level.</p>	<p>Has very good self-awareness and emotional awareness skills.</p> <p>Accurate skills of self-analysis. Reflective practitioner. Is proactive in identifying appropriate CPD and shares the outcomes with relevant staff. Works rapidly to address any weaknesses. (Within 2 weeks). Good impact of supporting others to improve their practice. Proactive in whole school improvement. Leads on CPD.</p> <p>Good and sometimes outstanding role model to others.</p> <p>Expectations at M6 are of a highly competent practitioner.</p>	<p>levels of impact and sustained improvements for the child. (PSHE and academic performance and behaviours).</p> <p>A highly reflective practitioner who can accurately pinpoint the developmental needs of others and work with them to improve their practice. Leads on CPD. Effectively cascades CPD appropriately to others, monitors impact, follows up to secure improvements in others.</p> <p>Has acute self-awareness and emotional awareness skills. Highly reflective practitioner able to accurately analyse strengths of themselves and others. Works rapidly to address any weaknesses. (Within a week or sooner!)</p> <p>Actively supports others to address their weaknesses with very good proven impact.</p> <p>The teacher is <b>highly competent</b> in all elements of the relevant standards. The teacher's achievements and contribution to the school are <b>substantial</b> and <b>sustained</b>.</p>
--	---	---	--	---

**PART TWO: PERSONAL AND PROFESSIONAL CONDUCT**

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career

**Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:**

- ✓ 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 for the need to safeguard pupils' well-being, in accordance with statutory provisions
- ✓ showing tolerance of and respect for the rights of others
- ✓ not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- ✓ ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law

**Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality**

**Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.**

**APPENDIX 2: Monitoring of Teaching and Learning Over Time 20XX-20XX**

<b>Teacher's name:</b>				<b>Main/UPS Scale/TLR:</b>					
<b>Class Team:</b>									
<b>Class:</b>				<b>Area of responsibility:</b>					
<b>Number of students:</b>				<b>Year groups:</b>					
<b>Number of boys:</b>				<b>Number of PPG:</b>					
<b>Number of girls:</b>				<b>Number of LAC:</b>					
<p><i>Teaching is no longer graded on individual lessons, it is judged on teaching over time. Monitoring will take place throughout the year through learning walks, lesson observations and quality assurance of documentation.</i></p> <p><i>All strengths / areas for development focus on scrutiny of:</i></p> <ul style="list-style-type: none"> <li><i>Student progress (e.g. MAPP/small steps/teacher assessment/baseline assessments/incidental learning)</i></li> <li><i>Planning (annotated with reflections at end of each half term with particular reference to coverage of curriculum, differentiation and supporting needs led groups of pupils and inclusion opportunities)</i></li> <li><i>Work sampling (accurate level of challenge and progression, Assessment for Learning, moderated evidence of photos, videos, writing, learning journals, work books etc.)</i></li> <li><i>Student views and parental input.</i></li> <li><i>Pupil Profiles / Behaviour Support Plans</i></li> <li><i>Learning Environment Checklist, Displays.</i></li> </ul>									
		<b>1 (Outstanding)</b>		<b>2 (Good)</b>		<b>3 (Requires Improvement)</b>		<b>4 (Inadequate)</b>	
<b>Behaviour for Learning</b>	<b>Expectations</b>	<p>The teacher has consistently high expectations of all pupils.</p> <p>The teachers and other adults create an exciting and dynamic climate to ensure students are engaged in learning, and generate high levels of commitment to learning.</p>		<p>The teacher has high expectations.</p> <p>The teacher and other adults create a positive climate for learning in their lessons and pupils are interested and engaged.</p>		<p>Teachers' expectations enable most pupils to work and achieve satisfactorily, they encourage them to make progress.</p>		<p>The teacher does not have sufficiently high expectations.</p> <p>Teaching fails to engage or interest the class or particular groups of pupils.</p>	

	<b>Behaviour</b>	<p>Skilled and highly consistent behaviour management makes a strong contribution to an exceptionally positive climate for learning.</p> <p>Pupils' pride in the school is shown by their excellent conduct and following of class/school rules and expectations.</p> <p>Pupils' attitudes to learning are exemplary. Pupils' display a thirst for knowledge and a love of learning.</p>	<p>Behaviour is managed consistently well.</p> <p>There are marked improvements in behaviour over time for individuals or groups with particular behavioural needs.</p> <p>There is a positive ethos in the class, and pupils keep to the expected rules on the whole.</p> <p>Pupils' attitudes to learning, staff and each other are positive, and this has a good impact on the progress they make</p>	<p>The behaviour management procedures are clear and usually applied but some inconsistencies exist and low-level disruption may occur.</p> <p>In lessons, pupils respond to teachers' direction and work cooperatively with each other where appropriate.</p> <p>Major disruption to learning is uncommon.</p> <p>Teaching does not generally promote pupils' resilience, confidence and independence.</p>	<p>Pupils' lack of engagement and persistent disruption of learning contribute to reduced learning and/or a disorderly classroom environment.</p> <p>A significant number of pupils show a lack of respect and intolerance for each other or staff and a lack of self-discipline, resulting in poor behaviour</p> <p>Pupils exhibit negative attitudes about the rules and expectations.</p>
<b>Planning</b>	<p><b>Expertise</b></p> <p><b>Pitch</b></p> <p><b>Pace</b></p> <p><b>Challenge</b></p>	<p>Drawing on excellent subject knowledge, teachers plan astutely and set challenging tasks based on systematic, accurate assessment of pupils' prior skills, knowledge and understanding.</p> <p>Teachers use well-judged and often inspirational teaching strategies, including setting appropriate home learning where appropriate.</p> <p>Opportunities to promote SMSC, British Values and RRS are identified in planning and maximised to the full.</p>	<p>Teachers have well developed subject knowledge.</p> <p>Effective teaching strategies are matched well to most pupils' individual needs, so that pupils learn well in lessons.</p> <p>Teachers set appropriate homework where possible.</p> <p>Appropriate opportunities to promote SMSC, British Values and RRS are regularly planned for.</p>	<p>Tasks set are appropriate for most learners, but do not fully challenge all.</p> <p>Teachers may set homework but this may be of limited benefit and appropriateness.</p> <p>SMSC, British Values and RRS are not sufficiently planned for, with key opportunities missed</p>	<p>Learning activities are not sufficiently well matched to the needs of pupils.</p>
<b>Teaching</b>	<p><b>Core skills</b></p> <p><b>Interventions and Support</b></p>	<p>The teaching of reading, writing, communication and mathematics is highly effective and cohesively planned and implemented across the curriculum.</p> <p>Pupils develop and apply a wide range of skills to great effect, in reading, writing, communication and mathematics.</p> <p>Pupils are exceptionally well prepared for the next stage in their education.</p> <p>Clearly directed and timely support and intervention, match individual needs accurately. Consequently, pupils learn exceptionally well across the curriculum.</p> <p>There is clear evidence of a Total Communication Environment. The class team use symbols / VOCAs / visual timetables and Makaton to support learning at every opportunity where required.</p> <p>There is clear evidence of systematic integration of therapeutic input during lessons.</p> <p>Pupils are expected to be as independent as possible and over supporting by support staff is identified and addressed immediately.</p>	<p>Reading, writing, communication and mathematics are taught effectively.</p> <p>Pupils develop and apply a wide range of skills, in reading, writing, communication and mathematics.</p> <p>Pupils are well prepared for the next stage in their education.</p> <p>Appropriately targeted support and intervention are matched well to most pupils' individual needs.</p> <p>The teacher carefully deploys any available additional support. These contribute well to the quality of learning for pupils.</p> <p>There is a Total Communication Environment. The class team use symbols / VOCAs / visual timetable and, Makaton to support learning where required.</p> <p>There is clear evidence of integration of therapeutic input during lessons.</p>	<p>Pupils are acquiring some of the knowledge, understanding and skills, including those in reading, writing, communication and mathematics.</p> <p>Communication skills including reading, writing, and mathematics are not taught consistently across the curriculum.</p> <p>Pupils are prepared adequately for the next stage in their education.</p> <p>Teaching strategies ensure that the individual needs of pupils are usually met.</p> <p>The teacher deploys any available additional support. These contribute reasonably well to the quality of learning for pupils.</p> <p>There are attempts by the class team to use symbols / VOCAs / visual timetables and Makaton to support learning but it is not consistent.</p> <p>There is integration of therapeutic input during lessons, but this is inconsistently</p>	<p>Pupils cannot communicate; read, write or apply mathematics as well as they should.</p> <p>Some pupils' individual needs are not met and no intervention has been planned or put in place.</p> <p>The learning, quality of work and progress of any group of pupils show that this group is underachieving.</p> <p>There is no evidence of assisted communication, despite a clear need for some pupils.</p> <p>Therapeutic input is not integrated into lessons.</p> <p>Pupils are regularly over supported by support staff and little independence is</p>

			Pupils are expected to be independent and over supporting by support staff is identified and addressed.	applied. There is some expectation of students to be independent, but over supporting is not always identified or addressed.	encouraged.
	<b>Assessment for Learning</b>	<p>The teacher systematically and effectively check pupils' understanding throughout lessons, anticipating where they may need to intervene and doing so with notable impact on the quality of learning.</p> <p>The teacher listens to, carefully observes and skilfully question pupils during lessons in order to reshape tasks and explanations to improve learning.</p>	<p>The teacher monitors pupils' work during lessons, picking up any general misconceptions and adjust their plans accordingly to support learning.</p> <p>The teacher listens to, observes and questions pupils during lessons in order to reshape tasks and explanations to improve learning.</p>	Attention is given to the assessment of pupils' learning but this is not always conducted rigorously enough and changes are not made quickly enough to maximise the learning time.	<p>Insufficient attention is given to ongoing assessment within the lesson and leaning time is lost.</p> <p>Misconceptions or misunderstandings are not identified or no attempts are made to correct them.</p>
<b>Books and evidence</b>	<b>Marking, feedback and administration</b>	<p>Consistently high quality marking and assessment are evident on the pupils' work in line with school guidelines. Where appropriate, constructive feedback from the teacher ensures that pupils make rapid gains.</p> <p>A timely dialogue is developed with the pupil about their learning wherever possible and there are structures to in place include self-assessment.</p> <p>Support Staff are very clear on how to support the systems of assessment and recording in place in the classroom and do this consistently. All essential documentation is kept up to date and reviewed as required. These documents are known by all staff and embedded seamlessly within procedure in the classroom; this includes small steps, Health Care plans, BSP's and safeguarding procedures.</p>	<p>The teacher assesses pupils' learning and progress regularly and accurately.</p> <p>They ensure that pupils know how well they have done and what they need to do to improve through marking in line with school guidelines.</p> <p>Timely dialogue about learning is encouraged with self-assessment encourage where possible.</p> <p>Support Staff support the systems of assessment and recording.</p> <p>All essential documentation is kept up to date and reviewed as required. These documents are known by all staff and embedded within procedure in the classroom; this includes small steps, Health Care plans, BSP's and safeguarding procedures.</p>	<p>Pupils are informed about the progress they are making and how to improve further through marking and dialogue with adults.</p> <p>Support Staff have some understanding of how they can support the systems in place in the classroom but the recording is inconsistent.</p> <p>All essential documentation is kept up to date and reviewed as required; this includes small steps, Health Care plans, BSP's and safeguarding procedures.</p> <p>The embedding of the contents into the class routines is not consistent.</p>	<p>Written feedback, marking and recording of assessment is inconsistent.</p> <p>No dialogue about learning is attempted although pupils are capable of engaging in this.</p> <p>Support Staff are not supporting the recording of assessment and have not been given clear directions on how to do so.</p> <p>Essential documentation including small steps, Health Care plans, BSP's and safeguarding procedures are not up to date and have not been embedded into class routines.</p>

<b>Achievement</b>	<b>Progress and Learning</b>	<p>From each different starting point, the proportions of pupils making and exceeding expected progress is high.</p> <p>Pupils make rapid and sustained progress across many subjects, including English and mathematics, and learn exceptionally well.</p> <p>The quality of work shows all groups of pupils learn exceptionally well, progress is consistently good or better.</p> <p>The standards of attainment of almost all groups of pupils are likely to be at least in line with national averages with many pupils attaining above this.</p> <p>Where standards of attainment of any group of pupils are below those of all pupils nationally, but the gap is closing rapidly,</p> <p>Pupils make rapid progress towards achieving their learning outcomes.</p>	<p>From each different starting point, the proportions of pupils making and exceeding expected progress are in line with school expectations.</p> <p>Progress in a wide range of subjects, including English and mathematics, is consistently strong and evidence in pupils' work indicates that they achieve well.</p> <p>The learning of groups of pupils is generally good.</p> <p>Students are making good progress towards their learning outcomes.</p>	<p>Pupils are progressing at slightly slower rate than expected.</p> <p>Groups of pupils making progress in line with similar groups of pupils nationally.</p> <p>Where standards of groups of pupils are below those of other pupils, the gaps are closing but not always consistently.</p> <p>Students are making some progress towards their learning outcomes but it isn't consistent.</p>	<p>From their different starting points, the proportions of pupils making expected progress are consistently below school expectations.</p> <p>Groups of pupils are underachieving.</p> <p>Attainment is in decline and shows little, fragile or inconsistent improvement.</p> <p>There are wide gaps in the attainment and/or the learning and progress of different groups.</p> <p>Students are not making adequate progress towards learning outcomes.</p>
<b>Leadership</b>	<b>Leadership and Management of the team</b>	<p>There is a clear Management structure within the team and resources and staff are maximised to achieve outstanding learning outcomes for the students.</p> <p>The teacher meets all deadlines on the expectations checklist, is very knowledgeable and compliant in their duties for Safeguarding, Health and Safety and delivering SDP.</p> <p>The teacher ensures all their team are held accountable for meeting expectations. Any performance issues with staff are managed quickly and efficiently within the line management structure and in accordance with school policy.</p>	<p>There is a clear Management structure within the team and resources and staff are used to achieve good learning outcomes for the students.</p> <p>The teacher meets deadlines on the expectations checklist, is knowledgeable and compliant in their duties for Safeguarding, Health and Safety and delivering SDP.</p> <p>Any performance issues with staff are managed quickly and efficiently within the line management structure and in accordance with school policy.</p>	<p>The Management structure within the team isn't always clear, the resources and staff could be better used to achieve improved learning outcomes for the students.</p> <p>The teacher doesn't always meet deadlines on the expectations checklist, isn't knowledgeable enough in their duties for Safeguarding, Health and Safety and delivering SDP.</p> <p>Performance issues with staff are not always managed quickly and efficiently within the line management structure. There is a lack of awareness of school policies for managing staff.</p>	<p>The Management structure within the team isn't followed, the resources and staff are not well deployed and this impacts on learning outcomes for the students.</p> <p>The teacher misses deadlines on the expectations checklist, is not knowledgeable and compliant in their duties for Safeguarding, Health and Safety and delivering SDP.</p> <p>Performance issues with staff are not managed adequately or within the line management structure. School policies for managing staff are not followed.</p>
<b>Teaching overall</b>		<p>The teaching is outstanding and never less than consistently good. The teacher plans and teaches lessons that enable pupils to learn exceptionally well across the curriculum. As a result, almost all pupils are making rapid and sustained progress.</p>	<p>The teaching is usually good, with examples of some outstanding. The teacher plans and teaches lessons that deepen pupils' knowledge and understanding and enable them to develop a range of skills across the curriculum. As a result, most pupils and groups of pupils make good progress and achieve well over time.</p>	<p>Teaching requirements improvement as it is not good. As a result, pupils are progressing at least as well as all pupils nationally given their starting point but gaps are not closing consistently enough.</p>	<p>As a result of weak teaching over time, pupils or particular groups of pupils are making inadequate progress</p>





<i>What difference will achieving this objective make</i>	<i>What does success look like and what evidence is there to support it</i>	<i>Needed to achieve this objective</i>	<i>That will be met in achieving this objective</i>	<i>To which objective is achieved and Standards met</i>
<b>Review meeting summary and initial recommendation on pay</b>				
<b>Assessment of overall performance:</b>				
<b>Teachers' comments:</b>				

**Initial pay recommendation:**

Teacher's Signature:

Date:

Line Manager's/Appraiser's signature:

Date:

Moderated by:

Date:

Position:

Signature:

**APPENDIX 4 - Questions for Mid-Year Performance Appraisal Review (Date)**

Appraisees need to have thought about the questions before hand so that the meeting runs smoothly. Please consider your subject/action plans as well as the subject SEF booklet you have been completing to complete this form. Thank you .

<b>Areas for discussion:</b>		
What progress have you made in each of your objectives? Are you on track to meet your objectives?  What evidence?	TLA	
	Pupil Outcomes	
	Leadership & Management	
What is your goal for this term?		
What is the current situation?		
What are your options?		
Do you require any additional support?  What would this be?		
Have you had the CPD you requested?		
What has been the impact of this?		
How are you managing your work life balance?  Do you need support? What would help?		
What have you done that impact on wider school effectiveness?  Some ideas :	Run a club?	
	Organised whole school events?	
	Delivered a PDM?	
	Coached staff?	

	Supported staff in improving their practice?	
	Planned and delivered a parent meeting?	
	Represented the school at an event?	
	Other?	
What other CPD do you need?		

**APPENDIX 5 – Appraisal Self Review Evaluation Form**

Year (e.g. 20XX/20XX)	Please describe your actions to achieve each objective	Please describe any barriers to achieving each objective	What training / development did you have to support you with the objective?
Objective 1:			
Objective 2:			
Objective 3:			
Objective 4			
Notes and Comments			

## **APPENDIX 6 - Potential Sources of Evidence to Support Performance Management**

The following sources of evidence may be used by the reviewee to support their Performance Management. This list is not intended to be exhaustive.

### **Planning and organising learning**

- Classroom plans/seating arrangements
- Groupings based on assessment information
- Termly or weekly lesson plans showing links to assessment information
- Termly or weekly plans with reference to school/departmental targets/priorities
- Teaching log or notes
- Schemes of work contributed to/reviewed
- Homework schedule
- Action plans
- IEPs
- Work plan for classroom assistant/learning support
- Record of resources for learning
- Monitoring report from curriculum leader
- Monitoring/evaluation report from senior manager
- Witness statement from peer/line manager

### **Quality of teaching and pupils learning**

- Samples of pupils work
- Comments on pupils work
- Lesson observation feedback record
- Examples of differentiated activities/work sheets
- OFSTED feedback
- Feedback from pupils
- Feedback from parents
- Information about joint action with SENCO to meet pupil's needs

### **Assessment**

- Samples of marked pupil's work
- Group and individual targets and objectives
- Written feedback to pupils/pupils reports
- Marking records
- Records of assessments against school assessment framework

### **Pupil attainment**

- Analysis of baseline information from the beginning of the year
- Projected attainments/targets
- Progress records/report
- Analysis of teacher assessments
- End of module assessments
- Analysis of school based test results
- Analysis of external testing
- IEPs
- Pupil feedback
- Records of events, displays, awards

### **Professional Development and Professional Effectiveness**

- Record of action taken as a result of a professional development activity

- The use of different strategies/improved approaches to teaching and learning (observation records or witness statements)
- Notes of presentations to colleagues/parents/governors
- Classroom research and development projects
- Research and development work from elsewhere in the school
- Contributions to the work of the 'team' (KS or departmental)
- Contributions/review of policy
- Contributions to/review of SOW
- Contribution to the implementation of the SIP
- A bid or proposal that has been written
- Notes of presentations on behalf of the school
- Training and development record

**Wider contribution to the school**

- Involvement in extra curricular activities
- Organisation of day or residential trips
- Team meeting notes
- Representing the school including at public and parents social events
- Feedback from colleagues/pupils/parents
- Monitoring/evaluation records of the SIP
- Contribution to school self evaluation and the SEF
- Contribution to the SDP

## APPENDIX 7 - The Learning Environment Checklist

<b>Classroom / Area</b>	
<b>Teacher / Lead</b>	
<b>Staff Team</b>	
<b>Pupils</b>	
<b>Date of Observation</b>	
<b>Zoning and Organisation</b>	
Clear zoning of work areas – group, quiet area, independent learning etc.	✓ / X
Low distraction areas for specific pupils	
Labelled cupboards and drawers	
Resources stored safely and effectively	
Class information available for all – planning, info from meetings etc.	
Interactive whiteboard area tidy and safe	
Class Organisation clear e.g. rotas, timetables, communication clear for all including part time staff (e.g. SMSAs and TA Play Leaders)	
Displays and learning walls are relevant to learning at present and in use, including corridors	
<b>Strengths:</b>	
<b>Recommendations:</b>	
<b>Supporting Transitions and Independence</b>	
Class Visual Timetable and schedules – accessible and in use	
Individual timetables and schedules - accessible and in use	
'Working With' photos or schedules	
Clear structure for transitions to other areas within school	
Use of Objects of Reference if appropriate	
Preparing for surprise and change	
Resources stored so students can access them independently	
Zones of Regulation and TEACCH workstations with finish box/area	
Clear structure and visuals for morning routines, e.g. coats, home books.	
<b>Strengths:</b>	
<b>Recommendations:</b>	
<b>Supporting Communication and Learning for all (inc. behaviour)</b>	
Preferred form of communication available for all pupils	
Use of ICT to meaningfully support teaching and learning	
Staff following dress code to reduce risks	
Symbol use evident	
Makaton signing evident	
Pupil Passports completed and up to date	
Small Steps up to date and learning outcomes displayed for pupils	
Behaviour Support Plans known by all and SLEUTH in use to record and reduce behaviour	
<b>Strengths:</b>	
<b>Recommendations:</b>	

<b>Summary:</b>	
<b>Class Team Comment:</b>	
<b>Observed by:</b>	<b>Date:</b>
<b>Signed by observers and teacher:</b>	

## Appendix 8 - SAMPLE LESSON OBSERVATION FORM

The descriptions provided in this form give the typical features of a lesson in each category. Not every feature needs to be present for a lesson to be seen as meeting the criteria for a particular grade. Generally there will be a focus on between one and three particular areas for the lesson observation chosen from those on the following pages. These areas of focus will be shared with staff prior to the observation.

Observers should focus on the contribution of teaching to learning and achievement over time, as well as the behaviour and safety of pupils. Record aspects of teaching that are effective, identifying ways in which teaching and learning can be improved. It can be used for on-site and off-site learning activities.

When inspectors observe lessons, they are guided by Ofsted not to grade the quality of teaching of individual sessions. However, Ofsted-style grade descriptors (1-4) remain useful for developmental purposes in schools, and will be shared with staff if requested, or if useful to do so. Relevant teachers' standards should be met.

<b>Teacher:</b>	<b>Observer:</b>	<b>Date and time:</b>
<b>Year group:</b>	<b>Subject:</b>	<b>Number of pupils:</b>
<b>Support staff or teaching assistants (TAs):</b>		
<b>Focus:</b>	<b>Context:</b>	
<b>Summary of main points:</b>		
<b>Key strengths:</b>		
<b>Agreed areas for development:</b>		

Focus area	Outstanding	Good	Requires improvement	Inadequate
<b>1. Use of assessment in planning</b>	Information from baseline testing and formative assessment is used well to set tasks that are perfectly matched to pupils' prior attainment & which identify next steps accurately to maximise progress, teaching then demands more of pupils	Information from assessments is used to set tasks that are well matched to pupils' prior attainment	Any aspect that does not meet the requirement for 'good' or 'outstanding' will 'require improvement'	Information from assessments is not used effectively in planning
<b>Evidence and comments:</b>				
<b>2. Level of challenge</b>	The teacher demonstrates deep knowledge and understanding and the work is pitched at a level that is appropriate to the individual. It is challenging - success is only achievable if individual pupils work hard and try their very best. All individuals find the tasks demanding at their own level	Tasks are set at a level that is suitable for groups of pupils of similar abilities. Any individuals within the group who find the task a little too easy or too difficult are quickly provided with support or given more difficult work, so their progress is not slowed	Any aspect that does not meet the requirement for 'good' or 'outstanding' will 'require improvement'	Tasks are not suitably matched to pupils' prior attainment and learning needs, so more than the odd individual find the work too easy or too hard
<b>Evidence and comments:</b>				
<b>3. Use of TAs</b>	TAs are highly effective in promoting rapid learning for groups of pupils of all aptitudes and needs. TAs actively engage in assessing pupil progress.	TAs are well deployed to support learning for groups of pupils regardless of their aptitudes and needs so that all such groups make at least good progress. TAs may be actively engaged in assessing pupil progress.	Any aspect that does not meet the requirement for 'good' or 'outstanding' will 'require improvement'	TAs do not support meeting the needs of groups of pupils so that their learning is limited either by too much being done for them, rather than helping them to do the work for themselves, or too little support being provided
<b>Evidence and comments:</b>				
<b>4. Opportunities to develop reading, writing, maths and ICT skills</b>	The work includes appropriate opportunities to develop pupils' skills in reading, writing, mathematics and ICT, as well as providing opportunities for extending wider skills, such as research and co-operative working	The work includes some opportunities to develop pupils' skills in reading, writing, mathematics and ICT	Any aspect that does not meet the requirement for 'good' or 'outstanding' will 'require improvement'	Any aspect that does not meet the requirement for 'good' or 'outstanding' will 'require improvement'
<b>Evidence and comments:</b>				
<b>5. Use of strategies and tasks to engage pupils</b>	Strategies and tasks enthuse pupils so that they persevere when faced with difficult problems and are	Pupils find the strategies and tasks interesting and enjoyable. They concentrate well and pay	Any aspect that does not meet the requirement for 'good' or 'outstanding' will 'require	Pupils are bored by the strategies and tasks, and may become disruptive

	resilient, keen to succeed and to learn more, and high expectations of pupil behaviour supported	full attention to the teacher	improvement'	
<b>Evidence and comments:</b>				
<b>6. Pace and depth of learning</b>	The pace of learning is optimised throughout the lesson as the teacher is able to use the time to best effect to support pupils at the time they need such support. As a result, almost all pupils make significant and sustained progress	The pace of learning is good throughout the lesson as time is used productively. The teacher provides well-targeted support for groups of pupils, including more able & disadvantaged pupils, as appropriate. As a result, most pupils make better than expected progress	Any aspect that does not meet the requirement for 'good' or 'outstanding' will 'require improvement'	The pace of learning is slow because pupils are held back by having to wait for the teacher or other members of the class. As a result, progress is inadequate for pupils or groups of pupils
<b>Evidence and comments:</b>				
<b>7. Use of questioning</b>	Questions tease out pupils' understanding so that the teacher is exceptionally aware of the degree to which pupils are secure	Questions tease out most pupils' understanding so that the teacher is aware of the degree to which most pupils are secure	Any aspect that does not meet the requirement for 'good' or 'outstanding' will 'require improvement'	Questions are closed and are not used to assess pupils' understanding so the teacher is unable to adapt the task in the light of such assessment
<b>Evidence and comments:</b>				
<b>8. Assessment of learning during lessons</b>	Systematic formative assessment is used well to modify teaching, the work for each individual pupil is adapted in the light of misconceptions that are brought to light through questioning or checks on pupils' work	Lessons are adapted in response to misconceptions that are brought to light through questioning or checks on pupils' work, any inconsistencies in assessment are clarified and solved via moderation	Any aspect that does not meet the requirement for 'good' or 'outstanding' will 'require improvement'	The teacher does not assess the pupils during the lesson to find out what they have learnt and how secure they are in their understanding, so that some pupils do not understand, while others have already grasped a concept and are ready to move on
<b>Evidence and comments:</b>				
<b>9. Marking and feedback</b>	Marking is frequent and regular, providing pupils with very clear guidance on the strengths of work and how it can be improved in future, including next steps	Marking is frequent and regular, providing pupils with guidance on how work can be improved	Any aspect that does not meet the requirement for 'good' or 'outstanding' will 'require improvement'	Marking is infrequent and/or irregular and/or fails to provide pupils with guidance on how work can be improved
<b>Evidence and comments:</b>				

<b>10. Corrections</b>	The teacher ensures that corrections are carried out and any missing work is completed	The teacher ensures that corrections are carried out and most missing work is completed	Any aspect that does not meet the requirement for 'good' or 'outstanding' will 'require improvement'	There is no insistence that corrections are carried out or that any missing work is completed
<b>Evidence and comments:</b>				
<b>11. Homework</b>	Homework is an integral part of the lesson. It is varied and extends the learning, and is treated as being as important as the lesson	Homework is used effectively to extend the learning	Any aspect that does not meet the requirement for 'good' or 'outstanding' will 'require improvement'	Homework is not set or is set infrequently, seen as a 'bolt on' with little relevance to the lesson or sequence of lessons
<b>Evidence and comments:</b>				
<b>Further evidence and comments:</b>				

**APPENDIX 9 - Governor Sign Off Summary**

Teacher:	Objective	Teaching Standards Met (Y/N)	Current Grade:	Recommended Grade:	Supporting Documentation Reviewed: (Y/N) (Sample Basis)	Approved (Initial)
Teacher 1 <i>Name</i>	1.					
	2.					
	3.					
Teacher 2 <i>Name</i>	1.					
	2.					
	3.					
Teacher 3	1.					
	2.					
	3.					
Teacher 4	1.					
	2.					
	3.					

Objectives to be colour coded as follows:

Met
Mostly Met
Partly Met
Not Met

## **Appendix 10 - Pay Appeals Procedure**

The Governing Body is committed to ensuring that appeals against pay decisions meet the requirements of the dispute resolution provisions of employment law.

The process set out below is consistent with dispute resolution provisions of employment law and has been adopted by the school as the means by which appeals against pay decisions are considered.

Teachers may seek a review of any determination in relation to their pay or any other decision taken by the Governing Body (or a committee or individual acting with delegated authority) that affects their pay.

The following list, which is not exhaustive, includes the usual reasons for seeking a review of a pay determination:

That the person or committee by whom the decision was made:

- a. incorrectly applied the school's pay policy
- b. incorrectly applied any provision of the School Teachers' Pay and Conditions Document;
- c. failed to have proper regard for statutory guidance;
- d. failed to take proper account of relevant evidence;
- e. took account of irrelevant or inaccurate evidence;
- f. was biased; or
- g. unlawfully discriminated against the teacher.

The order of proceedings is as follows:

### **Stage 1: Informal discussion with the appraiser or Headteacher prior to confirmation of pay recommendation**

A teacher who is dissatisfied with a recommendation has the opportunity to discuss the recommendation with the appraiser or headteacher before the recommendation is actioned and confirmation of the pay decision is made by the school. A teacher should do this within 10 working days of being notified of the pay recommendation.

### **Stage 2: A formal representation to the person or governors' committee making the pay determination**

If, having had an informal discussion with the person making the pay recommendation, the teacher believes that an incorrect recommendation has been made, they may make representation to the person (or governor's committee) making the decision within **10 working days**. To begin the process the teacher should submit a formal written statement to the person (or governors' committee) making the determination, setting down in writing the grounds of their disagreement with the pay recommendation.

The teacher is given the opportunity to make representations, including presenting evidence, calling witnesses, and the opportunity to ask questions at a formal meeting with the person (or governors' committee) who will make the pay determination. Following this meeting the person (or governors' committee) will make the pay determination that will be communicated to the teacher in writing **within 5 working days**.

### **Stage 3: a formal appeal hearing with an appeals panel of governors**

Should the teacher not agree with the pay determination, the teacher may appeal the decision **within 10 working days** and have an appeal hearing before an appeal panel of governors.

In the hearing before governors, both the teacher and the management representative will have the opportunity to present their evidence and call witnesses; the parties will also be able to question each other. The panel is permitted to ask exploratory questions.

Having heard the appeal, the panel must reach a decision, which it must relay to the teacher in writing **within 5 working days**, including their rationale for reaching the decision. The appeal panel's decision is final and, as set out in Section 3, paragraph 7 of the [STPCD 2019](#), there is no recourse to the general staff grievance procedure.

### **Pay Appeals hearings panels**

It is recommended that the panel which hears pay appeals should comprise of three governors who were not involved in previous discussions regarding the teacher's pay determination. Governors on appeals panels should be familiar with the school's pay and appraisal policies.

### **Pay Appeals Hearing Procedure**

The teacher should be given **10 working days'** notice of the appeal hearing in writing. In addition, the supporting documentation about the teacher's pay matter should be sent with the written notification of the appeal hearing; this will include:

- Appraisal documentation
- Information pertaining to Stage 1 and Stage 2
- Employee's notice of appeal
- Management case statement (this will be a representative from the Stage 2 meeting).

### **Pay Appeal Hearing**

At the appeal hearing:

#### **Introductions**

- Chair introduces everyone and explains what their role is, then outlines the order of the hearing.

#### **The employee case**

- Employee or their representative presents employee case providing evidence to support their case, including from witnesses (if any).
- Management representative has the opportunity to question the employee.
- Chair asks questions and subsequently opens the discussion to the panel.

### **The management case**

- Management representative presents management case, providing any evidence to support their case, including any witnesses.
- Employee or their representative has the opportunity to question the management representative.
- Chair asks questions and subsequently opens the discussion to the panel.

### **Summarising and end of hearing**

- Employee or their representative sums up the employee case.
- Management representative sums up the management case.
- If appropriate, the Chair can sum up the key points on both sides. Chair will then end the hearing, advising the employee that they will receive the panel's decision in writing within **5 working days**.