



“I have come in order that you might have life – life in all its fullness.”
John 10:10

Teacher Appraisal (Performance Management) Policy

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Contents

1. Purpose
2. Application of the Teacher Appraisal (Performance Management) Policy
3. The appraisal period
4. Appointing appraisers
 - 4.1 Headteacher
 - 4.2 Teachers
5. Setting objectives
6. Relevant professional standards
7. Reviewing performance
 - 7.1 Observation
 - 7.2 Other evidence
 - 7.3 Development and support
 - 7.4 Feedback
8. Annual assessment
9. Pay progression
10. Appeals
11. Teachers experiencing difficulties
12. General principles underlying this policy
 - 12.1 ACAS Code of Practice on Disciplinary and Grievance Procedures
 - 12.2 Consistency of treatment and fairness
 - 12.3 Sickness
 - 12.4 Grievances
 - 12.5 Confidentiality and professional relationships
 - 12.6 Monitoring and evaluation
 - 12.7 Retention

Appendix A: Classroom observation protocol

Appendix B: Confidential Planning and Review Statement

Appendix C: Teachers' Standards (DfE, 2011)

Appendix D: Template for self-evaluation and shared assessment of individual teacher performance against the mandatory Teachers' Standards (DfE, 2011)

TEACHER APPRAISAL (PERFORMANCE MANAGEMENT) POLICY

(This policy is based on the Somerset HR Advisory SSE (Support Services for Education) model policy dated September 2018.)

1. 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 professional and personal development within the context of the school's plan for improving educational provision and performance, and the professional standards expected of teachers. It also provides the basis for an assessment of a teacher's performance and a recommendation to inform a decision by the Governing Body's Pay Committee (or other relevant decision-making body) about pay progression.

The appraisal procedure will also be used to address any concerns that are raised about a teacher's performance. If concerns are such that they cannot be resolved through the appraisal process, there will be consideration of whether to commence the separate capability procedure.

2. Application of the Teacher Appraisal (Performance Management) Policy

This policy applies to the Headteacher and to all qualified teachers employed at the school/academy except those on contracts of less than one term and those undergoing induction (i.e. NQTs) or teachers on formal capability procedures.

Appraisal in this school/academy will be a supportive and developmental process designed to ensure that all teachers have the skills and support they need to carry out their role effectively. It will help to ensure that teachers are able to continue to improve their professional practice and to develop as teachers.

3. The appraisal period

The appraisal period will run for twelve months, normally from 1 September to 31 August.

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

Where a teacher starts their employment at the school/academy part-way through a cycle, the Headteacher or, in the case where the employee is the Headteacher, the Governing Body shall determine the length of the first cycle for that teacher, with a view to bringing her/his cycle into line with the cycle for other teachers as soon as possible.

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

4. Appointing appraisers

All appraisers of teachers, other than those appraising Headteachers, will be qualified teachers suitably trained in the appraisal process.

4.1 Headteacher

The Headteacher will be appraised by the Governing Body. 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 task of appraising the Headteacher, including the setting of objectives, will be delegated to a sub-group normally consisting of three members of the Governing Body.

Where a Headteacher is of the opinion that any of the governors appointed by the governing body is unsuitable to act as her/his appraiser, she/he may submit a written request for that governor to be replaced, stating the reasons for the request.

4.2 Teachers

The Headteacher will choose the appraiser for each teacher. Where teachers have an objection to the Headteacher's choice, their concerns will be carefully considered and, where appropriate, an alternative appraiser will be offered. All appraisers appointed by the Headteacher will be qualified teachers and will have current or recent teaching experience.

Due regard must be paid to the workload of appraisers when decisions about the choice of appraisers for teachers are made. Appropriate working time must be made available for appraisers to carry out their role, whatever the number of appraisees.

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

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

5. Setting objectives

The Headteacher's objectives will be set by the appraisal sub-group of the Governing Body after consultation with the external adviser and the Headteacher.

Objectives for each teacher will be set before, or as soon as practicable after, the start of each appraisal period. The objectives set will be specific, measurable, achievable, realistic and time-bound, and will be appropriate to the context of the appraisee's work and their role and level of experience/career stage. (Where an objective is measurable due regard should be paid to the reasonableness of any numerical targets identified.)

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

Objectives will be recorded in the Appraisal Planning and Review Statement (a model template Appraisal Planning and Review Statement is attached as **Appendix B** to this policy). Appraisees may at any point append their comments alongside their objectives.

The appraiser and appraisee will seek to agree the objectives. Objectives may be revised if circumstances change. The school will operate a system of moderation to ensure that all appraisers are working to the same standards. Targets will be moderated across the school to ensure that they are consistent between teachers with similar experience and levels of responsibility. Should the objectives not be agreed, the final decision on allocation of objectives rests with the Headteacher.

The agreed objectives will contain a description of what success may look like. Where use of numerical targets is appropriate, these will be reasonable in the circumstances in which the teacher works and it will be recognised that factors outside teachers' control may significantly affect success.

Setting more than three objectives, or using sub-targets, can lead to teachers experiencing unreasonable workload and pressure, making the objectives more difficult to achieve. Therefore, other than in exceptional circumstances, no teacher will be given more than three objectives.

The objectives set for each teacher are intended to contribute to the school's plans for improving the school's educational provision and performance and improving the education of pupils attending the school, and will take into account the professional aspirations of the teacher.

The appraiser will take into account the effects of an individual's circumstances, including any disability, when agreeing objectives. For example, this might include a reasonable adjustment to allow an individual slightly longer to complete a task than might otherwise be the case. When staff return from a period of extended absence, objectives may be adjusted to allow them to readjust to their working environment.

6. Relevant professional standards

Before, or as soon as practicable after, the start of each appraisal period each teacher will be informed of the professional standards against which that teacher's performance in that appraisal period will be assessed. All teachers will be assessed against the standards contained in the document *Teachers' Standards* published in July 2011 (DfE, 2011; see **Appendix C**), and applicable from September 2012. The Headteacher or Governing Body (as appropriate) will need to consider whether certain teachers should be assessed against other sets of standards, published by the Secretary of State or another body, that are relevant to them. For Headteachers this may include the *National standards of excellence for headteachers* (DfE, 2015). For Qualified Teacher Learning and Skills (QTLS) holders, that may include the overarching professional standards for teachers in the lifelong learning sector, held by the Institute for Learning. The standards against which the teacher will be assessed in the appraisal period will be recorded in the Appraisal Planning and Review Statement.

All teachers should be able to demonstrate competence against the relevant professional standards. It is expected that competence will be further developed as a teacher's career progresses. To progress to the Upper Pay Range a teacher will

need to demonstrate that they are “highly competent in all elements of the relevant standards”, as specified in Section 15.2(a) of the *School teachers’ pay and conditions document 2018* (STPCD).

In consultation with teaching staff, each school will make it clear what constitutes “competent”, and “highly competent” performance against the Teachers’ Standards in that school, taking into account career stage. Schools will also need to be clear about what constitutes “inadequate” performance against *Teachers’ Standards*. In articulating competence, schools may wish to have regard to the Ofsted grade descriptors for Teaching and Learning in defining levels of performance as set out in the *School inspection handbook* (Ofsted, 2018) or any successor document.

In this context, however, if using descriptors for such purposes, schools should avoid reliance upon simply grading lessons as this may cause difficulty in positive dialogue aimed at improving an individual’s standard of professionalism and therefore the all-round learning experience for students.

An exemplar Teachers’ Standards template is attached (**Appendix D**), which can be used for individual teacher self-evaluation or to support a shared assessment of a teacher’s performance against the Teachers’ Standards at different career stages. Schools wishing to make use of this or a similar template to support teacher appraisal should consult with staff in determining the characteristics/descriptors of practice against the individual Teachers’ Standards.

7. Reviewing performance

7.1 Observation

This school believes that observation of classroom practice and other responsibilities is important both as a way of assessing teachers’ performance in order to identify any particular strengths and areas for development they may have and of gaining useful information which can inform school self-evaluation and improvement more generally.

The amount and type of classroom observation will depend on the individual circumstances of the teacher and the overall needs of the school.

Classroom observation for appraisal purposes will be carried out by those with QTS.

The effective and efficient operation of the appraisal process requires lesson observation to be a confidential process of constructive engagement within an atmosphere of support and cooperation. Accordingly, observations will be carried out in a supportive fashion, with professionalism, integrity and courtesy; will be evaluated objectively and reported accurately and fairly; and will take account of particular circumstances which may affect performance on the day.

The arrangements for classroom observation will be agreed between appraiser and appraisee in advance; will be included in the Appraisal 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 the performance management cycle the observation will take place and who will conduct the observation.

For the purposes of appraisal, teachers' performance will be observed on an appropriate and reasonable number of occasions, and will, as far as possible, be agreed by the appraiser with the appraisee based on the individual circumstances of the teacher and the overall needs of the school. The number and duration of appraisal observations will be in accordance with the school/academy's classroom observation and visits protocol (attached as **Appendix A** to this policy), which includes provision for exceptional circumstances where concerns have been raised about a teacher's performance, or where the teacher requests additional observation visits.

The appraisee will be given verbal feedback by at least the end of the next school day and written feedback within five working days. (See **Appendix A**, Section 3).

Headteachers or other leaders with responsibility for learning and teaching standards may also visit classrooms in order to fulfil their school leadership responsibilities. A distinction needs to be made between observation for the purposes of the formal appraisal process, and school managers' general responsibility to know their school, the staff and the children, and support good practice. The length and frequency of visits to classrooms and the notice to be given, will vary depending on specific circumstances but will be in accordance with the school's classroom observation and visits protocol.

The school may use the findings of each classroom visit and observation, including appraisal observations, for other management purposes (e.g. subject area reviews), thereby seeking to keep the total number of occasions on which teachers are observed to reasonable levels. (Likewise, any findings from classroom visits by school leaders that might be relevant to and supportive of a teacher's professional development should be fed back to appraiser and appraisee as soon as possible after the classroom visit has taken place, to inform the appraisal process.)

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

Where a teacher is experiencing difficulties, see the section on Teachers Experiencing Difficulties (section 11, below).

7.2 Other evidence

As well as classroom observations, other evidence will be used in the appraisal process in making an assessment of a teacher's overall performance, whether they have met their objectives and their level of competence against the Teachers' Standards. Other evidence might include (schools to determine in consultation with staff):

- self-assessment;
- peer-review;
- pupil progress data;
- pupil attainment data;
- lesson planning and evaluation;

- the “pupil voice” where pupil comments are systematically gathered by school leaders in assessing the quality of teaching and learning;
- recorded information concerning the teacher’s conduct, performance and attendance.
(**Note:** Care should be taken to avoid unlawful discrimination on the grounds of disability.)

The latter may only be known to the Headteacher if it is an outcome of formal procedures. If so, the Headteacher may use the information in moderating appraisal outcomes.

7.3 Development and support

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

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

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

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

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

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

Where a teacher is experiencing difficulties, see the section on Teachers Experiencing Difficulties (section 11, below).

7.4 Feedback

Teachers will receive constructive feedback on their performance throughout the year and as soon as practicable after observation has taken place or other evidence has come to light (see section 7.1, above). Feedback will highlight particular areas of strength as well as any areas that need development and will:

- give clear feedback to the teacher;
- 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 developmental needs.

Where a teacher is experiencing difficulties, see the section on Teachers Experiencing Difficulties (section 11, below).

8. 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.

At the end of the cycle, assessment of performance against an objective will be on the basis of the performance criteria set at the beginning of the cycle. Good progress towards the achievement of a challenging objective, even if the performance criteria have not been met in full, will be assessed favourably.

The performance management cycle is annual, but on occasions it may be appropriate to set objectives that will cover a period over more than one cycle. In such cases, the basis on which the progress being made towards meeting the performance criteria for the objective will be assessed at the end of the first cycle and will be recorded in the planning and review statement at the beginning of the cycle.

Appraisers will prepare a draft Appraisal Planning and Review Statement, which will be provided to the Headteacher for moderation and to ensure consistency of practice and standards. At this stage the Headteacher may make use of any recorded information concerning the teacher's conduct, performance and attendance in moderating the overall assessment.

The teacher will receive as soon as practicable following the end of each appraisal period – and have the opportunity to comment on – a written appraisal report. The Appraisal Planning and Review Statement will include:

- details of the teacher's objectives for the appraisal period in question;
- an assessment of the teacher's performance of their duties and responsibilities against their objectives, and against the relevant professional 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 progression where that is relevant. (**Note:** Pay recommendations need to be made by 31 December for Headteachers and by 31 October for other teachers.);
- a space for the teacher's own comments.

A review meeting will take place to discuss the content of the report and any further action required and to inform objective setting for the next cycle. In some circumstances an interim review meeting may be appropriate.

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

Where a teacher is experiencing difficulties, see the section on Teachers Experiencing Difficulties (section 11, below).

9. Pay progression

Where teachers are eligible for pay progression, the recommendation made by the appraiser will be based on the assessment of the teacher's performance against their appraisal objectives, having regard to any specific and significant contextual circumstances which might have impacted upon performance (e.g. a sudden in-year influx of children whose first language is not English), and against the relevant professional standards (see section 4.2, Appointing Appraisers – Teachers, above). Recommendations from teachers' appraisers will be collated and moderated by the Headteacher, who will put forward final recommendations on pay progression to the Governing Body's Pay Committee or other relevant decision-making body). The decision made by the Governing Body's Pay Committee (or other relevant decision-making body) will be based on the statutory criteria set out in the STPCD,¹ the relevant teacher standards, non-statutory guidance from the DfE and the school's own pay policy.

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

10. Appeals

Appraisees have a right of appeal against any of the entries in the written appraisal report. Details of the appeals process are available from the Headteacher or from the school Governing Body. Where the Headteacher has not been recommended for pay progression she/he will be informed by the appropriate governor. The Headteacher will notify any teacher who has not been recommended for pay progression of the date when the Governing Body meets to consider pay recommendations, following which the teacher (and Headteacher when the Headteacher has not been recommended for pay progression) may exercise the right of appeal, assisted by a companion who may be a colleague, a trade union official or a trade union representative.

11. Teachers experiencing difficulties

When dealing with a teacher experiencing difficulties (TED), the objective is to provide support and guidance through the appraisal process in such a way that the teacher's performance improves and the problem is, therefore, resolved.

Where it is apparent that a teacher's personal circumstances are leading to difficulties at school, support will be offered as soon as possible, without waiting for the formal annual assessment. In such circumstances, advice and support from Human Resources should be sought and the teacher should be advised to seek support from their union representative.

¹ This will apply to all teachers in maintained schools and those teachers in academies who remain subject to the provisions of the STPCD.

If an appraiser identifies through the appraisal process, or via other sources of information, for example verifiable parental concerns, that the difficulties experienced by a teacher are such that, if not rectified, could lead to capability procedures, the appraiser, the Headteacher, or a member of the leadership team, will, as part of the appraisal process, meet the teacher to:

- give clear written feedback to the teacher about the nature and seriousness of the concerns;
- give the teacher the opportunity to comment on and discuss the concerns;
- give the teacher at least five working days' notice that a meeting will be held to discuss targets for improvement alongside a programme of support, and inform the teacher that she/he has the right to be assisted by a representative of an independent trade union or work place colleague (and at any future meetings where capability will be discussed);
- in consultation with the teacher at the above meeting, an action plan with support will be established (e.g. coaching, training, in-class support, mentoring, structured observations, visits to other classes or schools, or discussions with advisory teachers) that will help address those specific concerns;
- make clear how progress will be monitored and when it will be reviewed;
- explain the implications and process if no – or insufficient – improvement is made.

The teacher's progress will continue to be monitored as part of the appraisal process and a reasonable time given for the teacher's performance to improve. This will depend upon the circumstances, but will be for a specified period of time, for example half a term, with appropriate support as agreed in the action plan, in order that the aim of recovering and improving performance can be achieved. During this monitoring period the teacher will be given regular feedback on progress, and arrangements will be made to modify the support programme if appropriate.

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

If no, or insufficient, improvement has been made over this period, the teacher will be invited to a transition meeting to determine whether formal capability proceedings need to be commenced or the appraisal process remains in place. The teacher may be assisted by a trade union representative or work colleague and will have at least five working days' notice of the meeting.

Further guidance related to the processes around TED, such as managing meetings, providing support and transitioning between stages, is available in Guidance for Schools Volume 1, Section 5 (TED Guidance).

12. General principles underlying this policy

12.1 ACAS Code of Practice on Disciplinary and Grievance Procedures

In the first instance, issues relating to teacher performance will be managed through the arrangements for TED set out within this policy. The conduct of any subsequent formal capability process will be undertaken outside the appraisal process under the separate capability procedure and in accordance with the provisions of the ACAS Code of Practice.

12.2 Consistency of treatment and fairness

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

12.3 Sickness

If long-term sickness absence appears to have been triggered by the commencement of monitoring or application of the formal capability procedure, the case will be dealt with in accordance with the school's Absence Policy and will normally be referred to the occupational health service to assess the member of staff's health and fitness for continued employment and the appropriateness or otherwise of continuing with monitoring or formal procedures. In some cases it may be appropriate for formal procedures to continue during a period of sickness absence. However, the views of the occupational health physician will always be taken into account before a decision is reached.

12.4 Grievances

Where a member of staff raises a grievance during the appraisal or capability process, the appraisal or capability process may be temporarily suspended in order to deal with the grievance. Where the grievance and appraisal or capability cases are related it may be appropriate to deal with both issues concurrently.

See Christ Church's Staff Discipline, Conduct and Grievance Policy.

12.5 Confidentiality and professional relationships

The appraisal and capability processes will be treated with confidentiality. Only the appraiser's line manager or, where she/he had more than one, each of her/his line managers, will be provided with access to the appraisee's plan recorded in her/his statements. This will be done upon request and only where this is necessary to enable the line manager to discharge her/his line management responsibilities. Appraisees will be consulted on requests for access to statements in the context of this policy.

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

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. The Headteacher or appropriate leadership colleague might, for example, review all teachers' objectives and written appraisal records personally – to check consistency of approach and expectation between different appraisers. The Headteacher might also wish to endorse or amend any pay recommendations that have been made before they are considered by the Governing Body's Pay Committee (or other relevant decision-making body) in the light of recorded information relating to formal conduct, performance or attendance concerns.

12.6 Monitoring and evaluation

The Governing Body and Headteacher will monitor the operation and effectiveness of the school's appraisal arrangements.

The Headteacher will provide the Governing Body with a written report on the operation of the school's Appraisal (Performance Management) and Capability policies annually. The report will not identify any individual by name.²

The report will include an assessment of the impact of these policies on:

- Race
- Sex
- Sexual orientation
- Disability
- Religion and beliefs
- Age
- Part-time status
- Maternity and pregnancy.

The Headteacher will report on whether there have been any appeals or representations on an individual or collective basis on the grounds of alleged discrimination.

12.7 Retention

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

² Particular care will need to be taken, especially in smaller schools, to ensure that by reporting on the operation of the policy with reference to protected characteristics the report does not inadvertently identify individual employees.

APPENDIX A: CLASSROOM OBSERVATION PROTOCOL

1. Introduction

The Governing Body and school leadership are committed to ensuring that classroom observation for appraisal purposes is developmental and supportive, and that those involved in the process will:

- carry out the role with professionalism, integrity and courtesy;
- evaluate objectively;
- report accurately and fairly;
- respect the confidentiality of the information gained.

2. Classroom observation for appraisal purposes

The amount of classroom observation arranged for any teacher for appraisal purposes will be proportionate to need, having regard to the individual circumstances of the teacher and the needs of the school, but will not be excessive.

“Proportionate to need” means it will take place on an appropriate and reasonable number of occasions agreed, as far as possible, by the appraiser with the appraisee, based on the individual circumstances of the teacher and the overall needs of the school.

In this school “proportionate to need” and “the overall needs of the school” are determined by the Governing Body on the advice of the Headteacher and in consultation with staff.

In this school, following consultation with teaching staff, the Governing Body has determined that **a maximum of three hours of observation for appraisal purposes for each teacher in each academic year (i.e. up to one hour per term) would meet the needs of the school and the appraisal process**, unless concerns about performance identify the need for additional observations. In general, we consider that each observation should be no longer than one lesson at a time.

Note: The annual allowance of three hours of observation may be split, for example into nine 20-minute observations.

The Governing Body further understands that other forms of data collection – *learning walks*, “*book looks*” (*scrutiny of pupil work, work sampling, moderation of standards*), *pupil voice interviews*, etc. – by the headteacher, Senior Leadership Team (SLT) and other educationalists (as defined in 4, below) are an essential part of monitoring and evaluating standards and do **not** constitute an observation for the purpose of appraisal.

The arrangements for classroom observation for appraisal purposes will be included in the annual appraisal planning and review statement and will include the amount of observation, specify its primary purpose, any particular aspects of the teacher’s performance which will be assessed, and when during the performance management cycle the observation will take place and who will conduct the observation.

Where evidence emerges about the appraisee’s teaching performance which gives rise to concern during the appraisal cycle, classroom observations may be arranged in addition to those recorded at the beginning of the cycle, subject to determination at a meeting between appraiser, appraisee and Headteacher or member of the school leadership team with a view to addressing any such concern.

Although such classroom observation is undertaken for appraisal purposes, other information gathered during the observation will be used, as appropriate, for a variety of purposes, including to inform school self-evaluation and school improvement strategies in accordance with the school's commitment to streamlining data collection and minimising bureaucracy and workload burdens on staff.

In keeping with the commitment to supportive and developmental classroom observation, observations will be agreed between appraiser and appraisee in advance and be included in the appraisal planning statement.

Classroom observations for appraisal purposes will only be undertaken by persons with QTS. In addition, in this school such classroom observation will only be undertaken by teachers informed by the school's published appraisal policy on how to prepare for and conduct observations, and on how to give constructive supportive feedback in the context of professional dialogue between colleagues.

3. Verbal and written feedback

Verbal feedback will be given as soon as possible after the observation and by at least the end of the next school day following the observation taking place. It will be given during directed time in a suitable, private environment. Written feedback will be provided within five working days of the observation taking place, unless circumstances make this impossible. For the purpose of professional development, feedback about lesson observations should be developmental, in line with the school's classroom observation and visits protocol.

If issues emerged from an observation that were not part of the focus of the observation as recorded in the planning and review statement, these should also be covered in the written feedback and the appropriate action will be taken by the appraiser, or the issues will be referred to the appropriate member of the school leadership team to determine appropriate action in consultation with the appraiser and appraisee.

The written record of feedback includes the date on which the observation took place, the lesson observed and the length of the observation. The teacher has the right to append written comments on the feedback document. No written notes in addition to the written feedback will be kept.

4. Other classroom visits by the Headteacher, SLT and subject leaders

At Christ Church, the Headteacher will seek to discharge her/his responsibility for monitoring the quality of teaching and learning and other leadership responsibilities through the planned classroom observations for appraisal purposes. The Headteacher, members of the SLT and subject leaders may, however, undertake other classroom visits in order to fulfil their school leadership responsibilities.

Christ Church observers may be accompanied by an invited external adviser or inspector; examples may include:

- the Somerset County Council School Improvement Partner;
- Headteacher(s) from other Frome Learning Partnership schools;
- an external education adviser or inspector.

These classroom visits will only inform the appraisal process where concerns arise which merit the revision of the appraisal planning statement. If such concerns arise, the school leader concerned will meet with the appraiser and appraisee to discuss them and agree any revision to the appraisal planning statement.

APPENDIX B: CONFIDENTIAL PLANNING AND REVIEW STATEMENT

page 1 of 3

Christ Church C of E First School Confidential Planning and Review Statement

Appraisee's name:	Appraiser's name:
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1. Planning statement for next cycle

Objectives and targets for next cycle, including any relevant whole-school/year/team/faculty objectives (including any professional standards against which progress is planned):

Extent, pattern and focus of planned classroom observation:

Support:

Timescale for completion:

2. Appraisal review for cycle just ended

Assessment of performance against objectives for the appraisal cycle just ended:

Assessment against Teachers' Standards and any other relevant professional standards:

Recommendation for pay progress (where appraisee is eligible):

(Note: Subject to the Pay Policy, this may be moderated by the Headteacher to ensure consistency and consideration of all relevant information (some of which may only be available to the Headteacher, e.g. recorded outcomes of formal procedures).)

Appraisee signature Date:

Appraiser signature Date:

Appraisee comments:

3. Training and development needs

A copy of this (Section 3, Confidential Planning and Review Statement) should be sent to whoever in the school is responsible for planning the training and development of teachers.

CONFIDENTIAL

Training and development needs:
Action to be taken:

Appraisee signature Date:

Appraiser signature Date:

Appraisee comments:

APPENDIX C: TEACHERS' STANDARDS (DfE, 2011)



Department
for Education

Teachers' Standards

PREAMBLE

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:

1 Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2 Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

3 Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4 Plan and teach well structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

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

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6 Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7 Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8 Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

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 D: TEMPLATE FOR SELF-EVALUATION AND SHARED ASSESSMENT OF INDIVIDUAL TEACHER PERFORMANCE AGAINST THE MANDATORY TEACHERS' STANDARDS (DfE, 2012)

Teachers' Standards An outline of expectations against mandatory standards for teachers at different career stages	Early Career Teacher expectation Main Scale 1–3	More Experienced Teacher expectation Main Scale 4–6	Highly Competent Teacher expectation Upper Pay Scale 1–3	Appraisee and Appraiser Notes and Comments Teachers and their appraisers can use this template for self-evaluation and shared evaluation and recording of evidence against each Teacher Standard. The specific indicators for each Standard should be considered and referenced.
<p>Preamble: Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up to date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.</p>				
<p>Part One: Teaching A teacher must:</p>	<p>In general, early career teachers should meet the Standards with support and mentoring from more experienced colleagues.</p>	<p>In general, experienced teachers independently meet the Standards with only occasional support and mentoring from colleagues.</p>	<p>In general, highly competent teachers consistently meet and exceed the Standards and proactively offer support and mentoring to less experienced colleagues.</p>	
<p>1. Set high expectations which inspire, motivate and challenge pupils</p>	<p>Meets this Standard in respect of most pupils taught; engaging them in ways which inspire, motivate and challenge them to achieve well. May need some support to engage a small minority of pupils.</p>	<p>Consistently meets this Standard in respect of all pupils taught; engaging them in ways which inspire, motivate and challenge them to achieve well, with some pupils exceeding expectations.</p>	<p>Consistently meets this Standard in respect of all pupils taught; engaging them in ways which inspire, motivate and challenge them to achieve well, with many pupils exceeding expectations. Supports less experienced or skilled teachers to develop higher expectations and greater engagement of their pupils.</p>	

<p>2. Promote good progress and outcomes by pupils</p>	<p>Consistently meets this Standard, resulting in most pupils making good progress and achieving good outcomes in line with, and sometimes exceeding, school expectations.</p>	<p>Consistently meets this Standard, resulting in all pupils making good progress and achieving good outcomes in line with school expectations; with some pupils achieving greater progress and better outcomes than expected.</p>	<p>Consistently meets this Standard, resulting in all pupils making good progress and achieving good outcomes and many pupils achieving greater progress and better outcomes than expected.</p>	
<p>3. Demonstrate good subject and curriculum knowledge</p>	<p>Knows and understands the curriculum at current class(es) level, as demonstrated by use of subject knowledge during teaching. Demonstrates high standards of literacy and articulacy, with the correct use of standard English, regardless of specialist subject. Knows who the subject experts are within the school and uses their support. Over time builds on the above and requires less support. Demonstrates a clear understanding of appropriate teaching strategies. Takes responsibility for keeping up to date with subject and curriculum changes.</p>	<p>Demonstrates a sound wider knowledge of their subject and the curriculum across all year groups; demonstrated by use of subject knowledge to contribute to curriculum development as well as teaching. Accesses subject information and advice to develop teaching and curriculum; adapts practice; feeds back to other colleagues, inc SLT, to improve subject teaching and learning. Takes a lead in a significant subject area, including developing and evaluating the subject. Builds on this and uses evaluation evidence to improve subject and curriculum to have impact on learning.</p>	<p>Demonstrates a deep and wide knowledge of their subject and its links to other subjects and how it can enhance the whole school curriculum. Consistently evaluates how the subject is taught and contributes to pupil progress across the curriculum. Regularly leads the development of others in a way that has a tangible impact on subject and curriculum knowledge and development. Is a subject expert who role models high quality subject teaching and curriculum development.</p>	

	In time, begins to play a more prominent role within designated curriculum team, e.g. carry out designated tasks as directed by team leader.	In time, begins to lead the development of others in a way that has a tangible impact on their subject and curriculum knowledge and professional dev't.		
4. Plan and teach well-structured lessons	<p>With structured support and mentoring, most lessons are showing good elements, including effective use of lesson time, engagement of children, effective questioning, and clear AfL within the lesson leading to progress by all groups.</p> <p>All lessons are showing good elements and there is evidence of on-going improvement.</p> <p>In time, most lessons are judged good or better.</p>	<p>Lessons are consistently good or better.</p> <p>In time, all lessons are good with a growing number of outstanding features.</p>	<p>Takes a whole-school role in modelling highly effective teaching, and supports and develops other teachers to contribute improved teaching across the school.</p> <p>Takes an active role in curriculum development across the school.</p> <p>Plays a leading role in a team, subject or whole-school aspect of teaching.</p>	
5. Adapt teaching to respond to the strengths and needs of all pupils	<p>Has a sound basic understanding of the development of children within the ethos of the school.</p> <p>With significant support, knows when and how to differentiate appropriately.</p>	<p>Has developed independence and further skill in adapting teaching to respond to the strengths and needs of all pupils.</p> <p>In time, has secured significant knowledge and understanding of the wide range of needs of pupils across the school.</p>	<p>Within the school plays a lead role in developing and adapting teaching to ensure all pupils' needs are met.</p> <p>Role models these adaptations to year or curriculum teams to ensure whole-school impact.</p>	

	<p>Has a clear understanding of the needs of all children.</p> <p>Has a secure understanding of barriers to learning and begins to make adaptations to meet needs. Proactively seeks support when needed.</p> <p>In time, requires less support in differentiating the needs of pupils and adapting teaching to meet them.</p> <p>In time, becomes confident in knowing when and how to differentiate appropriately; selecting and using approaches which enable pupils to be taught effectively.</p>	<p>Uses acquired knowledge and skills in order to support and develop others to contribute to teaching which meets the needs of all pupils across the school.</p>		
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<p>6. Make accurate and productive use of assessment</p>	<p>With support, knows and understands how to assess relevant subjects and curriculum areas.</p> <p>Makes use of formative and summative assessments to secure pupil progress.</p> <p>Uses relevant data to monitor progress, set targets and plan subsequent lessons.</p> <p>Gives pupils regular feedback orally and through accurate marking, and encourages pupils to respond to feedback.</p> <p>In time, more independently makes increasing use of formative and summative assessment.</p> <p>In time, gains greater skill in use and manipulation of data to support more specific groups.</p>	<p>Consolidates and embeds these skills into own practice and, in time, supports year group or subject team colleagues in use of assessment.</p> <p>Proactively offers support for others, when and where appropriate.</p> <p>Monitors whole-school data to ensure impact on teaching and learning.</p>	<p>Monitors progress in curriculum area and year groups.</p> <p>Uses awareness of RAISE online data to impact on teaching and learning of specific groups across the school.</p> <p>Trains other colleagues to use assessment effectively.</p>	
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<p>7. Manage behaviour effectively to ensure a good and safe learning environment</p>	<p>Establishes clear rules and routines in the classroom. Sets high expectations of behaviour and has clear strategies for developing positive discipline. In time, builds upon these.</p> <p>Establishes a safe and stimulating learning environment in the classroom rooted in mutual respect. In time, gains confidence in transferring these to other learning environments, e.g. outdoors.</p>	<p>Building on experience gained, participates fully in development and implementation of school policies and practices relating to behaviour management.</p> <p>Takes joint responsibility with all colleagues for whole-school behaviour issues to ensure consistency throughout the school. In time, begins to support less experienced colleagues in managing behaviour issues.</p>	<p>Models high-level skills in managing pupil behaviour in all settings.</p> <p>Supports colleagues in managing behaviour issues and advises others on the development of a positive ethos and behaviour in classrooms and other settings.</p> <p>Articulates and promotes the school's strategies, policies and practices to pupils, colleagues and others, e.g. parents/carers, visitors.</p>	
<p>8. Fulfil wider professional responsibilities</p>	<p>Knows and understands the ethos and priorities of the school.</p> <p>Communicates effectively with parents and other professionals with regards to pupils' progress, achievements and well-being.</p> <p>Understands the links between effective classroom practice and school improvement, and demonstrates this by becoming involved in whole-school professional issues.</p>	<p>Have gained significant teaching experience, teaching in more than one year group.</p> <p>Have relevant experience of leading or managing an aspect or issue across the school.</p> <p>Be a fully competent practitioner able to keep up to date with changes and adapt practice accordingly.</p>	<p>Makes a substantial and significant contribution to the wider life and ethos of the school. This will be something tangible, contributing to the achievement of the school's strategic priorities, as captured within the School Improvement Plan.</p> <p>Role models highly competent teaching and professional effectiveness consistent with Teachers' Standards and supports the professional development of colleagues.</p>	

Teachers' Standards An outline of expectations against mandatory standards for teachers at different career stages <u>Part Two: Personal and Professional Conduct</u> A teacher should demonstrate the following:	Early Career Teacher expectation Main Scale 1–3	More Experienced Teacher expectation Main Scale 4–6	Highly Competent Teacher expectation Upper Pay Scale 1–3	Appraiser and Appraiser Notes and Comments Teachers and their appraisers can use this template for self-evaluation and shared evaluation and recording of evidence against each Teacher Standard. The specific indicators for each Standard should be considered and referenced.
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.				
Uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school.				
Treat pupils with dignity and respect, and at all times observing proper boundaries appropriate to a teacher's professional position.				
Have regard for the need to safeguard pupils' well-being, in accordance with statutory provisions.				
Show tolerance of and respect for the rights of others.				
Not undermine fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.				
Ensure that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.				
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.				
An understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.				