



STAFF APPRAISAL 2019-20

Reviewed and Approved by the Pay Committee

On: 25th June 2019

Reviewed and Ratified by the Full Governing Body: July 2019

Next review date: Summer 2020

SLT are responsible for oversight of this policy's implementation

This policy is to be read in conjunction with the School Pay Policy 2019-20

INTRODUCTION

The aim of appraisal processes at St Edward's School is to develop and encourage a culture in which all members of staff take responsibility for improving their performance by appropriate professional development linked to the school's improvement priorities and development plan.

This policy sets out the framework for a clear and consistent assessment of the overall performance of teachers, including the head teacher, and for support staff. The governors at St Edward's School recognise that there is no nationally agreed system of appraisal for support staff, but wish to recognise the contribution that each member of the support staff makes to the school by noting individual achievements and agreeing future areas of development.

PURPOSE

The performance of the appraisal process is designed to:

- Provide feedback on performance and set objectives for the year ahead
- Secure expected standards of performance
- Ensure that the line manager and employee are clear about the purpose of their job
- Help employees see how their job fits with the overall school aims/development plans
- Enable the manager to plan how work is allocated fairly and effectively among team members
- Clarify the skills and qualifications required for the role
- Address staff development needs
- Help to support employees to progress in their chosen career

The process should be one where each staff member is affirmed and participates fully in an honest assessment which promotes a reflective and developmental school body. Although part of the school system it is important that appraisal is owned by the person and not regarded as something done to him or her.

TIMETABLE

The staff performance management appraisal period runs for 12 months from 1 September to 31 August and must be completed by 30 September with agreed reviews taking place during the year. This is to allow moderation processes to take place, and pay recommendations to be considered before the legal deadline of 31st October of each year.

Once the review and planning of targets/objectives and/or development plan is agreed between the appraiser and appraisee, a copy must be sent to the HR Manager by 30 September at the latest.

The Appraisee must have access to appropriate professional development for support and development agreed.

APPRAISERS

This will usually be the line manager. The appraisee has the right to request an alternative appraiser.

APPRAISAL MEETING REVIEW

Purpose

The appraisal meeting is an opportunity for a 2 way conversation to recognise the contribution made by an individual over the preceding 12 months, the time to set work targets/objectives for the coming year and an opportunity to identify training needs.

Performance Review

A staff member should be provided with an assessment of their overall performance. Where performance expectations are being met for their role they should be advised accordingly. Similarly, where performance does not meet the required standards, the employee should be advised accordingly and, where appropriate, performance improvement plans implemented.

Summary of discussion

A short summary of the conversation should be agreed and noted. Performance should have been discussed on an ongoing basis throughout the year and therefore this part of the appraisal interview should be a recap of previous discussions that have taken place. As with any performance management process, there should be 'no surprises'.

Application of the policy to teachers

This part of the policy applies to the head teacher and to all teachers employed by the school or local authority, except those on contracts of less than one term, those undergoing induction (i.e. NQTs) and those who are subject to the school's capability policy.

"Teaching, as a work of love, requires a radical commitment and service from all teachers, whatever their faith and whatever point they have reached on their spiritual journey. (...) Through you, as through a clear window on a sunny day, students must come to see and know the richness and joy of a life lived in accordance with Christ's teaching, in response to his challenging demands. To teach means not only to impart what we know, but also to reveal who we are by living what we believe. It is this latter lesson which tends to last the longest." *Catholic Education Service*

Teaching staff were consulted on this policy in the Autumn term of the academic year 2016-17 and it remains substantively unchanged since that time.

PURPOSE

The purpose of appraisal is to:

- Ensure that all teachers meet the relevant professional standards, the core standards being the Teachers' Standards 2012.
- Identify and celebrate the professional strengths of individual staff
- Establish and implement means by which those strengths can be shared and developed amongst peers
- Identify any 'points for improvement' of individual staff, in a systematic way based on evidence
- Establish and implement improvement plans for individual staff
- Consider and plan for individual career development
- Ultimately to allow individual staff members to experience greater professional success resulting in even better outcomes for students, and job satisfaction.

For teachers the starting point of the process is a clear and objective analysis of professional attributes and practice based on evidence:

- Reflection on performance against the Teacher Standards 2012, the UPR Standards and the Standards for Subject Leaders (as relevant) using identified evidence sources.
- Outcomes from the previous appraisal cycle
- Appraisal, the meeting of the relevant standards, and the pursuit of pay progression is the responsibility of the individual teacher.

Where relevant the following external data sources may also be used:

- FFT Aspire and other target data such as MidYis or ALPs
- The most recent ASP data

The process should be one where each staff member is affirmed and participates fully in an honest assessment which promotes a reflective and developmental school body. Although part of the school system it is important that appraisal is owned by the teacher and not regarded as something done to him or her.

PROCESS FOR TEACHERS

APPRAISAL PERIOD

Appraisal evaluates a teacher’s performance in an Academic Year, and includes an in-year progress review, a self-review at the end of the summer term, and completion of the formal review by the end of September. Teachers who are employed on a fixed term contract of less than one year will have their performance managed in accordance with the principles underpinning this policy. The length of the period will be determined by the duration of their contract.

APPOINTING APPRAISERS

The 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 external adviser must be familiar with the particular needs of a joint church school, for instance the development of the school’s ethos. The Governing Body may also consider seeking advice from another external adviser, for instance from the dioceses. In this school the task of appraising the head teacher, including the setting of objectives, will be delegated to a sub-group consisting of three members of the Governing Body, ‘The Headteacher’s Performance Management Committee’.

Teachers

The head teacher will decide who will appraise other teachers, and this will usually be the line-manager.

REVIEW AND TARGET-SETTING

All appraisers are expected to make an accurate and informed judgement about the extent to which the teacher meets the relevant standards (Main-Scale, UPR, Leadership), on the basis of the teacher’s prior self-review, and in the light of available performance data, such as lesson observations, audits, student progress data, and student feedback. The development areas agreed for each teacher will, if secured, contribute to the school’s plans for improving the school’s educational provision and performance and improving the education of students. Student progress and development is to be understood within the wider Christian nature of the school and include spiritual, moral and social development of each pupil. This ensures that appraisal is set within the context of the school’s joint Church ethos, and ensures that it is developed and maintained. TLR holders will receive separate targets relevant to the purpose of their TLR, which will be reviewed within the appraisal meeting.

TIMETABLE (See Appendix C)

SEPTEMBER / OCTOBER – AGREEING THE EVIDENCE FOR MEETING THE RELEVANT STANDARDS AND AGREEING THE PLANNED IMPROVEMENTS IN PERFORMANCE FOR THE YEAR AHEAD

Appraisal meeting: this should be focused on the teacher’s self-review, which will include celebration of the strengths, successes and achievements of the individual staff member.

The foci for the new cycle should have the Teachers’ Standards and other relevant standards as a yardstick, and should take into account:

- The requirement for all teachers to meet the Teachers' Standards 2012 as a norm.
- The requirement for teachers being paid on the upper pay range (UPR) to demonstrate evidence of their higher skills, wider contribution and greater experience.
- The requirement for those approaching UPR to demonstrate UPR standards, in addition to the Teachers' Standards, for the two years prior to being given access to the Upper Pay Range.
- The need to ensure that leaders and managers in receipt of a TLR demonstrate and develop their skills in these pivotal roles.
- The individual's own career aspirations

Teachers' Standards, (and UPR standards where relevant) apply to all teaching practise, and will need to be demonstrated as a general feature of teaching practice. The review, and areas for professional development should be agreed by the 'Appraiser' and 'Appraisee'. Where agreement cannot be achieved, the matter should be referred to the next post holder above the Appraiser in the line management structure and ultimately to the Headteacher. Where negotiation does not result in consensus, the Headteacher's decision is final. The review document is in **Appendix A**.

Part-time teachers are required to demonstrate the relevant standards to the same extent as full-time teachers.

Once review and planning is agreed the recommendation will be referred to the relevant departmental line manager / SLT member for moderation. The Appraisee must have access to appropriate professional development for support and development agreed.

SPRING TERM – INTERIM MEETING

There must be an interim meeting with appraisers leader to review the work of teachers in the light of data generated in the autumn and spring terms, together with any additional data, such as ALPs and examination results. Although lesson observations are an important indicator of learning over time, evidence for performance is not restricted to these. However, as part of the managerial function of monitoring teaching and learning, all teachers will be observed during the autumn term, and again in the spring or summer terms. The fundamental aim of all learning observations is to create an opportunity for professional reflection on teaching and learning, to affirm practice and to identify professional development needs. Learning observations provide a secondary function of enabling standards to be evidenced, and to identify support and intervention if needed.

THE FOLLOWING JUNE/JULY AND SEPTEMBER

This should take a preliminary look, using available data, at evidence that the teacher meets the required standards, and the impact of professional development undertaken. The final appraisal judgement will be made once examination results are known in September. The prime focus of the June/July professional reflection is to consider developments in one's own professional practice and the impact on teaching and learning, plus the early identification of likely further development areas and opportunities needed for the new academic year. The teacher's line manager makes a recommendation for pay progression.

Standard: Pay progression (if applicable) will be recommended where a teacher meets all of the relevant standards at the appropriate level.

Reduced performance is where one or more standards are not met, or where performance against the purpose of the TLR is not satisfactory, and will result in pay progression for one year with standard performance to be achieved and sustained from the following year. Sustained reduced performance for a second year will invoke capability processes if this has not already happened, and no pay progression. A

teacher not meeting two or more of the relevant Teachers' standards, or under-performing as a TLR holder, will commence capability procedures.

Evaluating performance:

Recommendation of pay progression implicitly affirms that the teacher is meeting and sustaining the Teacher Standards 2012. Pay progression within the UPR implicitly expects the sustained meeting of UPR standards and performance at UPR level. Retention of a TLR implicitly expects continued secure performance as a TLR holder.

The teacher will receive a written appraisal report and have the opportunity to comment in writing. TLR holders are similarly accountable for their performance under the terms of their responsibility. This will be evaluated against the relevant standards (where applicable), and/or the expectations of performance within the role.

EVIDENCE

Evidence of meeting standards can come from a variety of sources, including progress data, lesson observation, student voice, lesson planning evidence etc. One evidence source might demonstrate the meeting of more than one standard. It is important to 'triangulate' the judgement about the meeting of standards, as this avoids the situation where a judgement is formed because of just one measurement. Any evidence that is not held centrally should be made available for appraisers and line managers to verify and then included with the 'end-of-cycle' documentation. All evidence must be agreed during the appraisal review meeting. Evidence of meeting Standard 2 (student progress and outcomes) will need to show that a minimum of 70%+ of students meet their targets for main-scale teachers, and a minimum of 80%+ of students meet their targets for UPR teachers. Particular weight will be given to examination groups, where exams are externally assessed. Further clarification is given in Appendix 1 of this policy.

Evidence of meeting the standards will be triangulated via school monitoring processes and student outcomes. The majority of audit outcomes will be in the possession of the appraiser already. The appraisee is only required to bring evidence of their classes' progress and outcomes analysis, and student voice feedback to the meeting. The appraisal process allows for certain mitigating circumstances to be taken into account when analysing student data. This is at the discretion of the appraiser, and their judgement will be moderated by the Headteacher, or his delegated representative(s). Further guidance regarding acceptable evidence is in Appendix 1 of this policy.

LEARNING OBSERVATIONS

Formal lesson observations will be carried out by those with QTS, and will usually be the line-manager, another leader or a member of the SLT. There is no limit on number of lesson observations, and some teachers may want to be observed more than others especially if they are working on the development of a particular skill. Some observations may be for only part of a lesson in order to look at a particular aspect of teaching and learning. All teachers will be observed once during the Autumn Term, and once during the spring term as part of whole-school quality assurance, and in order that all teachers have the opportunity to received feedback and professional development. Teachers new to the school will be additionally observed as part of induction processes early in the academic year.

In addition to formal observation, the head teacher or other leaders with responsibility for teaching standards may 'drop in' in order to:

- provide support for staff and to be a presence around the school
- to evaluate the overall standards of teaching
- to ensure that professional expectations are established and maintained
- to monitor the impact of marking and feedback on student progress

The length and frequency of 'drop in' observations will vary depending on specific circumstances. The SLT will aim to provide a short piece of feedback following the visit. Departmental leaders may also drop-in as part of their monitoring and quality assurance processes. Examples of quality assurance forms for observations and audits are in Appendix 2.

CONTINUING PROFESSIONAL DEVELOPMENT

The school wishes to encourage a culture in which all teachers take responsibility for improving their teaching through appropriate professional development. Professional development will be linked to school and team improvement priorities and to the on-going professional development needs and priorities of individual teachers.

IN-YEAR CONCERNS

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 may highlight particular areas of requiring attention not previously recognised. Learning observations that suggest that practice is less than secure will be re-observed within two weeks. If the second observation does not indicate improvement likely to be sustained, then the appraiser and/or the observer will meet the teacher 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 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);
- 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. Any improvements will be expected to be sustained. Concerns about performance of TLR holders will also follow the sequence above.

TRANSITION TO CAPABILITY (see flowchart 'PROCEDURES FOR PERSISTENT UNDERPERFORMANCE' in Appendix B)

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 capability procedure. The capability procedures will be conducted in accordance with the Dorset capability policy and procedures for Teachers adopted by the governing body.

UPPER PAY RANGE (UPR) PROCEDURES

A teacher seeking to move to the Upper Pay Range from main-scale must do so by applying to the Headteacher in writing. Full details are in Appendix One of the Model Pay Policy found on Q drive. For progression to the UPR he or she must be able to identify the appraisal evidence that points to clear differentiation between main and upper pay expectations as listed in the school's UPR Standards over the previous two years. In addition the appraisal outcomes should show that the teacher has been meeting UPR standards through the previous two years' appraisal cycles. Standard 8 describes contributions to the wider school that are sustained, rather than being a one-off contribution. (See Appendix G) Those applying for UPR in September 2020 may not be able to demonstrate two year's worth of such wider contributions.

Applications should be submitted by 30 September and decisions will be made by 31 October and if the UPR standard is achieved pay will be backdated to 1 September.

The normal procedure would be that teachers will be at pay scale M4 before they begin planning to transfer to the Upper Pay Range. There may be exceptional circumstances, however, when this process could be brought forward.

Movements within the UPR range may be considered every two years, as this is the minimum period necessary to demonstrate performance that is substantial and *sustained*. This takes place within normal appraisal processes, and does not require a further application in writing. Applications outside of this will be considered in exceptional circumstances at the discretion of the Headteacher.

The application form is in **Appendix D**. Late applications will not be considered.

Application of the policy to support staff

The policy applies to all members of support staff employed by the school, except those on contracts of less than one term or those on the probationary review process. Members of staff who are employed on a fixed-term contract or supply arrangement of at least one term but less than one year will be appraised in accordance with the principles underpinning this policy, the length of the appraisal period being determined by the duration of their contract.

The system for appraisal of support staff broadly follows the system of appraisal for the teaching staff, which is regulated by the DFE. The aim is to develop and encourage a culture in which all members of staff take responsibility for improving their performance.

Appraisal is intended to be a supportive process devised to ensure that all support staff have the skills and support they need to fulfil their role and develop their potential, both in terms of the priorities of the school development plan and personal professional development.

The Head Teacher is responsible for overseeing this policy and its correct implementation but may delegate this responsibility to a member of the senior leadership team or other senior/middle manager. In practice, the appraisal of support staff is overseen by the School business Manager.

This policy sets out the framework for a clear and consistent assessment of the overall performance of support staff and for supporting their development within the context of the school's plan for improving educational provision and performance. This policy should be read in conjunction with the adopted Pay Policy. Relevant documents are in **Appendices E and F**.

There are a number of specific aspects to working for the school which managers should ensure that their staff are competent to deal with. These will vary depending on the role which the employee undertakes, but may include some of the following:

- Identified school priorities
- Pupil attainment
- Data Protection and Information Security
- Safeguarding Young People
- Financial Integrity
- Health and Safety
- Equality and Diversity

Where there are concerns about any aspects of an individual's performance, which do not improve after feedback, then competency procedures will be undertaken using the Dorset capability policy and procedures for support staff. (See "Transfer to Capability")

Access to the written appraisal statement will normally be limited to the appraisee, the appraiser, the Head Teacher and/or nominated member of the senior management team, in the case of St Edward's school support staff this will be the School Business Manager. The principles and provisions of the Data Protection Act 1998 will be followed at all times by those who have access to the documents. The governors responsible for taking decisions, or making recommendations, regarding pay, promotion, dismissal or disciplinary matters may also request access to the copy of the appraisal document.

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

OBJECTIVES

Purpose

As part of the appraisal process individual job targets will be agreed between manager and an employee.

Objectives

The objectives should be derived from the employee's job description and the school improvement plan. Targets may also relate to skills, behaviours or competencies required for the role or an existing development need.

Each member of staff will normally have a minimum of 4 objectives (maximum 6); at least 2 of these will be linked to the school development plan and 1 to the individual's career development aspirations.

The objectives should be **SMART**

- Specific:** objectives should specify what they want to achieve.
- Measurable:** be able to measure whether the objectives are being met.
- Achievable:** are the objectives set, achievable and attainable?
- Realistic:** can they realistically achieve the objectives?
- Time:** when do the set objectives need to be met?

The appraiser and member of staff will normally seek to agree the objectives but, if that is not possible, the appraiser will determine the objectives(s). The appraisee may record their comments in writing as an appendix. Objectives may be revised if circumstances change.

The Headteacher's designated member of staff; normally the Business Manager, will monitor objectives to ensure consistency and relevance, both to the school development plan and to the individual.

Performance Measures

A performance measure should show whether a target is being met. The manager and an employee should set the measure jointly so there is an agreed understanding of what good service/performance looks like. The collection of evidence to support the measurement should be easy to collate so that it does not become an onerous or time consuming activity.

Members of staff should expect to have their performance observed and assessed during the year and will receive constructive feedback on their performance throughout the year. Feedback will highlight particular areas of strength as well as any areas that need attention that will normally be dealt with under the

appraisal process. However, if persistent inadequacies in any aspect of the member of staff's performance are identified at any time then the school's formal competency procedure will begin.

Target Completion Date - This date should be jointly agreed and monitored during review sessions.

Comments to support any changes made throughout the year - Progress towards achieving targets/outcomes should be discussed during regular meetings as appropriate. Some targets may need to be amended to reflect a change in policies, circumstances, school priorities during the course of the year – if this occurs the changes should be recorded in this section.

Employee Signature – to confirm employee's acceptance of the objectives, performance measures and target completion dates.

Date – Date signed

Line managers Signature– to confirm objectives, performance measures and target completion dates.

Date – Date Signed

Any other Comments – any other relevant comments/items discussed.

PERSONAL DEVELOPMENT PLAN

Purpose

A Personal Development Plan (PDP) identifies an employee's development and learning needs to enable them to:

- Deliver their job targets
- Develop their teamwork, leadership and/or managerial qualities, as appropriate.
- Match their behaviours and style of working to the school's values
- Develop their experience and skills to meet longer term job requirements or career aspirations, where these are compatible with School development Plan.

Generic Development Need

The generic development need will be identified at a high level and will indicate the general area of need i.e. Information Technology.

Specific Activity Required

The specific activity can be identified and should address the specific need required

How will this need be met?

Please indicate the type of event required – i.e. training course, coaching, work shadowing, mentoring/buddying etc.

Will the cost be met from your budget?

Have funds been assigned for this activity – Yes/No

When does this need to be achieved by.

Please indicate whether the requirement is time dependant.

ASSESSMENT

At the end of the appraisal year, time will be provided for staff to conduct a self-audit with reference to relevant occupational standards, job descriptions, person specifications and the objectives set at the beginning of the appraisal year. Self-appraisal provides an opportunity for appraisees to reflect upon their work, to consider positive and negative aspects of it, and to identify development needs.

Before the appraisal interview, each appraisee will complete the self-appraisal form (see appendix A) and take it to their appraisal meeting. The appraisee should review his/her job description before the appraisal meeting.

Each appraiser will similarly complete an audit of the appraisee's performance over the year. Appraisers should obtain a copy of the appraisee's job description. Where the appraiser indicates that performance is unsatisfactory, they will need to be in a position to back up their judgement by reference to written evidence previously shared with the member of staff.

Successful appraisal interviews need:

- Careful forethought.
- An agreed agenda, including an introduction by the appraiser to clarify the purpose of the interview.
- To be conducted in a calm atmosphere.
- Uninterrupted time.

The purpose of the meeting is to consider:

- The appraisee's job description.
- The appraisee's answers to the questions in the self-appraisal form.
- Whether objectives from the previous appraisal meeting have been achieved.
- Whether professional development recommendations from the previous appraisal meeting have been undertaken.
- Setting objectives for the coming year.
- Determining any professional development requirements.
- Any other points either party may wish to discuss.

Where appraisee and appraiser cannot reach agreement on any matter then it will be referred to the Headteacher's designated member of staff; normally the Business Manager, who will meet with the appraisee, consider all available evidence, and inform the appraisee of their decision. The objectives decided at or following the appraisal meeting will form the basis of the annual appraisal statement (see appendix B).

The appraisal document will include:

- Details of the member of staff's objectives for the appraisal period in question.
- An assessment of the member of staff's performance of their role and responsibilities against their objectives and the relevant standards.
- An assessment of the member of staff'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.
- Any other comments considered to be of value.

The assessment of performance and of training and development needs will form the basis for assessment of the appraisee during the next appraisal period.

MID YEAR APPRAISAL REVIEW

Purpose

A mid-year review of progress towards objectives should be carried out as a minimum if monthly review meetings are not possible.

It is important that the personal development plan is reviewed on a regular basis during 1-to-1 meetings to ensure that both the manager and the employee have an opportunity to discuss progress towards achievement of the plan. As a result of these discussions the original plan can be amended or added to as appropriate.

CONTINUING PROFESSIONAL DEVELOPMENT

The school wishes to encourage a culture in which all staff take responsibility for improving their contribution through appropriate professional development. Professional development will be linked to school and team improvement priorities and to the on-going professional development needs and priorities of individuals.

MONITORING & EVALUATION

The Headteacher will discuss progress on support staff appraisal with the Business Manager at least annually and provide an annual report to the governors on how effective the procedures have been including any relevant issues such as underperformance arising from the annual review cycle and on any action required to address those issues. The report will enable governors to receive an overall general report of the process but will not include specific details relating to individual members of staff.

The governors monitor the policy on an annual basis and will evaluate its effectiveness in light of any incidents which arise through its implementation.

IN-YEAR CONCERNS

Staff will receive constructive feedback on their performance throughout the year and as soon as practicable after observation or other evidence has come to light. Feedback may highlight particular areas of requiring attention not previously recognised.

- give clear feedback to the member of staff about the nature and seriousness of the concerns
- give the member of staff the opportunity to comment and discuss the concerns
- agree any support (e.g. coaching, mentoring), 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 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);
- explain the implications and process if no – or insufficient – improvement is made.

When progress is reviewed, if the appraiser is satisfied that the member of staff 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. Any improvements will be expected to be sustained.

TRANSITION TO CAPABILITY

If the appraiser is not satisfied with progress, following a meeting with the member of staff and the Headteacher / designated member of staff i.e. Business Manager, the member of staff will be notified in writing, that the appraisal system will no longer apply and that their performance will be managed under the capability procedure. The capability procedures will be conducted in accordance with the Dorset capability policy and procedures for support staff adopted by the governing body.

Member of SLT responsible for oversight of the implementation and review of this policy: Mr I Henry

APPENDIX A: Teacher self-review

Appraisal/CPD Self Review: Teacher Standards 2012/UPR The TEACHER is consistently able to...	The following sources of evidence will enable you to demonstrate that you meet the Teachers Standards.	Standard	UPR secure	Secure	Not Secure
1 Set high expectations which inspire, motivate and challenge students 1.1 establish a safe and stimulating environment for pupils, rooted in mutual respect. 1.2 set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions. 1.3 demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.	The following evidence will be in the possession of the Appraiser: <i>see Appendices for further details.</i> <ul style="list-style-type: none"> Lesson Observations Audits – Planning, Marking, Feedback and Assessment, Home Learning, Progress and Outcomes of all Students. Possible insights be provided by the Appraisee: <ul style="list-style-type: none"> Student Voice. <i>See Appendix for further details.</i> 	1.1			
		1.2			
		1.3			
2 Promote good progress and outcomes by pupils 2.1 be accountable for pupils’ attainment, progress and outcomes. 2.2 be aware of pupils’ capabilities and their prior knowledge, and plan teaching to build on these. 2.3 guide pupils to reflect on the progress they have made and their emerging needs. 2.4 demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching. 2.5 encourage pupils to take a responsible and conscientious attitude to their own work and study. UPR: 2U1: Have teaching skills which lead to learners achieving well relative to their prior attainment,	The following evidence will be in the possession of the Appraiser: <ul style="list-style-type: none"> Lesson Observations Audits – Planning, Marking, Feedback and Assessment, Home Learning, Progress and Outcomes of all Students. For Main Scale Teachers this can be shown by one or more of the following evidence: <ol style="list-style-type: none"> <i>Meeting the National Average for the subject across all Key Stages that you teach.</i> <i>In line with the Expected Progress of your subject nationally across all Key Stages that you teach.</i> <i>Results show that at least 70% of students are on or above target grades across all Key Stages that you teach.</i> To be provided by the Appraisee: <i>see Appendices for further details</i> <ul style="list-style-type: none"> Effective use of pedagogical approaches and evaluation of their impact. (Student Voice) 2U Progress and Outcomes of all Students. For UPR Teachers this can be shown by the following evidence:	2.1			
		2.3			
		2.3			
		2.4			
		2.5			
		2U1			

<p>making progress as good as, or better than, similar learners nationally.</p>	<ol style="list-style-type: none"> 1. Meeting at least the National Average for the subject across all Key Stages that you teach. 2. Exceeding the Expected Progress of your subject nationally across all Key Stages that you teach. 3. Results show that at least 80% of students are on or above target grades across all Key Stages that you teach. 				
<p>3 Demonstrate good subject and curriculum knowledge</p> <p>3.1 have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings.</p> <p>3.2 demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship.</p> <p>3.3 demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject.</p> <p>3.4 if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics.</p> <p>3.5 if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.</p>	<p>The following evidence will be in the possession of the Appraiser:</p> <ul style="list-style-type: none"> • Lesson Observations • Audits – Planning, Marking, Feedback and Assessment, Home Learning, • Progress and Outcomes of all Students. <p>To be provided by the Appraisee:</p> <ul style="list-style-type: none"> • (Student Voice) • Evidence of ongoing subject based learning, and its application in the classroom. 	3.1			
		3.2			
		3.3			
		3.4			
		3.5			
<p>4 Plan and teach well-structured lessons</p> <p>4.1 impart knowledge and develop understanding through effective use of lesson time.</p> <p>4.2 promote a love of learning and children's intellectual curiosity.</p> <p>4.3 set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired.</p> <p>4.4 reflect systematically on the effectiveness of lessons and approaches to teaching.</p> <p>4.5 contribute to the design and provision of an engaging curriculum within the relevant subject area(s).</p>	<p>The following evidence will be in the possession of the Appraiser:</p> <ul style="list-style-type: none"> • Lesson Observations • Audits – Planning, Marking, Feedback and Assessment, Home Learning, • Progress and Outcomes of all Students. <p>To be provided by the Appraisee:</p> <ul style="list-style-type: none"> • (Student Voice) 	4.1			
		4.2			
		4.3			
		4.4			

<p>UPR</p> <p>4U1: Have a more developed knowledge and understanding of their subjects/curriculum areas and related pedagogy including how learning progresses within them.</p>	<p>4U</p> <p>To be provided by the Appraisee: Evidence of mentoring, training and or modelling practice for other professionals e.g. Leading Subject or Whole School TLCs, Mentor ITT / NQT / NQT+1, take responsibility for ITT within the department, Lead whole school CPD.</p>	4.5			
		4U1			
<p>5 Adapt teaching to respond to the strengths and needs of all pupils</p> <p>5.1 know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively.</p> <p>5.2 have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these.</p> <p>5.3 demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development.</p> <p>5.4 have a clear understanding of the needs of all pupils, including those with special educational needs; those 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.</p> <p>UPR:</p> <p>5U1 Have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide</p>	<p>The following evidence will be in the possession of the Appraiser:</p> <ul style="list-style-type: none"> • Lesson Observations • Audits – Planning, Marking, Feedback and Assessment, Home Learning, • Progress and Outcomes of all Students. <p>To be provided by the Appraisee:</p> <ul style="list-style-type: none"> • (Student Voice) <p>5U</p> <p>The following evidence will be in the possession of the Appraiser:</p> <ul style="list-style-type: none"> • Lesson Observations show Exemplary pedagogy. • Planning audits shows that differentiation is at the heart of the progress of all pupils. 	5.1			
		5.2			
		5.3			
		5.4			
		5U1			

<p>opportunities for all learners to achieve their potential.</p> <p>5U2 Be flexible, creative and adept at designing learning sequences within lessons and across lessons that are effective and consistently well-matched to learning objectives and the needs of learners and which integrate recent developments, including those relating to subject/curriculum knowledge.</p>		5U2			
<p>6 Make accurate and productive use of assessment</p> <p>6.1 know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements.</p> <p>6.2 make use of formative and summative assessment to secure pupils' progress.</p> <p>6.3 use relevant data to monitor progress, set targets, and plan subsequent lessons.</p> <p>6.4 give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.</p> <p>UPR:</p> <p>6U1: Have an extensive knowledge and well-informed understanding of the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those related to public examinations and qualifications.</p> <p>6U2: Have up-to-date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs.</p>	<p>The following evidence will be in the possession of the Appraiser:</p> <ul style="list-style-type: none"> • Lesson Observations • Audits – Planning, Marking, Feedback and Assessment, Home Learning, • Progress and Outcomes of all Students. <p>To be provided by the Appraisee:</p> <ul style="list-style-type: none"> • (Student Voice) <p>6U</p> <p>The following evidence will be in the possession of the Appraiser:</p> <ul style="list-style-type: none"> • Evidenced through standard 2 • Planning audits 	6.1			
		6.2			
		6.3			
		6.4			
		6U1			
		6U2			
<p>7 Manage behaviour effectively to ensure a good and safe learning environment</p>	<p>The following evidence will be in the possession of the Appraiser:</p> <ul style="list-style-type: none"> • Lesson Observations 	7.1			

<p>7.1 have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy.</p> <p>7.2 have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.</p> <p>7.3 manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them.</p> <p>7.4 maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.</p> <p>UPR: 7U1: Have sufficient depth of knowledge and experience to be able to give advice on the development and well-being of children and young people.</p>	<ul style="list-style-type: none"> • Audits – Planning, Marking, Feedback and Assessment, Home Learning, • Progress and Outcomes of all Students. • PBFL - positive ratio to negatives. To be provided by the Appraisee: • (Student Voice) <p>7U The following evidence will be in the possession of the Appraiser:</p> <ul style="list-style-type: none"> • Exemplary classroom management skills that could be used in the development of other teachers. • Evidence can also be seen on 4U1. 	7.2			
		7.3			
		7.4			
		7U1			
<p>8 Fulfil wider professional responsibilities</p> <p>8.1 make a positive contribution to the wider life and ethos of the school.</p> <p>8.2 develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.</p> <p>8.3 deploy support staff effectively.</p> <p>8.4 take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.</p> <p>8.5 communicate effectively with parents with regard to pupils' achievements and well-being.</p>	<ul style="list-style-type: none"> • The role of the form tutor (if applicable) will form a useful source of evidence for this standard, attested by year leaders • This standard includes the meeting of normal teacher expectations, such as taking registers on time, and accurately etc. • See the Appendix for other evidence and sources. 	8.1			
		8.2			
		8.3			
		8.4			

<p>UPR:</p> <p>8U1: Contribute significantly, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their implementation.</p> <p>8U2: Promote collaboration and work effectively as a team member. Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback.</p>	<p>8U</p> <p>Those on UPR are expected to make a significant contribution to the professional development of colleagues within and/or beyond their departmental area. Attested by the appraiser/line manager.</p>	8.5			
		8U1			
		8U2			

Further notes:

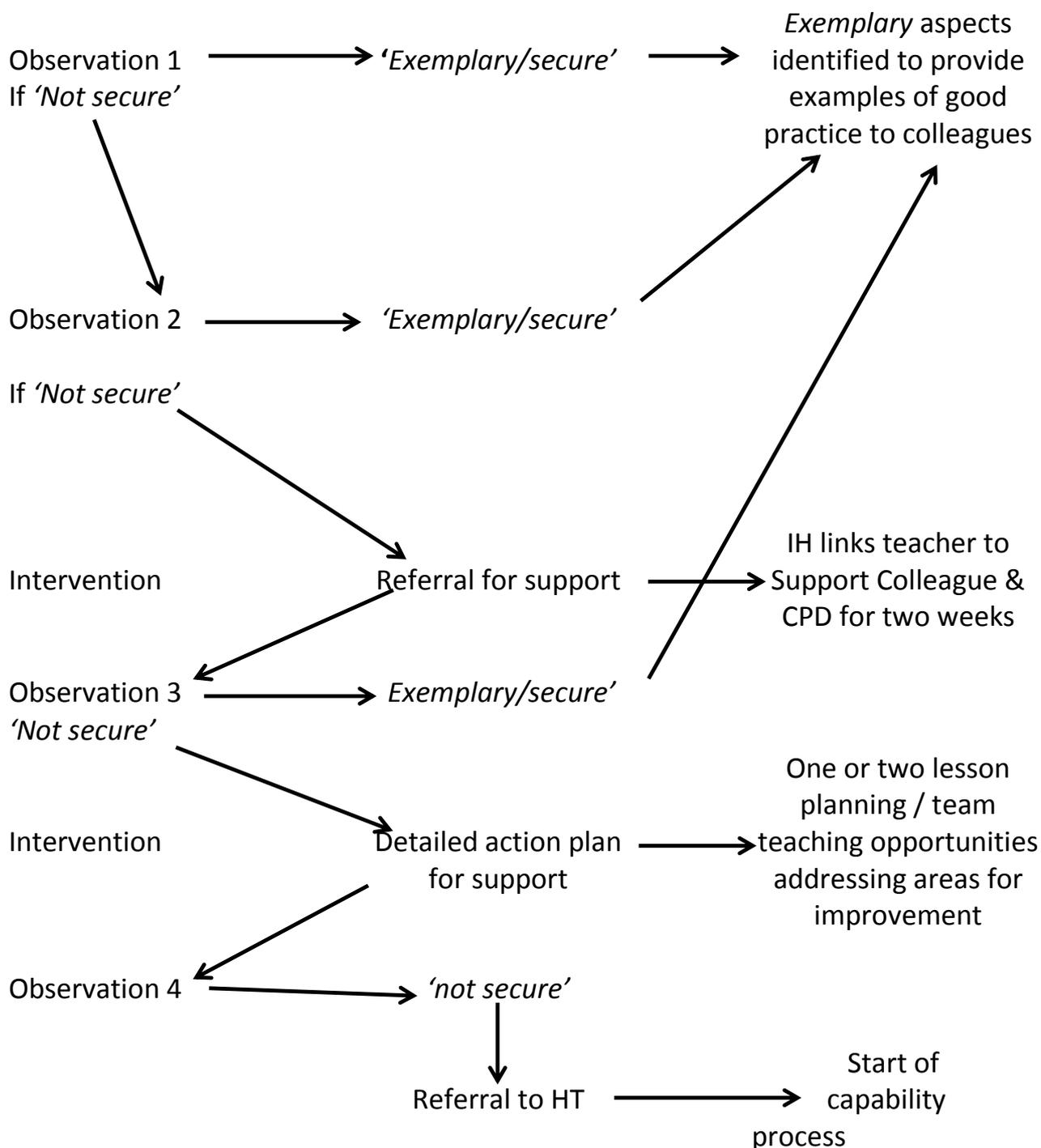
	Further explanations or examples
Lesson Observations	<ul style="list-style-type: none"> Lesson observations are used to enable constructive feedback on practice for teachers, and also to enable managers to evaluate progress and learning over time. They are opportunities to demonstrate many of the Teachers' Standards, but are not used in isolation as evidence in themselves. Main scale teaching staff should demonstrate at least "Secure", UPR Teachers should be able to demonstrate "Exemplary" practice.
Audits	<p>Subject Leaders will oversee these processes as part of the departmental training sessions / meetings and audits; and as part of their day to day role as subject leader. Lesson observations, drop ins and students voice will confirm decisions. SLT and Senior leaders may also be involved. Examples include:</p> <ul style="list-style-type: none"> Planning – Schemes of Work and planner scrutinies, evidence of planning sequences of lessons. Shared planning. Feedback and Assessment - lesson observations and drop ins will confirm audit. Student voice will also be consulted. Home Learning – work is being set and marked regularly. It is purposeful and differentiated and is located on SIMS / SharePoint.
Progress and Outcomes of Students: This is the primary indicator of teacher effectiveness.	<ul style="list-style-type: none"> Progress and Outcomes of all Students – Tracking will be completed on Progresso and data will be available on 4Matrix. Other sources could be National Data for subjects and Data from Examination boards. The appraisee will have analysed progress of individuals / groups (such as most-able / SEND / Disadvantaged) and be able to show the impact of intervention in ensuring that students make expected progress or better. Outcomes are a key indicator of teacher effectiveness. Higher impact on outcomes and progress is expected of UPR teachers. This is detailed in the policy. Mitigating Circumstances that <i>might</i> be considered: Staff absence/student absence/absence from exam/a student underperforms similarly across several similar subjects/ shared groups. Data to be recalibrated to provide more accurate evidence of pupil progress. Please note: comparing performance to underperforming areas does not constitute evidence of impact.
Student Voice	<ul style="list-style-type: none"> Students of the teacher confirm other aspects of the performance development process e.g. Home learning. This will help the teacher to understand the impact they are having from the student perspective, so that they are affirmed, or informed of student concerns. This will also continue to develop the

	collaboration of students in their learning to enable an increase in effective strategies to assist their progress. Student voice is not used to determine appraisal outcomes. Teachers are encouraged to consult their students in order to enable them to reflect on their practice, and its impact.
Subject Based Learning	<ul style="list-style-type: none"> Evidence of ongoing subject based learning, and its application in the classroom. – Participation in CPD that is linked to performance development. This can be internal or external provision – Monday or Wednesday training etc. or Examination board training (online), MOOCS etc.
Mentoring or Coaching	<ul style="list-style-type: none"> 4U1 Evidence of significant and positive impact of mentoring, training and or modelling practice for other professionals e.g. Leading Subject or Whole School Training, Mentor ITT / NQT / NQT+1, take responsibility for ITT within the department, Lead whole school CPD.
Behaviour for learning - positive ratio to negatives.	<ul style="list-style-type: none"> That for the groups that you teach there is a higher ratio of positive comments per group than negative. That there are low numbers of on-call use relative to other colleagues with similar students.
Fulfil wider professional responsibilities	<p>Basic teacher expectations include, but are not restricted to, Taking of registers accurately, and on-time. The meeting of internal and external deadlines Recording of behavior and reward on Progresso in a timely and consistent manner (ie. The recording of all sanctions and rewards so that parents and managers are informed about conduct and progress). That seating plans are up to date, and include all necessary information: PP/SEND/Most-able etc.</p> <p>Minimum tutor expectations if applicable:</p> <ul style="list-style-type: none"> On a daily basis: Prayer/Reflections, charity collections are taken where relevant, check uniform, tutor folder is collected every day, notices are given out, letters are distributed on Thursday, ensure that communication between home and school and vice versa occur. Weekly : check student planners, conversations regarding behaviour, 1:1 conversations with tutees, Careers/UCAS guidance, Silent Reading, Preparing and leading assemblies if needed. Green cards are checked and actioned. Year Leaders and Student Voice could confirm this. <p>Other Evidence could include:</p> <p>Main Scale</p> <ul style="list-style-type: none"> Effective use of TAs confirmed by lesson observations, drop ins and feedback. Online CPD courses - identified through performance development, impact needs to be demonstrated. Parent voice - Kirkland Rowell Questionnaire (if used) , targeted Year group questionnaires. Ongoing Involvement in Extra Curricular activities. E.g. after-school or lunch-time clubs, residentials, whole school events, home/school events, intervention, fairs, community and charity events. Preparation for and attendance at Open Evenings, Option evenings, Welcome Morning, Transfer Day confirmed by Subject Leader. <p>UPR: the above plus</p> <ul style="list-style-type: none"> Evidence that School T&L policies are fully implemented and evidenced by lesson observations / drop ins Collaboration in development of pedagogy with other departments to be implemented in schemes of work and reviewed. Evidence of the impact of peer coaching or mentoring - NQT/ NQT +1 / Areas identified through performance development.

	<ul style="list-style-type: none"> • Record of leading and/or contributing to school CPD processes across at least two years. • Regular Mentoring of ITT trainees within your subject. • Participation in working group outside curriculum area and demonstrate the impact on wider school issues.
CPD	<ol style="list-style-type: none"> 1. Departmental training / collaboration 2. CPD on wednesdays 3. Coaching or Mentoring 4. Internal Support - e.g. observing good practice 5. External courses – examination boards, MOOCS 6. Other (please specify)

Appendix B: Managing teaching underperformance by teachers

GENERAL LEARNING OBSERVATIONS AND PROCEDURES FOR PERSISTENT UNDERPERFORMANCE



Teacher Feedback and Assessment audit

Teacher	Subject	Class	Date(s)		Evaluated by
			(a)	(b)	

Criteria	Evidence	Initial Review	Second Review
Work is marked regularly*			
Evidence of timely turnaround of marking/feedback			
Summative and formative assessment are evident			
Success criteria are evident			
Literacy is supported			
Evidence of self and peer assessment			
Teacher feedback clearly relates to the purpose of the task			
Feedback shows how to improve			
Guidance is acted upon to good effect			
Students respond to feedback			
Work shows progression over time			

Comments

Overall standard	Review date

Notes: Departments will be invited to adapt the school policy on assessment and feedback to meet departmental needs.

* Regularity will depend on the subject and subject policy. Work will need to evidence that the frequency of marking enables progress to be at least “**secure**”. The guidance below indicates general indicators of good assessment, and is neither exhaustive nor official. Coursework, by its very nature, and practical subjects, will need to have particular regard paid to their particular modes of assessment.

Exemplary:

Students’ class and homework is assessed at least fortnightly, and students confirm that they receive constant feedback on the quality of their work in a range of ways. Students confirm that work to be marked is returned within a week of submission. It is evident that student work is assessed in a range of ways, effectively suited to the assessment purpose. Careful planning of assessment tasks is evident and all work set has clear success criteria, and students take this into account when completing work. It is clear that planning and feedback nearly always provide challenge for all students. Students reflect on their progress at least weekly, and take steps to implement and sustain the improvements recommended by the teacher. There is evidence of regular and effective peer and self- assessment, and students are very confident in using the assessment criteria, and providing constructive feedback. Students always respond to the feedback and marking makes a demonstrable impact of their progress, which is at least on their target for that subject. Marking makes a consistent contribution to the development of literacy.

Secure:

Students’ class and homework submitted for marking is assessed and returned within a week of submission, and students confirm that they receive regular feedback on the quality of their work. Work demonstrates that a range of strategies are being used to facilitate and assess progress. Work set is appropriate to the topic being assessed and gives students a good indication of performance on that task. It is clear that planning and feedback frequently provide challenge for all students. The feedback is constructive and clearly identifies what needs to be done to improve. All students reflect on and implement the feedback in subsequent work. Corrections are always carried out, and the mistake is not later repeated. Feedback enables students to know their progress relative to their targets for that subject. There is some evidence of peer and self-assessment, and students have reflected on how they or another student could improve their performance. Students frequently respond to feedback, and value the help that it gives them in making good progress. Marking makes a frequent contribution to student literacy.

Below are some examples that would require remedial attention and a re-evaluation of marking and assessment:

Students’ class and homework is marked up to date, although it is not evident that assessment is regular and frequent. Students have to wait more than a week for feedback on assessed work. Homework is generally task-focussed, without clear relevance to student progress. There is little, if any, differentiated challenge. Feedback may be encouraging, but constructive guidance is not a clearly embedded feature of marking. Students do not always implement the guidance, and there are examples of relapse or of the necessary skills not being acquired and sustained. Corrections are not always carried out, and support of literacy is inconsistent. There is infrequent reference to targets in feedback, and guidance is of a general, rather than specific nature. There is no clear implementation of departmentally agreed approaches to marking and feedback. Peer and self-assessment is a rarely evidenced assessment tool. It is not clear that reflection on assessment by students is an embedded feature of the assessment dialogue.

Books are infrequently checked, and it appears that books are marked in the run-up to observations and/or review periods. Students do not engage with assessment feedback beyond seeing what mark they have. There are inconsistent approaches to support for literacy, the setting of homework, the giving of constructive and focussed feedback and the implementation of guidance for improvement. There is little reference to learning/formal targets or progress towards them. Students are unable to account for the impact that assessment feedback makes on their progress, and the support for their learning that it provides.

APPENDIX C

Schedule of Appraisal Process for all staff

ACTION	DEADLINE DATE
Interim review meetings for next cycle	Jan / March 2019
Further teacher self-evaluation (CPD needs) against relevant standards	June / July 2019
Threshold application deadline	30 September 2019
All review / planning meetings deadline	4 October 2019
Moderation and recommendation period	7 – 12 October 2019
Pay Committee governors meet	w/c 14 October 2019
Preparation of letters to meet 31 October deadline	Following Pay Committee meeting w/c 21 October 2019
<i>HALF TERM</i>	<i>October 2019</i>
Letters to staff sent	30 October 2019

APPENDIX D: UPR Application for Teachers

Name of applicant	
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This form aims to help you to structure your UPR application to the Headteacher. It must be submitted prior to 30 September of the same calendar year, together with accompanying evidence (if needed).

SELF ASSESSMENT FOR HIGH VALUE STAGE UPR APPLICATION FORM

This process is to check that you meet the criteria set out in the Performance Management Policy. It is intended to be as time efficient as possible.

Guidelines for completing the UPR Application Form	
Section A	<p>Within this please provide a very succinct (bullet points) account of how / why you meet each statement. Please aim for this not to exceed 3 sides in total. If there is insufficient information in any section, you will be asked if you can provide any additional evidence. Some evidence may overlap a number of statements. Tables showing student outcomes/4 Matrix data should be provided in support of your application.</p> <p>Please ensure that your line manager (appraiser) has read your self-assessment. They will then sign the UPR application form, verify the validity of the information you have included in the self-assessment. Where necessary you may be requested by your appraiser to provide supporting evidence to enable this to happen.</p>
Section B	<p>Statements where it is more pertinent to add more detail are B 4, 5, 7, 8 Please note it is only necessary to have met B6 or 7.</p>
Section F	<p>Statements where it is more pertinent to add more detail are F 2, 3 and 4.</p>
<p>Please ensure that the appraiser has read your self-assessment. They will then sign the UPR application form and verify the validity of the information you have included in the self-assessment. Where necessary you may be requested by your appraiser to provide supporting evidence to enable this to happen. Please ask if you would like this form electronically.</p>	

Checklist prior to submission (please tick)	
	All sections of forms completed
	Supporting evidence attached
	Form signed by Appraiser/Reviewer and Applicant
	Form submitted by 30 September

For Administration use	
Date Form received	

SECTION A			
	PROFESSIONAL OUTCOMES (re. Teacher Standards)	Y/N	Notes
1	Almost all students 'expected progress' of classes I teach is above national averages		
2	At least 80% of my students are on or above target grades across all key stages that I teach		
A	SEN		
B	Male / Female		
C	(disadvantaged (PP & LAC))		
D	Most able		
3	I use data effectively to sharpen intervention and to improve my delivery		
4	My use of data impacts upon learning outcomes for almost all students, and student groups that I teach.		
5	I manage behaviour effectively so that low-level disruption does not occur, and that the climate for learning is optimised.		
6	Differentiation is a consistent feature of my practice and ensures that all students are challenged and supported in their learning, and that all lessons are matched to the needs of learners.		
SECTION B			
	PROFESSIONAL PRACTICE (re. Teacher Standards)	Y/N	Notes
1	It is accurate to state that none of my teaching is inadequate or not "secure".		
2	Most of my teaching is outstanding/exemplary, as evidenced by observations and drop-ins.		
3	I can be trusted to respond effectively to challenging or complex issues.		
4	I provide a model of good practice across all teaching standards.		
5	I play a proactive role in leading key areas of departmental/school improvement.		
6	I promote a love of learning and kindle students' intellectual curiosity.		
7	Home-learning is set regularly, and consolidates and deepens learning as a consistent feature of my practice.		
8	I make a significant contribution to the design and provision of an engaging and challenging curriculum, ensuring that learning progresses rapidly and deeply.		

SECTION C			
	PROFESSIONAL RELATIONSHIPS (re. Teacher Standards)	Y/N	Notes
1	In school, I demonstrate consistently positive and supportive relationships with students		
2	In school, I demonstrate consistently positive and supportive relationships with colleagues		
3	In school, I demonstrate consistently positive and supportive relationships with parents		
4	I take constructive, positive actions to ensure good relationships are maintained and fostered		
SECTION D			
	PROFESSIONAL DEVELOPMENT (re. Teacher Standards)	Y/N	Notes
1	I am proactive about identifying my own professional development needs, and ensure that they are met.		
2	I have provided evidence of my ability to lead effectively		
3	I respond professionally to advice and feedback and quickly take action to improve practice		
4	I have provided evidence that I can give high quality support, training and guidance for others' professional development – largely through coaching and mentoring – and assessed the impact of this		
SECTION E			
	PROFESSIONAL CONDUCT (re. Teacher Standards)	Y/N	Notes
1	I meet all of the Standards, and act as a role model to others		
SECTION F			
	SUBSTANTIAL AND SUSTAINED ACHIEVEMENTS AND CONTRIBUTION TO THE SCHOOL	Y/N	Notes
1	I can provide evidence to show that my Performance Management Targets have been fully met over at least the last two years.		
	I can provide evidence to support the claim that my achievements and contribution to school have been maintained continuously over at least the last two years, and they:		
2	Are of real importance, validity or value to the department/school. Reflecting one of the activities/commitments reflected in Appendix G of the Staff Appraisal Policy		
3	Make a distinctive contribution to the raising of student standards.		

4	Are informed by CPD which ensures that student learning and outcomes improve effectively.		
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Current Pay Scale & Graduation	Request to move (delete as necessary)
	UPR 1 / UPR 2 / UPS 3

PM SUMMARY FROM PREVIOUS 2 YEARS								
Standards met (including UPR level). Please indicate (F)ully, (P)artially or (N)ot Met *								
Year	S1	S2	S3	S4	S5	S6	S7	S8
2016 **								
2017								
2018								

* You can submit 2 years of self review against The Teachers' Standards instead of completing this table, as part of your supporting evidence.

** If absent in 2017 for a significant period of time.

HAS THE CRITERIA FOR THE HIGH VALUE STAGE BEEN MET IN:			
	Met 2017	Met 2018	If not, state the reason
Professional outcomes	Y / N	Y / N	
Professional practice	Y / N	Y / N	
Professional relationships	Y / N	Y / N	
Professional development	Y / N	Y / N	
Professional conduct	Y / N	Y / N	
Substantial and Sustained contribution	Y / N	Y / N	

Teacher		
Signed	Date	Print Name
Appraiser		
Signed	Date	Print Name

Recommendation by Headteacher			
Signed	Date	Print Name	Progression Recommended / not recommended
Recommendation by Governors' Pay Committee			

Signed	Date	Print Name	Progression recommended / not recommended

APPENDIX E: Appraisal for Support Staff

St Edward's School APPRAISEE <u>SELF</u> ASSESSMENT FORM		NAME:
1. How are things going?		
What successes have you had? What has given you the most satisfaction & why?		
1.		
2.		
3.		
What could have gone / could be going better? Give reasons.		
1.		
2.		
3.		
2. Performance against Objectives:		
Objective	Self Review of Progress & whether completed or not?	

3. Review JD	
Any gaps / queries?	
Anything no longer relevant?	
4. CPD	
CPD undertaken:	
How used / impact:	
CPD required:	
5. What objectives do you think should be set for next year & why?	
6. Anything else you want to discuss?	

APPENDIX F: Appraisal review for support staff

St Edward's school		
Appraisee:		Appraiser:
Date of interim review:		
1. How are things going?		
Successes?		
1		
2.		
3.		
Could be going better?		
1.		
2.		
3.		
2. Performance against Objectives:		
Objective	By when	Review of Progress & any agreed actions.
3. Review JD		
Any gaps / queries?		
Anything no longer relevant?		

4. CPD	
CPD undertaken:	
How used / impact:	
CPD required:	
Employee's comments: (optional)	
Manager's comments:	

PLAN FOR COMING YEAR

4-6 objectives are to be set. These objectives are to be 'SMARTER'

Specific, **M**easureable, **A**greed, **R**ealistic, **T**rackable, **E**mpowering and **R**esults orientated.

Objective	By when	Review of Progress & any agreed actions.

TRAINING & DEVELOPMENT PLAN: To be inserted into CDP plan (send to Ian Henry)

Training and other support agreed to develop skills, knowledge and competencies for the role (consider how you would like to develop your career).

Training / Development Need	Agreed Action	Progress at Review

Job Holder Signature:

Date

Manager Signature:

Date

DATE OF NEXT REVIEW :

PLEASE NOTE:

Completed form must be sent to the HR Manager by 30 SEPTEMBER.

APPENDIX G:

UPR STANDARDS

Teaching Standard 8

This to be read in conjunction with the UPR standards on Teacher Standards Self Review Document for UP2, 4, 5, 6 & 7

Success Criteria/Definition

Teachers in the Upper Pay Range:

- Provide, across all areas of relevant expertise, a model of good practice (for example, contributing to workplace policies and practice and to promoting collective responsibility for their implementation), an excellent source of experience, knowledge and skill, coaching and mentoring others.
- Initiate, design, lead and evaluate innovative strategies to impact across the whole school and, where required, beyond.
- Play a proactive role in leading and managing key areas and /or effective teams that are focussed on good outcomes for all pupils and groups in the school and, where required, beyond.
- Demonstrate the ability to lead and manage others effectively. Provide high quality support, training and guidance for others professional development mainly through coaching and mentoring.

Examples of activities that fulfil the above criteria

- Mentor or Coach (i.e. SCITT/NQT, School Coaching Programme)
- Coach, Mentor or lead person used by external agencies in other schools (for example, Planning Lead Coach for WSTP)
- Regular contributor to school training throughout the year (For example, Curriculum Design, the Prevent agenda, use of pen portraits/supporting SEND students)
- Active member of a working group designing and/or implementing policy or process, strategy or initiative (i.e. assessment & recording group or Improvement champion)
- Taking responsibility for an aspect of school improvement or processes, i.e. Student Leadership of Anti-bullying, Home Learning Prep, Kintbury Retreats, Teacher in charge of Sharepoint as a teaching resource
- Contributor to St Edward's University for an academic year, involving preparing and presenting (a) lecture in their field (b) a lecture in an area of general interest, likely to be of use the needs and aspirations of a most-able student.

APPENDIX H:

Appraisal Form



**Appraisal Review 2018-19
Appraisal Planning 2019-20**

Name:

Appraiser:

What went well/what should be celebrated?

Class Progress and Attainment Headlines:

Class Name	% Above Target	% On Target	% Below Target	PP vs NPP	SEND/ Non SEND	Virtues	Negatives

Learning Observations:

Date	Subject	Observer	S1	S2	S3	S4	S5	S6	S7

Performance as a Subject Leader or Year Leader (if relevant)

Performance as a Form Tutor/Year Leader

Year Leader/Line Manager comments from 2018-2019

Evidence of UPR if relevant (Refer to guidance in appendix G of policy)

CPD Undertaken:

List of course undertaken

Impact of CPD undertaken

Career Aspirations:

--

Whole-School special focus for 2018-19:	Evaluated by:
<p>1. Disadvantaged students in your classes will make progress that is as good as non-disadvantaged; or their P8 will be at least 0, and you will be able to show in your lesson planning that differentiation has been a regular feature of planning for these students, and guidance from whole-school developments has been fully implemented throughout the year.</p> <p>2. SEND students in your classes will make progress that is as good as non-disadvantaged; or their P8 will be at least 0, and you will be able to show in your lesson planning that differentiation has been a regular feature of planning for these students, and guidance from pen-portraits has been consistently implemented throughout the year.</p> <p>3. Where you teach mixed-ability classes, you will be able to demonstrate that all students have been stretched and challenged through differentiation as a consistent feature of day to day planning. You will be able to show that the students in all classes that you teach experience challenging, engaging learning as a norm; and that you have formed your students as curious, independent learners.</p>	

Planning 2019-20	
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Whole-School special focus for 2019-20:	Evaluated by:

UPR target for 2019-20. (Refer to guidance in Appendix G of policy) and outline of success criteria

What will you do to be a better teacher/leader in your area next year?

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CPD Required

Standards Fully Met	Standards Partially met	Standards not met

Pay Progression recommendation	
No Progression	
One point progression within stage	
Progression between stages	
Two point progression	

I recommend to the pay committee that this teacher is paid on point _____ on the _____ pay spine with effect from 1st September 2019

Teacher Signature		Date	
Appraiser Signature		Date	
Head teacher Signature		Date	

APPENDIX I:

Developing as a Subject Leader: Name: _____ Dept: _____	Standard	Not secure	Secure
KNOWLEDGE AND UNDERSTANDING Subject Leaders provide professional leadership and management for a subject to secure high quality teaching, effective use of resources and improved standards of learning and achievement for all students. Have knowledge and understanding of: <ol style="list-style-type: none"> 1. The school's aims, priorities, targets policies and action plans especially relating to teaching and learning. 2. The relationship of the subject to the curriculum as a whole. 3. Any statutory curriculum requirements and the requirements for assessment, recording and reporting of students' attainment and progress. 4. The characteristics of high quality teaching and effective strategies for improving and sustaining high standards of teaching, learning and achievement for all students. 5. The implications and application of the Code of Practice for Special Educational Needs for teaching and learning. 	1		
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PLANNING AND SETTING EXPECTATIONS <ol style="list-style-type: none"> 6. Set expectations and targets for staff and students in relation to relevant school policies, student targets, and the Teachers' Standards 2012. 7. Work with the SENCO and any other staff with Special Educational Needs expertise, to ensure that individual education plans are used to set subject specific targets and match work well to students' needs. 8. Establish, with the involvement of relevant staff, short, medium and long term plans for the management, development and resourcing of the subject which contribute to whole-school aims, policies and practices. 9. Evaluate teacher performance based on a range of comparative information and evidence, including the attainment of students. 	6		
	7		
	8		
	9		
TEACHING AND MANAGING PUPIL LEARNING Ensure: <ol style="list-style-type: none"> 10. Curriculum coverage, continuity and progression in the subject for all students, including those of high ability and those with special educational or linguistic needs. 11. Teachers are clear about the teaching objectives and learning outcomes in lessons, understand the sequence of teaching and learning in the subject, and share intended outcomes with students. 12. Guidance is provided on the choice of appropriate teaching and learning methods to meet the needs of the subject and of different students. 13. Effective development of students' literacy, numeracy and information technology skills through the subject. 14. Effective provision for the development of SMSC in students. 15. Teachers enable students to make connections with other subjects, previous and future learning, its application and relevance in the real world. 16. Effective development of students' individual and collaborative learning skills necessary for them to become increasingly independent learners. 17. Ensure that student voice is regularly used to reflect on the student experience of learning, and to inform planned developments. 	10		
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ASSESSMENT AND EVALUATION	18		

18. Analyse and interpret relevant data to inform evaluation, targets and pedagogy.	19		
19. Establish and implement clear policies and practices for assessing, recording and reporting on pupil achievement, and for using this information to recognise achievement and to assist students in setting targets for further improvement.	20		
20. Ensure that information about students' prior attainment is used effectively to secure good progress in the subject.	21		
21. Monitor the progress made in achieving subject plans and targets, evaluate the effects on teaching and learning, and use this analysis to guide further improvement.	22		
22. Evaluate the teaching of the subject across the school, use this analysis to identify effective practice and areas for improvement and take action to improve further the quality of teaching.	23		
23. Make clear and accurate judgements about the quality of provision, and take effective action to secure expected standards.			
PUPIL ACHIEVEMENT	24		
24. Establish clear targets for students' achievement, and evaluate progress and achievement by all students, including those with special educational needs, which provide stretch and challenge.	25		
25. Use data effectively to identify students who are underachieving and, where necessary, ensure effective intervention to support those students.	26		
26. Ensure that the positive behaviour for learning agenda consistently informs departmental practice in the deliberate inculcation of these learning attributes in students.			
RELATIONS WITH PARENTS	27		
27. Establish a partnership with parents to involve them in their child's learning of the subject, as well as providing information about curriculum, attainment, progress and home-learning.			
MANAGING OWN PERFORMANCE AND DEVELOPMENT	28		
28. Prioritise and manage own time effectively, particularly in relation to balancing the demands made by teaching, subject leadership and involvement in school developments.	29		
29. Take responsibility for their own professional developments.			
MANAGING AND DEVELOPING OTHER STAFF AND ADULTS	30		
30. Help staff to achieve effective working relationships with students.	31		
31. Establish clear expectations and constructive working relationships among staff, including through team working and mutual support; devolving responsibilities and delegating tasks, appropriate evaluating practice, and developing an acceptance of accountability.	32		
32. Appraise staff as required by the school policy on Appraisal and use the process to develop the personal and professional effectiveness of the teacher.	33		
33. Ensure that trainee and newly qualified teachers are appropriately trained, monitored, supported and assessed in relation to the Teachers' Standards 2012 and school induction processes.	34		
34. Lead professional development through example and support, and co-ordinate the provision of high quality professional development by methods such as coaching, drawing on other sources of expertise as necessary, both within and beyond the school.	35		
35. Collaborate with other leaders in building effective approaches to learning, and in developing professional practice.			
MANAGING RESOURCES	36		
36. Establish staff and resource needs and advise the senior line-manager of likely priorities for expenditure, and allocate available resources with maximum efficiency to meet the objectives of the school and subject plans and achieve value for money.	37		
37. Deploy, or advise the deputy headteacher on the deployment of staff to ensure the most efficient use of teaching and other expertise.	38		
38. Organise and co-ordinate the deployment of learning resources, including information and communications technology, and monitor their effectiveness.	39		

39. Maintain existing resources and explore opportunities to develop or incorporate new resources from the wide range of sources inside and outside the school.			
STRATEGIC LEADERSHIP	40		
40. Develop & implement policies & practices to ensure governors are well informed about subject policies, plans and policies, the success in meeting objectives and targets, and subject-related professional development plans.	41		
41. Maintain an evidence-based evaluation of subject performance, and an informed strategy to ensure that teaching and learning are outstanding.	42		
42. Create a climate which enables other staff to develop and maintain positive attitudes towards the subject & confidence in teaching it.			

Please note that the purpose of this exercise is to identify CPD needs, so that I can plan the expenditure and training sessions for the year ahead. This will not be seen by the Headteacher.

Ian Henry

September 2018

Standards for Year Leaders

Core Purposes of the Year Leader

To provide professional leadership and management for a year team, to secure high quality tutoring of individuals and groups, effective use of resources, enhanced communication across the school, and improved standards of learning and achievement for all students.

A year leader provides leadership and direction for the section of the school and ensures that it is managed and organised to meet the goals of the school. While the head teacher and governors carry overall responsibility for school improvement, a year leader has responsibility for securing high standards of teaching and learning in their section as well as playing a major role in the development of school policy and practice. Throughout their work, a pastoral leader ensures that practices improve the quality of education provided, meet the needs and aspirations of all pupils, and raise standards of achievement in the school. They will lead the school in the implementation of behaviour and attendance strategies and are responsible for cultivating the culture and ethos of their year group. Below are the standards that Year Leaders should aspire to achieve. They are separated into key areas of professional responsibilities, creating culture and ethos, guidance and welfare, teaching and managing student learning, managing behaviour, attendance, leadership and management and liaison.

Professional Responsibilities:

- To strive to deliver outstanding pastoral support for the students in their care.
- To establish and implement year group improvement plans which focus development, are in line with whole school aims and identify realistic and challenging targets, actions, timescales and criteria for success.
- To lead both the team of tutors and a cohort of students. This involves giving a clear vision and direction to work, identifying key areas for improvement and planning appropriate actions to meet them.
- To be available to students before and after school, at break times and lunchtimes. To be ordinarily based in the year leader office at these times. For year leaders in years 12 and 13 this base will be in the sixth form centre.
- To monitor the progress and achievement of the students within the year group.
- To manage behaviour within the year group with adherence to the positive behaviour policy.
- To take a leadership overview for attendance for the students in the year group and ensure that strategies to counter low attendance are followed.
- To manage the year group budget.

Creating a culture and ethos:

- To manage and maintain the culture and ethos of the year group by acting as a role model for staff and students alike.
- To have a clear vision for what the culture of the year group is. For this then to be shared clearly with tutors and students.
- To celebrate the achievement of students in the year group. This is in terms of both academic success and the development of virtue.
- To promote the ethos of the school through leading high quality assemblies.
- To ensure that tutor accommodation is used to create an effective, stimulating and orderly environment.
- To ensure that the tutor programme, and opportunities offered through the year, make a significant contribution to personal development.
- To support and monitor the daily act of worship.
- To ensure that all tutors and students play a part in the development of high quality acts of worship, and liturgical celebrations through the year.
- To maintain high standards of uniform and presentation within the year group.

Guidance and Welfare:

- To lead a team of tutors in taking responsibility for the safeguarding and welfare for the students in the year group.
- To ensure a full understanding of the current safeguarding and child protection guidance.
- To work to ensure suitable provision for students with specific learning needs, liaising with Learning Support staff and others as necessary.
- To work with the Student Engagement Team to effectively manage students who find it difficult to engage with school for various reasons.
- To oversee “in year” admissions for new students. This will include liaising with the member of staff responsible for admissions, meeting new students and having an overview of timetables and setting. This should also include a review meeting with the student in order to monitor how they have settled in.
- To ensure that oversight is maintained of student aspirations and intended destinations; and arrange access for further support, information, advice and guidance as needed.

Teaching and Managing Student Learning:

- To work with SLT and subject leaders to ensure that all students / groups of students make at least expected progress; and that planned intervention is implemented promptly and effectively.
- To use data effectively to identify students who are underachieving and, where necessary, create and implement effective plans of action to support these students, in collaboration with relevant colleagues and parents.
- To carefully monitor the progress of disadvantaged and more able students and actively look for opportunities to support these students.
- With SLT to organise the process of reporting to parents, both through written reports and parent / carer evenings.
- To monitor the quality of learning experienced by the year group, liaising with subject leaders and offering support and guidance where necessary.
- To have an overview of the range of barriers to learning that may be impacting the progress of students in their year group.
- To monitor the regular setting and quality of home learning by managing the regular checking of planners.
- To maintain an overview of the curriculum in the year group as it is experienced by students.
- To take the lead on advising curriculum changes for individual students. This could include changing their teaching group. This will be in conjunction with curriculum leaders and SLT.

Managing Behaviour:

- To set high expectations for behaviour, both in and out of lessons, in the year group.
- To take the lead on dealing with major behavioural issues in the year group, and working with SLT if necessary, deciding on and implementing appropriate sanctions.
- To be present in the year office or sixth form centre before school, break, lunch and after school so as to be aware of and deal with any major behaviour issues that may have occurred.
- To attend readmission meetings following exclusions and be part of the follow up process.
- To monitor student behaviour using Progresso, and in consultation with key staff, decide on appropriate sanctions, interventions and rewards.
- To oversee students on report and make contact with parents when necessary.
- To delegate behavioural sanctions to the appropriate person as directed by the behaviour policy.
- To ensure that tutors maintain an oversight of their tutees behaviour.

Attendance:

- To set high expectations and targets for attendance, both for individuals and for the year group as a whole.
- To ensure that tutors maintain an oversight of their tutees attendance, and that any intervention that is agreed with them happens.
- To work with the relevant member of SLT to tackle persistent absence within the year group.
- To closely monitor the attendance of LAC, disadvantaged and any other vulnerable students in the year group.

Leadership and Management:

- To act as a role model for tutors by demonstrating high quality pastoral care and academic monitoring of students, continuous professional development and professional presence in the year team.
- To lead and manage a team of tutors and maintain regular formal and informal contact with tutors.
- To ensure that all tutors understand and are actively implementing the key aspects of the school's policies.
- To set the agenda for tutor meetings.
- To ensure that effective tutor times are delivered, and that tutors give out notices and information in a timely manner.
- To appraise staff in their role as form tutor as required by the school teacher appraisal policy.
- To lead relevant aspects of professional development through example and support and co-ordinate the provision of high quality professional development.
- To contribute to the training and development of trainees, NQT's and new staff as required.
- To have an involvement in policy development and decision making across the school.

Liaison:

- To establish a partnership with parents and carers to involve them in their child's learning and engagement with school life, as well as providing information about attainment, progress, behaviour and welfare matters.
- To initiate and respond to communications with parents in line with the school's communication policy.
- To support and build the school's links with the local community
- To communicate effectively, orally and in writing with parents, governors, external agencies and the wider community.
- To liaise with other Year Leaders to ensure that behaviour issues across year groups are dealt with in a timely and effective manner.
- To liaise with other Year Leaders and relevant staff in other schools to ensure efficient transfer and liaison.
- To communicate with key staff, including the SENCO, regarding the progress and behaviour of students who might be causing concern.

Standards for Tutors

Core Purposes of the Tutor

The role of the tutor is a vital one in providing outstanding pastoral support for all of our students. In particular the tutor has the responsibility for providing guidance and support for their tutor group on a daily basis. They should be taking an active role in the implementation of behaviour and attendance strategies and are responsible for cultivating the culture and ethos of their tutor group.

Below are the standards that tutors should aspire to achieve. They are separated into key areas of professional responsibilities, creating culture and ethos, guidance and welfare, teaching and managing student learning, managing behaviour, attendance and liaison.

Professional Responsibilities:

- To strive to deliver outstanding pastoral support for the students in their care.
- To take the register on a daily basis.
- To work with their Year Leader, attending tutor meetings and supporting the initiatives and policies that are agreed upon.
- To monitor the progress and achievement of the students within their tutor group.
- To manage behaviour within their tutor group with adherence to the positive behaviour policy.
- To work with their Year Leader to monitor and improve attendance within their tutor group.
- To deal with safeguarding issues according to the school policy and ensure that they are logged on My Concern.

Creating a culture and ethos:

- To manage and maintain the culture and ethos of the tutor group by acting as a role model.
- To have a clear vision for what the culture of the year group is. For this then to be shared clearly with tutors and students.
- To celebrate the achievement of students in the year group. This is in terms of both academic success and the development of virtue.
- To promote the ethos of the school through leading high quality tutor group reflections.
- To ensure that tutor accommodation is used to create an effective, stimulating and orderly environment.
- To maintain high standards of uniform and presentation within the tutor group by performing daily uniform checks.

Guidance and Welfare:

- To take responsibility for the safeguarding and welfare for the students in the tutor group.
- To ensure that they have a full understanding of the current safeguarding and child protection guidance.

Teaching and Managing Student Learning:

- To carefully monitor the progress of disadvantaged and more able students and actively look for opportunities to support these students.
- To participate in the process of reporting to parents, both through written reports and parent / carer evenings.
- To monitor the regular setting and quality of home learning by managing the regular checking of planners.
- To take the lead on making sure that students are ready for learning by performing regular equipment checks.

Managing Behaviour:

- To set high expectations for behaviour, both in and out of lessons, and in the tutor times.
- To place students on tutor report and make contact with parents when necessary.
- To maintain an oversight of their tutees behaviour.

Attendance:

- To set high expectations and targets for attendance, both for individuals and for the year group as a whole.
- To maintain an oversight of their tutees attendance, and make sure that any intervention that is agreed happens.
- To make sure that lateness to school is challenged.
- To closely monitor the attendance of LAC, disadvantaged and any other vulnerable students in the tutor group.

Liaison:

- To establish a partnership with parents and carers to involve them in their child's learning and engagement with school life, as well as providing information about attainment, progress, behaviour and welfare matters. This should be done on a regular basis.
- To initiate and respond to communications with parents in line with the school's communication policy.
- To make sure that tutor notices and letters are handed out to all students.
- To be in regular contact with your Year Leader regarding pastoral issues.
- To liaise with the SENCO and SET team to support students in their tutor group.