Schools HR Policy & Procedure Handbook

Teacher Appraisal Policy (Version 1)

This policy has been adopted by the Trust Board of TrustEd CSAT Alliance

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Policy for appraising teacher performance

1. Purpose

This policy sets out the framework for a clear and consistent assessment of the overall performance of teachers, including the Headteacher, Executive Headteacher, Head of School, and Executive Trust Central teacher posts and for supporting their development within the context of the Trust / school's plan for improving educational provision and performance, and the standards expected of teachers. Where the word 'teacher' is used it includes Headteacher, Trust Executive staff, Executive Head teacher and all other similar school and trust based posts.

Under this policy the appraisal process will be used to address any concerns that are raised about a teacher's (or senior postholders as listed above) performance through the provision of support and the monitoring and assessment of improvement. The policy also clarifies the actions that may be necessary where concerns over a teacher's performance then remain and consideration needs to be given to whether action under the school's adopted capability procedure is necessary.

2. Application of the policy

This policy covers the appraisal arrangements and applies to the Headteacher and to all teachers employed by the school / Trust, except those on contracts of less than one term, those undergoing statutory induction, ie ECTs, and those teachers who are subject to the school's adopted capability procedure.

Note: for the purposes of this policy the word Headteacher refers to Headteachers, Heads of School, Executive Headteachers and other Trust teaching or executive level education posts.

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

3. The Appraisal Period

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

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

There is flexibility to have a longer or shorter appraisal period when teachers begin or end employment with the school e.g. a two-term appraisal period for teachers who start with the school on 1st January, with a view to bringing the cycle into line with the cycle for other teachers as soon as possible.

4. Appointing Appraisers

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

The Headteacher will be appraised by their Appraisal Committee, supported by the CEO and team, and a suitably skilled and experienced external adviser who has been appointed by the Trust for that purpose. The CEO will be appraised by the Trusts' Appraisal Committee (established by the Personnel Committee), which will be supported by a suitably skilled and experienced external advisor. Other Education staff working for the Trust Central Team will be appraised by the CEO or Director of Education.

In our schools the task of appraising the Headteacher, including the setting of objectives, will be delegated to the school's Appraisal Committee which is a mixed group of Trustee / LGB Governors consisting of three members of the LGB / Trustees, none of whom are employed to work at the school. The Appraisal Committees are established for each school by the Trust Personnel Committee in conjunction with LGB Chairs, in line with the Scheme of Delegation.

The Headteacher will decide who will appraise other teachers and can therefore delegate responsibility to other members of staff. Normally the appraiser will have line management responsibility for the appraisee and will have undertaken appropriate appraiser training. Where teachers have an objection to the Headteacher's choice, their concerns will be carefully considered, and where possible, an alternative appraiser will be offered.

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

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

Where a teacher is experiencing difficulties and the Headteacher is not the appraiser, the Headteacher may undertake the role of appraiser. (see also the section on Feedback)

5. Setting Objectives

The Headteacher's / CEO objectives will be set by the Appraisal Committee after consultation with the external adviser.

Objectives for each teacher will be set before, or as soon as practicable after, the start of each appraisal period. The objectives set for each teacher, will be Specific,

Measurable, Achievable, Realistic and Time-bound (SMART) and will be appropriate to the teacher's role and level of experience. They will be clearly defined and appraisers and appraisees will be clear about what success will look like and how progress will be measured. Appraisers will however avoid writing targets that are wholly data-based, examination results based, or assessment outcome based. This is because a wide range of factors can impact on data outcomes. The use of data or assessments within targets should therefore be limited to a component. Therefore, to support equity across the Trust, an annually produced Appraisers Support Pack will be produced which will give examples of objectives for different levels of experience and roles.

In our Trust all teachers should have no more than 3 objectives, although this upper limit may not routinely be applied to Headteachers and Trust Executive staff.

A topic / area for an objective can be set for a whole school /Trust staff but this would be for no more than two of the objectives.

The appraiser will consider the effects of an individual's circumstances, including any disability, when agreeing objectives, for example, adjusting objectives following an extended period of absence to allow them to readjust to their working environment.

The appraiser and appraisee will seek to agree the objectives but, if that is not possible, the appraiser will determine the objectives. Objectives may be revised if circumstances change.

The objectives set for each teacher will, if achieved, contribute to the school's plans for improving the school's educational provision and performance and improving the education of pupils at that school. This will be ensured by quality assuring all objectives against the school improvement plan (see Quality Assurance and Consistency of Treatment and Fairness below). The same applies for Trust Central Staff and the Trust Improvement Plan.

Before, or as soon as practicable after, the start of each appraisal period, each teacher will be informed of the standards against which that teacher's performance in that appraisal period will be assessed. In addition to being assessed against the objectives set all teachers will be assessed against the set of standards contained in the document called "Teachers' Standards 2012". The Trust has considered whether certain teachers should also be assessed against other sets of standards published by the Secretary of State that are relevant to them, which are defined in Appendix 1.

The standards and objectives against which performance will be assessed will be reflected in a written appraisal report. An appraisal report template is attached at Appendix 2. Part A is for completion at the start of the appraisal period indicating:

- the relevant standards against which the teacher's performance is to be assessed;
- details of the teacher's objectives for the appraisal period in question;
- arrangements for monitoring of objectives
- the success criteria for achievement of objectives and evidence to be considered
- any specific support arranged for the teacher

Appraisers must ensure that set objectives are robust and measurable to ensure once a decision is made at the end of the appraisal cycle regarding achievement of objectives, the appropriate pay progression decision can be made under the Schools Pay Policy Framework.

Appraisers should ensure they consider differentiation when setting objectives. If a teacher holds a post of greater responsibility (e.g. Leadership, TLR, UPR) then consideration should be given to more challenging objectives with greater impact on whole school initiatives. This consideration is facilitated by the annual Appraiser Support Pack.

6. Reviewing Performance

Review Meetings

An assessment of performance over the appraisal period is the end point to the annual appraisal process. Performance and development priorities will be reviewed and addressed on a regular basis throughout the year. Any interim review meetings agreed and arranged between the appraiser and the teacher should be focused on specific issues related to performance and set objectives will be held on the following basis:

- At least one review meeting during the appraisal period followed by a final meeting to assess performance and set new objectives and issue a written appraisal report, to take place after completion of the appraisal period in the autumn term but no later than 31 October (or 31 December in the case of the Headteacher).

Where however at any time the appraiser has concerns about aspects of the teacher's performance then a review meeting will be called in order that the concerns can be addressed in consultation with the Headteacher (see section on Feedback below).

Observation

This Trust believes that observation / monitoring of a teachers' practice and other responsibilities is important both as a way of assessing teachers' performance in order to identify any particular strengths and areas for development they may have and of gaining useful information which can inform school / Trust improvement more generally. The Trust School Self Review Toolkit is used by schools as methods for reviewing teachers' practice. All such activities should be carried out in a respectful and constructive manner.

In our schools, teachers' performance will be regularly monitored / reviewed / observed but the amount and type will depend on the individual circumstances of the teacher and the overall needs of the school. Reviews will be carried out by those with QTS. The schools may use their school self-review cycle and activities as part of monitoring for appraisal. Schools may add specific monitoring activities / observations solely for the purpose of appraisals if they wish, although this has become rare. If this is the

case they should be mindful of pressures on staff if running appraisal observations as an addition to school self-review monitoring.

Headteachers and other leaders in our Trust / Schools will undertake a range of review activities, including "drop in" observations, learning walks, book reviews etc. in order to evaluate standards and to check that high standards of professional performance are established and maintained. The length and frequency of "drop in" or other review activities will vary depending on specific circumstances.

Teachers (including the Headteacher and other Trust leaders) who have responsibilities outside the classroom should also expect to have their performance of those responsibilities reviewed and assessed.

Development and Support

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

Feedback (including Support for Needed Improvement)

Teachers will receive constructive feedback on their performance throughout the year and as soon as practicable after observation has taken place or other evidence has come to light. Feedback will acknowledge achievements and highlight particular areas of strength as well as any areas that need attention. Staff with particular strengths or areas to develop may be matched to work together using the Trust's Mentoring program through use of the Trust's Directory.

The appraiser and appraisee should feel that they are able to have an open and honest discussion with each other. In the event of concerns being raised it would be good practice for a teacher to contact their Trade Union or professional association representative for appropriate advice.

Where, through the appraisal process or from other sources of information, there are concerns about any aspects of the teacher's performance, the appraiser must inform the Headteacher. The Headteacher will decide whether they will hold a meeting with the teacher, and then be responsible for monitoring and reviewing progress, or alternatively, the Headteacher may ask the Appraiser to carry out this task. The Headteacher (or Appraiser) will meet the teacher formally to:

- give the teacher 5 working days' notice (or less as appropriate with agreement) of a meeting to discuss the concerns
- 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 (eg 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 for the appraiser to allow sufficient time for improvement. The amount of time is for the appraiser to determine but should reflect the seriousness of the concerns);
- explain the implications and process if no – or insufficient – improvement is made.

A written record of the discussion and an action plan should be drawn up and retained by the appraiser / Headteacher and the teacher. Under this policy the timescale over which the teacher's performance will be supported, monitored and reviewed will be no more than 10 weeks.

Where the meeting outlined above is conducted by the appraiser, who is not the Headteacher, they will provide the Headteacher with a copy of the written record of the discussion and planned actions.

When progress is reviewed, if the Headteacher and/or appraiser are 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 the process.

During such a period of support, decisions related to pay progression will be suspended.

Note: where the postholder needing support for needed improvement is the Headteacher, or a trust executive, then the same process applies, with the CEO replacing the role of headteacher as described above. In the case of the CEO, this would be the Chair of Trust.

Addressing Concerns and Possible Use of the Capability Procedure

It is hoped that supportive action under the appraisal process will enable a teacher to improve their performance to the level desired. If, however, the Headteacher, and/or the appraiser is not satisfied with progress and serious concerns about the teacher's performance remain, the teacher will be notified of this in writing, and advised to contact their Trade Union or professional association. The Headteacher, whether or not the Headteacher is the appraiser, will consider the records and will determine whether there is a need to consider the concerns at a formal meeting conducted under the school's adopted capability procedure. As an outcome of that meeting it will be decided by the Headteacher whether the teacher's performance will be managed under the capability procedure (in which case the appraisal system will no longer apply).

If support / action to improve concerns about under performance has been put in place through the Appraisal procedure during one appraisal period and an individual's performance then falls again below acceptable performance standards for the same or similar issue within the same appraisal period then the appraisal procedure will normally cease and the individuals performance will be managed through the capability policy.

Where concerns relate to the performance of the Headteacher / CEO / DCEO it will be for the Trustees / Governors responsible for the appraisal of the Headteacher's performance to refer the matter for consideration by the Chair of Trustees.

7. Annual Assessment

Each teacher's performance will be formally assessed in respect of each appraisal period. In assessing the performance of the Headteacher, the Appraisal Committee must consult the appointed external adviser and the CEO / Director of Education.

The assessment will be covered at a meeting arranged for the purpose in accordance with this policy (see Reviewing Performance above).

The assessment should be reflected in the completed written appraisal report. The written appraisal report, which the teacher receives following the appraisal period will include:

- an assessment of the teacher's performance of their role and responsibilities against their objectives and the relevant standards;
- an assessment of the teacher's training and development needs and identification of any action that should be taken to address them;
- a recommendation on pay progression where that is relevant (Such recommendations must reflect the assessment of performance in the appraisal report and will be properly rooted in evidence derived from the achievement of appraisal objectives) (NB – pay recommendations need to be made by 31 December for Headteachers / leader posts and by 31 October for other teachers);

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

8. Pay Progression

Where teachers are eligible for pay progression, the recommendation made by the appraiser will be based on the assessment of their performance against the agreed objectives. There will not be an emphasis on examination or assessment data because this will no longer form a main part of any objective.

Pay progression decisions will be made in accordance with the schools pay policy. Appraisers should evidence during the appraisal cycle any significant concerns about standards of performance and progress towards objectives and communicate these to the appraisee as part of the appraisal process. If the appraiser's concerns are likely to affect pay progression these should be recorded in writing in appraisal documentation. Where appropriate, appropriate support should be identified and actioned by the school during the appraisal process to give the teacher every opportunity to address the concerns.

The Trust has agreed the pay policy of the school and has considered the implications of the appraisal policy with respect to the arrangements relating to the

teacher's pay. The Trust Committee will ensure that decisions on pay progression are made by December 31st for Headteachers and October 31st for other teachers.

9. Quality Assurance and Consistency of Treatment and Fairness

The Trust is committed to ensuring consistency of treatment and fairness in the operation of the appraisal process. In order to ensure this and to ensure that the policy contributes to the school's plans for improvement the following quality assurance arrangements are made:

The Trust will provide Headteachers with an annual Appraisers Support Pack and training.

The Trust will hold an annual moderation process with anonymised appraisal documentation across our schools to promote equity across schools and to quality assure the process.

The Headteacher of each school may delegate the appraiser role to other staff with line management responsibility. Where this is the case the Headteacher, or another appropriate senior member of staff to whom has been delegated a quality assurance responsibility, will use Trust training and the Appraiser Support Pack to ensure consistency of approach and expectation between different appraisers and will check appraisal reports as appropriate to ensure that they comply with this policy, the Appraisal Regulations and the requirements of equality legislation. He/she will also ensure that that this policy is being applied consistently between teachers who have similar experience and similar levels of responsibility as described in the Appraiser Support Pack.

Where it is considered that the appraiser has not carried out his/her responsibilities in compliance with this policy and the regulations then he/she may take such action as deemed necessary to ensure that they are complied with.

10. Appeals

It is hoped that the appraiser and teacher, or Appraisal Committee and Headteacher, will reach agreement on the content of the written appraisal report. Whilst the appraiser(s) can take a decision on content where agreement cannot be reached the teacher, or Headteacher, will be afforded a right of appeal against entries with which they are not in agreement. They may be assisted in the Appeal by a companion who may be a workplace colleague, a Trade Union representative or professional association representative.

In exercising the right of appeal the Headteacher or teacher may be assisted by a workplace colleague, Trade Union representative or professional association representative.

For a teacher the appeal will be to the Headteacher where the appraiser is not the Headteacher or, where the appraiser is the Headteacher, to a committee of Governors / Trustees with delegated responsibility for hearing such appeals.

For the Headteacher any appeal would be to a committee of Trustees with delegated responsibility.

11. General Principles underlying the Appraisal Policy

Confidentiality

The appraisal process will be treated with confidentiality. However, the desire for confidentiality does not override the need for the Headteacher and Trust to quality-assure the operation and effectiveness of the appraisal system. The appraisal record should be regarded as a confidential document between the appraiser and the teacher other than for the purpose of quality assurance as described under the paragraph 'Quality Assurance and Consistency of Treatment and Fairness'. Where a teacher's line manager is not his/her appraiser he/she should be allowed access to the teacher's appraisal records for the purpose of discharging his/her line management responsibilities and should inform the teacher that they are doing so.

The Headteacher must quality assure and scrutinise any pay recommendations that have been made by appraisers, in order to consider them as part of annual pay progression decisions.

Monitoring and Evaluation

The Trust and Headteacher will monitor the operation and effectiveness of the school's appraisal arrangements. For this purpose the Headteacher will provide for the Trust with a review of the appraisal process for quality assurance and equality proposes.

The review will not contain any information which would enable any individual to be identified.

The Trust is committed to ensuring that the appraisal process is fair and non-discriminatory and the following monitoring data should be included in the Headteacher's report because they represent the possible grounds for unlawful discrimination:

- Race
- Sex
- Sexual orientation
- Disability
- Religion and belief
- Age
- Part-time contracts
- Trade union/ professional association membership.

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

Retention

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

Appendix 1

Expectations and Standards for Teacher Appraisal:

PART A: All Teachers must meet our Core Standards.

For appraisal Objectives should be based on these areas for teachers at M1 – M6 or UQ1-UQ6
(Note: teachers on M5 and M6 who wish to be considered to pass the threshold after their M6 year, should be mindful they will need to also demonstrate standards for Upper Pay Spine – which follow).

It is expected that all teachers must meet at least these standards which are the National Teaching Standards:

Teaching:

1 Set high expectations which inspire, motivate and challenge pupils

• establish a safe and stimulating environment for pupils, rooted in mutual respect

• set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions

• demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2 Promote good progress and outcomes by pupils

• be accountable for pupils' attainment, progress and outcomes

• be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these

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

• demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching

• encourage pupils to take a responsible and conscientious attitude to their own work and study.

3 Demonstrate good subject and curriculum knowledge

• have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings

• demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship

• demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject

4 Plan and teach well-structured lessons

• impart knowledge and develop understanding through effective use of lesson time

• promote a love of learning and children's intellectual curiosity

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

• reflect systematically on the effectiveness of lessons and approaches to teaching

• contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

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

• know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively

• have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these

• demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development

• have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6 Make accurate and productive use of assessment

• know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements

• make use of formative and summative assessment to secure pupils' progress

• use relevant data to monitor progress, set targets, and plan subsequent lessons

• give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

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

• have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy

• have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly

• manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them

• maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8 Fulfil wider professional responsibilities

• make a positive contribution to the wider life and ethos of the school

• develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support

• deploy support staff effectively

• take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues

• communicate effectively with parents with regard to pupils' achievements and well-being.

PERSONAL AND PROFESSIONAL CONDUCT

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

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

• treating pupils with dignity, building relationships rooted in mutual respect, and, at all times observing proper boundaries appropriate to a teacher's professional position

• having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions

• showing tolerance of and respect for the rights of others

• not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs

• ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.

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

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

Appendix 1 continued…..

PART B: UP teachers must additionally meet the Professional Standards for Teachers (post threshold):

Teachers who are on the upper pay spine must meet these standards.

(for writing appraisal objectives these standards are also relevant for staff of M5 and M6 aspiring to apply for UPS, who need to evidence work at these standards for two consecutive years)

Upper Pay Spine Standards: A teacher on M5, M6 or UP1 will be consistently "highly competent"* in meeting the core standards.

Our Pay Policy explains that for a teacher to gain UP status will also to demonstrate "achievements and contributions to the school are substantial and sustained"*.

This standard is defined as:
**'highly competent' means the teacher's performance is assessed as having excellent depth and breadth of knowledge, skill and understanding of the Teachers' Standards in the particular role they are fulfilling and the context in which they are working.*

**'substantial' means the teacher's achievements and contribution to the school are significant, not just in raising standards of teaching and learning in their own classroom, or with their own groups of children, but also in making a significant wider contribution to school improvement, which impacts on pupil progress and the effectiveness of staff and colleagues.*

**'sustained' means the teacher must have had two consecutive successful appraisal reports in this school and have made good progress towards their objectives during this period (see exceptions, e.g. maternity/sick leave, in the introduction to this section). They will have been expected to have shown that their teaching expertise has grown over the relevant period and is consistently good to outstanding (Ofsted framework).*

Post threshold teachers also:

1. Contribute significantly, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their implementation.
2. 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 opportunities for all learners to achieve their potential.
3. Assessment and monitoring: 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.
4. Have up-to-date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs.
5. Have a more developed knowledge and understanding of their subjects/ curriculum areas and related pedagogy including how learning progresses within them
6. Have sufficient depth of knowledge and experience to be able to give advice on the development and well-being of children and young people.
7. 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.

8. Have teaching skills which lead to learners achieving well relative to their prior attainment, making progress as good as, or better than, similar learners nationally.
9. Promote collaboration and work effectively as a team member.
10. Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback.

PART C: To progress from UP1 to UP2 or from UP2 to UP3, the teacher will consistently (for two years) meet the Core standards and the post threshold standards, as described above.

It is our hope that they will also over time also develop additional characteristics. This development will take place through a commitment to their personal development as coordinated through the Appraisal Cycle.

UP2 and 3 teachers can expect to have Appraisal Objectives that reflect the post threshold standards and also may have these additional characteristics (taken from Advanced Skills Teachers Standards).

1. Be willing to take on a strategic leadership role in developing workplace policies and practice and in promoting collective responsibility for their implementation in their own and other workplaces.
2. Be part of or work closely with leadership teams, taking a leadership role in developing, implementing and evaluating policies and practice in their own and other workplaces that contribute to school improvement.
3. Possess the analytical, interpersonal and organisational skills necessary to work effectively with staff and leadership teams beyond their own school.

Appendix 2:
CONFIDENTIAL APPRAISAL REPORT (reviewing last year's objectives) (Part A)

Appraisal Period 202?/2? REVIEW

<table>
<tr><td colspan="2">Appraisee's name: Appraiser's name:

Current pay scale:_____

For M5 and M6 teachers: Does the appraisee intend to apply for Upper Pay Spine?_</td></tr>
<tr><td colspan="2">Relevant standards against which performance is to be assessed:
Core Teaching Standards and…</td></tr>
<tr><td colspan="2">Assessment of the appraisee's performance against the relevant standards (see Appendix?)</td></tr>
<tr><td>Assessment of appraisee's performance against the specific Appraisal Objectives
1.
2.
3.</td><td>Evidence / supporting information:
1.
2.
3.</td></tr>
<tr><td colspan="2">Identified training and development needs arising from 20?? / 20?? appraisal:</td></tr>
<tr><td colspan="2">Headteacher Use Only: Where relevant, recommendation for pay progression:</td></tr>
</table>

202?/2? CONFIDENTIAL APPRAISAL REPORT (setting new objectives) (Part B)

Objectives for the new appraisal period: 1. 2. 3.	**Reason for choice of Objective:** 1. 2. 3.
Criteria for successful achievement of each objectives: 1. 2. 3.	**Dated actions to support achievement of objectives:** 1. 2. 3.
Staff development / support:	

Signed and dated: **Appraiser:**
Appraisee:

Appendix 3

Review and Classroom Observation Protocol

Introduction

The Trust is committed to ensuring that reviews and observations are focused on improvement, are developmental and support both individuals and school improvement. Those involved in the process will:

- carry out the role with professionalism, integrity and courtesy;
- evaluate objectively;
- report accurately and fairly; and
- respect the confidentiality of the information gained to those involved int leadership and or the review.

In our schools the quality of education will be regularly reviewed as part of quality assurance and evaluation and in order to identify any particular strengths and areas for development.

The amount and type of review reflects and is proportionate to the needs of the department / school area, the teacher and the overall needs of the school.

Purpose of Classroom Observation

Classroom observations and other reviews of standards, help inform the teachers appraisal system to ensure that all teachers have the skills and support they need to carry out their role effectively. Appraisal Information gathered during reviews / observations will be also used, as appropriate, for a variety of purposes including to inform school self-evaluation and school improvement strategies, in line with workload considerations.

Formal reviews will be calendared so that teachers know to expect monitoring or evaluation during those assigned times. Additional reviews (such as a learning walk on a specific theme) may be added during the year, should the need arise, however, they will be calendared wherever possible. If a school wishes to have separately scheduled lesson observations for the sole purpose of performance management, then teachers being observed will be notified of the specific time, class and period in advance. This has become rare practice in our school.

Planned Reviews

The arrangements for review and feedback will be included where practical in the schools self-review calendar, at the commencement of the appraisal period.

Review of Planned Classroom Observation and review

Where evidence emerges about the teacher's performance which gives rise to concern during the appraisal period, further review and monitoring (including lesson observations) may be arranged in addition to those planned at the commencement of the appraisal period. The focus of any additional planned observations will relate to the areas for action identified and how improvement might be achieved. Any revised arrangements for classroom observations should be recorded.

Persons Qualified to carry out Reviews

Classroom observations / Reviews will only be undertaken by persons with QTS. Careful consideration will be given to the choice of person undertaking classroom observation so as to ensure as far as possible that it is a teacher with the appropriate skills to undertake observation and provide constructive oral and written feedback and support in the context of professional dialogue between colleagues (see Feedback below).

Feedback

Oral feedback will be given by the person undertaking the observation as soon as possible after the observation although a written review may follow at a later date, if the observation is part of a wider review. It will be given during directed time in a suitable, private environment.