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## Teacher Appraisal Policy

This policy sets out a framework for a clear and consistent assessment of the overall performance of teachers, including the headteacher. It is also designed to support the development, within the context of the school's plan for improving educational provision and performance, and the standards expected of teachers.

In this policy **text in bold** indicates statutory requirements contained in the Appraisal Regulations 2012 or the School Staffing Regulations.

The Governing Board of Stafford Manor High School will take account of the head teacher's report in its review of the policy. Should the Governing Board wish to make revisions to the policy, the Governing Board will seek to agree such revisions with the recognised Trade Unions.

## 1. Purpose

- 1.1 Revised appraisal arrangements come into force with effect from 1 September 2012. They are set out in the Education (School Teachers' Appraisal) (England) Regulations 2012 (the Appraisal Regulations) which replace the Education (School Teacher Performance Management) (England) Regulations 2006 (the 2006 Regulations). The 2006 Regulations continue to apply to any performance management cycle which is in progress on 1 September 2012.
- 1.2 This policy sets out the framework for a clear and consistent assessment of the overall performance of teachers, including the head teacher, and for supporting their development within the context of the school's plan for improving educational provision and performance to enhance pupil achievement, and the standards expected of teachers.
- 1.3 Appraisal in this school will be a supportive and developmental process designed to ensure that all teachers have the skills and support they need to carry out their role effectively. It will help to ensure that teachers are able to continue to improve their professional practice through high quality CPD and to develop further as teachers.
- 1.4 This 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 (ie NQTs) and those who are subject to performance improvement procedures. The Appraisal process will not be used as a substitute for informal programmes of support or counselling which should precede the initiation of a formal performance improvement procedure.

## 2. The appraisal period

- 2.1 **The appraisal period will run for twelve months** normally from 1<sup>st</sup> October to 30th September.
- 2.2 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.**
- 2.3 There is flexibility to have a longer or shorter appraisal period when teachers begin or end employment with a school or local authority or when unattached teachers change post within the same authority.

## 3. Appointing appraisers

- 3.1 **The headteacher will be appraised by the Governing Board, supported by a suitably skilled and experienced external adviser who has been appointed by the Governing Board for that purpose.**
- 3.2 In this school the task of appraising the head teacher, including the setting of objectives, will be delegated to a sub-group consisting of normally **three members of the Governing Board**. Where a head teacher is of the opinion that any of the governors appointed by the Governing Board is unsuitable to act as his/her appraiser, s/he may submit a written request for that governor to be replaced, stating the reasons for the request.

- 3.3 The headteacher, after consultation, will decide who will appraise the other teachers. All appraisers of teachers other than head teachers will have appropriate, relevant and current teaching experience. All appraisers should have Qualified Teacher Status and the appraiser will receive sufficient and appropriate training before undertaking the role. The appraiser should have equivalent or greater level of responsibility than the teacher he or she is appraising, and normally have line management responsibility. The designated appraiser must conduct all aspects of the review, including pay recommendations of teachers who are eligible. Where it becomes apparent that the appraiser appointed by the head teacher will be absent for the majority of the appraisal cycle, the head teacher may perform those duties him/herself or delegate those duties to another teacher for the duration of the absence.
- 3.4 Where possible, alternative appraisers will be offered to teachers where there is a genuine and valid reason or the appointed appraiser is not available due to long term sickness. This will be confirmed with the appraisee at the beginning of the process. Wherever practicable, an appraiser should ONLY have a maximum of four appraisees.

#### **4. Setting objectives**

- 4.1 Objectives set will be Specific, Measurable, Achievable, Realistic and Time-bound and will be appropriate to the appraisees role and level of experience. Common objectives may be agreed to support school development plans.
- 4.2 **The headteacher's objectives will be set by the Governing Board after consultation with the external adviser** and the headteacher.
- 4.3 **Objectives for each teacher will be set before or as soon as practicable after, the start of each appraisal period.** This will be quality assured by the headteacher
- 4.4 The appraiser and appraisee will seek to agree the objectives but where a joint determination cannot be made the appraiser will make the determination. The appraisee may request moderation and should this be unsuccessful then the appraisee will be given the opportunity to append comments alongside their objectives. Each school must agree its own moderation process. Objectives may be revised by agreement if circumstances change.
- 4.5 **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** and take into account the professional aspirations of staff. Teachers will be given three objectives and TLR holders will have an additional objective linked to their responsibility. The school is committed to achieving work/life balance for all staff.
- 4.6 **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.** Teachers' Standards (July 2011) provide the context in which, through professional discussions, objectives are set, CPD needs identified, success criteria defined and the nature and extent of any required observations planned. The Teachers' Standards should not be used as a checklist but should inform the setting of targets. The Teachers' standards for the career stages at this school are detailed in [Appendix 1](#) – Matrix of Career Progression.
- 4.7 The agreed objectives will contain a description of what success may look like. Where use of numerical targets is appropriate, these will be reasonable, in the circumstances in which the teacher works and it will be recognised that factors outside teachers' control may significantly affect success.

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

## **5. Reviewing performance**

### **5.1 Observation**

- 5.1.1 This school believes that observation of classroom practice and other responsibilities is important both as a way of assessing teachers' performance in order to identify any particular strengths and areas for development they may have and of gaining useful information which can inform school improvement more generally. All observation will be carried out in a supportive fashion and follow the procedure as set out in [Appendix 2.- Classroom Observation Protocol for Appraisal Purposes](#)
- 5.1.2 The amount and type of classroom observation will depend on the individual circumstances of the teacher and the overall needs of the school. The total period for classroom observation arranged for appraisal purposes for any teacher will not exceed three hours per cycle having regard to the individual circumstances of the teacher. There is no requirement to use all of the three hours. The amount of observation for each teacher should reflect, and be proportionate to, the needs of the individual. Classroom observation will be carried out by those with QTS.
- 5.1.3 Teachers (including the head teacher) who have responsibilities outside the classroom should also expect to have their performance of those responsibilities observed and assessed. TLR holders will have an additional target set.
- 5.1.4 In addition to formal observation for appraisal purposes, it is acknowledged that head teachers or other leaders with responsibility for teaching standards are required to evaluate the standards of teaching and to check that high standards of professional performance are established and maintained. Processes and procedures for this are part of a whole school improvement strategy separate and distinct from the appraisal process. However this does not prevent appraisal observations being used for multiple purposes by agreement in order to restrict the number of observations being carried out.

In this school all teachers can expect to receive regular constructive feedback on their performance and are subject to annual appraisal that recognises their strengths, informs plan for their future development and helps to enhance their professional practice.

Decisions regarding pay progression will be made with reference to the teachers' appraisal reports and the pay recommendations they contain. In the case of NQT's, whose appraisal arrangements are different, pay decisions will be made by means of the statutory induction process.

It will be possible to determine that a teacher's pay is not to be progressed without the teacher being managed under a performance improvement process (PIP).

To be fair and transparent, assessments of performance will be properly rooted in evidence. In this school we will ensure fairness by the arrangements detailed in this policy.

The evidence used will be only that available through the appraisal process (Appraisal Targets – appendix 3).

Teachers' appraisal reports will contain pay recommendations. Final decisions about whether or not to accept a pay recommendation will be made by the Governing Board, having regard to the appraisal report and taking into account advice from the senior leadership team.

In this school, teachers on the main pay range will be awarded pay progression following each successful appraisal review.

Reviews will be deemed to be successful unless significant concerns about their performance have been raised in writing with the teacher during the annual appraisal cycle and have not been sufficiently addressed through support provided by the school by the conclusion of that process.

For teachers on the upper pay range, pay progression will be based on two successful consecutive appraisal reviews.

For unqualified teachers on the unqualified teachers' pay range, pay progression will be awarded following each successful appraisal review.

Only in exceptional circumstances will teachers on the Upper Pay Range be awarded a further point on the upper pay range more frequently than at two yearly intervals.

### **Judgements of Performance**

These will be made against the extent to which teachers have met their individual objectives, the teaching standard grade descriptors commensurate with their pay band (i.e. good teacher, accomplished teacher or 'highly competent teacher') and can include reference to how the teacher has, within the school, contributed to and impacted on areas such as pupil progress, wider outcomes for pupils, improvements in specific practice and effectiveness of teachers.

#### **Within Band 1 - M1, M2 & M3**

(see Matrix of Career Progression – Appendix 1)

Teachers will be eligible for a pay increase of one point on the scale if they are judged as to have met their objectives, are assessed as meeting the teaching standard grade descriptors (associated with a Band 1 teacher) and all aspects of observed teaching is assessed as at least good with minimal areas of teaching that 'require improvement'.

#### **Within Band 2 – M4, M5 & M6**

(see Matrix of Career Progression – Appendix 1)

'Highly competent' teachers will be eligible for a pay increase of one point on the scale if they are judged to have met all their objectives, are assessed as fully meeting the teaching standard grade descriptors (associated with Band 2 'accomplished' teacher) and most aspects of observed teaching are assessed as at least good with some outstanding features. No overall grade 3 lessons will be observed. Change to: No observed teaching is assessed as 'requiring improvement'.

#### **Movement from Band 1 to Band 2**

Teachers moving from Band 1 'good teacher' to Band 2 'accomplished teacher' (M3 to M4) will need to have met all their objectives and demonstrate their ability to meet the appropriate teaching standard descriptors for accomplished teacher. The teacher should also have had at least two years successful experience at the Band 1 teacher level.

## **Accelerated Progression**

Teachers will be able to be considered for more rapid progress up the pay range if they exceed all their objectives, fully meet their relevant teaching standard descriptors in all areas and all aspects of their teaching are assessed as outstanding.

Examples of exceeding objectives might include:

- The teacher is making a significant impact on pupil outcomes and/or the effectiveness of other teaching staff.

5.1.5 In the more general monitoring and evaluating of teaching standards concerns may be identified. Any concerns that may arise should be discussed with the teacher.

5.1.6 Written feedback must be provided within five working days by the person who has undertaken the observation who should also be the appraiser.

## **5.2 Development and support**

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

5.2.2 Sufficient time, within directed hours, should be provided to enable the appraiser and appraisee to fulfill their statutory and contractual obligations.

5.2.3 The schools CPD Plan will be informed by the training and development needs identified in appraisees' planning and review statements.

5.2.4 The Governing Body will ensure in the budget planning that, as far as possible, appropriate resources are made available in the school budget for any development and support agreed for and with the appraisee at the planning and review meeting.

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

5.2.6 Teachers should not be held accountable for failing to make good progress towards meeting their performance criteria where the support recorded in the planning statement has not been provided.

## **6. Feedback**

6.1 Teachers will receive constructive feedback on their progress towards the achievement of their appraisal objectives, e.g. following a lesson observation. Feedback should always be given in a supportive context highlighting particular areas of strength as well as any areas that need additional support in order to successfully meet their appraisal objectives. A written record on progress made should be kept of the date and key issues of any feedback and should form part of the appraisal documentation. Should either the appraiser or appraisee identify issues of concern an interim meeting may be called to discuss any support that is necessary to address the concerns.

## 7. Relationship to performance improvement

- 7.1 Schools must not rely solely on the appraisal process as a trigger to consider a performance improvement procedure. Elsewhere this document has described the legitimate need for schools to have a wider knowledge of the quality of teaching within their organisation. The appraisal process should inform that wider knowledge. There must be the recognition that poor performance issues can arise for a variety of reasons including being triggered by work related and non-work related factors. Once a decision has been made to proceed to performance improvement procedures the appraisal process is suspended.
- 7.2 Before embarking on a formal performance improvement procedure, the Chair of Governors (in the case of head teachers) or head teacher (in case of other teachers) must be able to evidence that every aspect of support through the appraisal process and all other avenues has been exhausted and has failed to achieve the required improvements. Where it proves to be necessary to begin a performance improvement procedure with a member of staff, subject to this procedure, a formal meeting should be held to bring the Appraisal process to an end and give notice of the initiation of the performance improvement procedure.
- 7.3 Performance Management and Capabilities processes will be kept separate.

## 8. Annual assessment – Appendix 3 (Appraisal Targets)

- 8.1 **Each teacher's performance will be formally assessed in respect of each appraisal period. In assessing the performance of the head teacher, the Governing Board must consult the external adviser.**
- 8.2 This assessment is the end point to the annual appraisal process, but performance and development priorities may need to be reviewed at an interim meeting. Priorities may need to be reviewed if an appraisee's circumstances or responsibilities change. In such cases a written addition to the planning statement should be made. The appraisee, as previously, should be given the opportunity to add any written comments.
- 8.3 The whole process will have regard to what can be reasonably expected of any teacher in that position given the desirability of the appraisee and appraiser being able to achieve a satisfactory balance between the time required to discharge their professional duties and the time required to pursue their personal interests outside work. Priorities may need to be reviewed if an appraisee's circumstances or responsibilities change. In such cases a written addition to the planning statement should be made. The appraisee, as previously, should be given the opportunity to add any written comments.
- 8.4 **The teacher will receive as soon as practicable following the end of each appraisal period – and have the opportunity to comment in writing on - a written appraisal report.** In this school, teachers will receive their written appraisal reports by 31 October (31 December for the headteacher). **The appraisal report will include:**
- details of the teacher's objectives for the appraisal period in question;
  - **an assessment of the teacher's performance of their role and responsibilities against their objectives and the relevant standards;**
  - **an assessment of the teacher's training and development needs and identification of any action that should be taken to address them;**
  - **a recommendation on pay where that is relevant.** (NB – Pay recommendations need to be made by 31 December for headteachers and by 31 October for other teachers);

- Governing Boards and head teachers will wish to consider how pay recommendations are related to the pay policy of the school (including the appropriate progression and ranges on the leadership pay spine), mindful that recommendations are made by a range of appraisers and that the process must be fair and equitable
- A space for the teacher's own comments.

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

## **9. General Principles underlying this Policy**

### **9.1 Confidentiality**

The appraisal process will be treated with confidentiality. However, the desire for confidentiality does not override the need for the head teacher and Governing Board to quality-assure the operation and effectiveness of the appraisal system.

Quality assurance will be undertaken as part of monitoring and evaluation. This will include a review of all teachers' objectives and appraisal records for consistency, as well as the Governing Board being informed of any pay recommendations that have been made.

### **9.2 Monitoring and Evaluation**

The Governing Body will monitor the operation and outcomes of performance management arrangements.

The head teacher will provide the Governing Board with a written report on the operation of the school's appraisal policy annually. The report will not contain any information which would enable any individual to be identified. The report will include:

- the operation of the appraisal policy;
- the effectiveness of the school's appraisal procedures;
- teachers' training and development needs

### **9.3 Consistency of Treatment and Fairness**

The Governing Board is committed to ensuring that the appraisal process is fair and non-discriminatory. The head teacher's report must confirm that the appraisal process complies with the Equalities Act 2010.

The head teacher 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 protected categories covered by the Equalities Act 2010.

### **9.4 Appeals**

At any point in the appraisal process teachers and head teachers have a right of appeal in respect of application of the policy or any entry in their planning and review statements. The grounds for the appeal will determine the relevant appeal process to be used.

### **9.5 Definitions**

Unless indicated otherwise, all references to "teacher" include the head teacher.

### **9.6 Delegation**

Normal rules apply in respect of the delegation of functions by governing bodies, head teachers and local authorities.

### **9.7 Long Term Absence**



The appraisal process may need to be adjusted if long term sickness absence or maternity leave affects the achievement or progress towards the appraisal objectives, and in such cases a review will take place.

**9.8 Retention**

The Governing Board and head teacher will ensure that all written appraisal records are retained in a secure place for six years and then destroyed. The appraisee should retain his or her own copy for the same period.

**9.9 Access to Documentation**

All staff will have access to documentation relating to school improvement and any other documents and procedures to which this policy relates.

## APPENDIX ONE: MATRIX OF CAREER PROGRESSION

Area	BAND 1 'GOOD TEACHER'			BAND 2 'ACCOMPLISHED TEACHER'			BAND 3 'HIGHLY COMPETENT TEACHER'		
	M1	M2	M3	M4	M5	M6	UPS1	UPS2	UPS3
Professional Practice	<ul style="list-style-type: none"> <li>Teacher seeks support from Line Manager as required</li> <li>All teaching is satisfactory with much good or better</li> </ul>	<ul style="list-style-type: none"> <li>Most teaching is good or better</li> </ul>	<ul style="list-style-type: none"> <li>All teaching is good or better</li> </ul>	<ul style="list-style-type: none"> <li>All teaching is at least good with some features of outstanding</li> <li>All relevant Teaching Standards are implemented independently</li> </ul>	<ul style="list-style-type: none"> <li>All teaching is at least good with some features of outstanding</li> <li>All relevant Teaching Standards are implemented independently</li> </ul>	<ul style="list-style-type: none"> <li>All teaching is at least good with some features of outstanding</li> <li>All relevant Teaching Standards are implemented independently</li> </ul>	<ul style="list-style-type: none"> <li>All teaching is good, much is outstanding</li> <li>Mentor to other staff</li> <li>Acts as a role model of good practice for peer to peer observations</li> <li>Impacts on staff/pupil outcomes beyond own classroom</li> </ul>	<ul style="list-style-type: none"> <li>All teaching is good, much is outstanding</li> <li>Mentor to other staff</li> <li>Acts as a role model of good practice for peer to peer observations</li> <li>Impacts on staff/pupil outcomes beyond own classroom</li> </ul>	<ul style="list-style-type: none"> <li>All teaching is good and vast majority is outstanding</li> <li>Works with SLT to ensure School targets are being delivered</li> <li>School improvement plan objectives are met</li> </ul>
Professional Outcomes	<ul style="list-style-type: none"> <li>Students achieve in line with school expectations (within tolerance)</li> <li>Students in all groups, Pupil Premium in particular, receive clear interventions that lead to good outcomes</li> <li>Data is used to effectively plan sequences of learning</li> </ul>	<ul style="list-style-type: none"> <li>Students achieve in line with school expectations (within tolerance)</li> <li>Students in all groups, Pupil Premium in particular, receive clear interventions that lead to good outcomes</li> <li>Data is used to effectively plan sequences of learning</li> </ul>	<ul style="list-style-type: none"> <li>Students achieve in line with school expectations (within tolerance)</li> <li>Students in all groups, Pupil Premium in particular, receive clear interventions that lead to good outcomes</li> <li>Data is used to effectively plan sequences of learning</li> </ul>	<ul style="list-style-type: none"> <li>Students achieve in line with school expectations and some exceed them (within tolerance)</li> <li>Students in all groups, Pupil Premium in particular, receive clear interventions that lead to good outcomes</li> <li>Data is effectively used to intervene to support progress</li> </ul>	<ul style="list-style-type: none"> <li>Students achieve in line with school expectations and some exceed them (within tolerance)</li> <li>Students in all groups, Pupil Premium in particular, receive clear interventions that lead to good outcomes</li> <li>Data is effectively used to intervene to support progress</li> </ul>	<ul style="list-style-type: none"> <li>Students achieve in line with school expectations and some exceed them (within tolerance)</li> <li>Strong analysis and evaluation of own practice and data is used to positively impact on intervention and outcomes in your classes</li> <li>Students in all groups, Pupil Premium in particular, receive clear interventions that lead to good outcomes</li> </ul>	<ul style="list-style-type: none"> <li>Students achieve in line with school expectations and many exceed them (within tolerance)</li> <li>Analyses and evaluates own practice/data to positively impact on outcomes across the school</li> <li>Students in all groups, Pupil Premium in particular, receive clear interventions that lead to good outcomes</li> </ul>	<ul style="list-style-type: none"> <li>Students achieve in line with school expectations and many exceed them (within tolerance)</li> <li>Analyses and evaluates own practice/data to positively impact on outcomes across the school</li> <li>Students in all groups, Pupil Premium in particular, receive clear interventions that lead to good outcomes</li> </ul>	<ul style="list-style-type: none"> <li>Designs and evaluates innovative practices which impact on outcomes across the school and/or primary feeder schools</li> <li>All students in line with school expectations and a significant proportion exceed them (within tolerance)</li> <li>Students in all groups, Pupil Premium in particular, receive clear interventions that lead to good outcomes</li> </ul>

Professional Relationships	<ul style="list-style-type: none"> <li>Positive relationships are demonstrated with students, parents and colleagues</li> <li>Actively seeks support from colleagues to develop practice</li> </ul>	<ul style="list-style-type: none"> <li>Positive relationships are demonstrated with students, parents and colleagues</li> <li>Actively seeks support from colleagues to develop practice</li> <li>Shares and develops new resources</li> </ul>	<ul style="list-style-type: none"> <li>Positive relationships are demonstrated with students, parents and colleagues</li> <li>Through the independent implementation of the Teaching Standards, staff demonstrate that relationships are securely focussed on improving provision and outcomes</li> <li>Actively seeks support from colleagues to develop practice</li> <li>Collaborates within team to share good practice</li> <li>Shares and develops new resources</li> </ul>	<ul style="list-style-type: none"> <li>Staff demonstrate that professional relationships are strong and contributes to the Faculty Improvement Plan</li> <li>Collaboration with colleagues to share good practice is well developed</li> </ul>	<ul style="list-style-type: none"> <li>Staff demonstrate that professional relationships are strong and lead to excellent provision</li> <li>Collaboration with colleagues to share good practice is well developed</li> </ul>	<ul style="list-style-type: none"> <li>Staff demonstrate that professional relationships are strong and lead to excellent provision</li> <li>Proactively collaborate to share good practice</li> <li>Review Schemes of Work regularly to improve provision</li> <li>Seek opportunities to develop Teaching and Learning opportunities and share good practice</li> </ul>	<ul style="list-style-type: none"> <li>Staff demonstrate that professional relationships are strong and lead to excellent provision</li> <li>Proactively collaborate to share good practice</li> <li>Review Schemes of Work regularly to improve provision</li> </ul>	<ul style="list-style-type: none"> <li>Staff demonstrate that professional relationships are strong and lead to excellent provision</li> <li>Proactively collaborate to share good practice</li> <li>Review Schemes of Work regularly to improve provision</li> </ul>	<ul style="list-style-type: none"> <li>Enables staff to play a productive role in <u>building school-wide</u> teams to improve provision and outcomes across the school and/or primary feeder schools</li> </ul>
Professional Development	<ul style="list-style-type: none"> <li>Identifies (with support) own key development needs</li> <li>Responds positively to advice and feedback</li> </ul>	<ul style="list-style-type: none"> <li>Identifies (with support) own key development needs</li> <li>Responds positively to advice and feedback</li> </ul>	<ul style="list-style-type: none"> <li>Identifies and acts on through self-review key development needs.</li> <li>Practice in improving own practice</li> <li>Strong and accurate self-evaluation is evidenced through appraisal</li> </ul>	<ul style="list-style-type: none"> <li>Identifies and acts on through self-review key development needs</li> <li>Practice in improving own practice</li> <li>Strong and accurate self-evaluation is evidenced through appraisal</li> </ul>	<ul style="list-style-type: none"> <li>Identifies and acts on through self-review key development needs</li> <li>Practice in improving own practice</li> <li>Strong and accurate self-evaluation is evidenced through appraisal</li> </ul>	<ul style="list-style-type: none"> <li>Identifies and acts on through self-review key development needs</li> <li>Fully competent practitioner who explores 'practitioner enquiry' to develop own CPD in either own subject area or for wider school understanding</li> <li>Strong and accurate self-evaluation is evidenced through appraisal</li> </ul>	<ul style="list-style-type: none"> <li>Staff demonstrate that professional relationships are strong and lead to excellent provision</li> <li>Full competent practitioner who explores 'practitioner enquiry' to develop own CPD in either own subject area or for wider school understanding</li> <li>Strong and accurate self-evaluation is evidenced through appraisal</li> </ul>	<ul style="list-style-type: none"> <li>Staff demonstrate that professional relationships are strong and lead to excellent provision</li> <li>Full competent practitioner who explores 'practitioner enquiry' to develop own CPD in either own subject area or for wider school understanding</li> <li>Strong and accurate self-evaluation is evidenced through appraisal</li> </ul>	<ul style="list-style-type: none"> <li>Proactive role in leading professional development of colleagues either across the school or across the primary feeder schools e.g. <ul style="list-style-type: none"> <li>Delivers/ facilitates training programmes e.g. NPQML/Aspiring Leaders.</li> <li>Boys Achievement</li> </ul> </li> </ul>
Professional Conduct	Meets all standards			Meets all standards			Meets all standards		

## **Appendix Two: Classroom Observation Protocol for Appraisal Purposes**

The Governing Body is committed to ensuring that classroom observation is developmental and supportive and that those involved in the process will:

- carry out the role with professionalism, integrity and courtesy;
- evaluate objectively;
- report accurately and fairly;
- respect the confidentiality of the information gained and;
- seek to reach agreement in advance on how classroom observations are to be carried out.

The total period for classroom observation arranged for any teacher, for appraisal purposes, will not exceed three hours per cycle having regard to the individual circumstances of the teacher. There is no requirement to use all of the three hours. The amount of observation for each teacher should reflect and be proportionate to the needs of the individual.

In this school 'proportionate to need' will be determined in keeping with the following principles:

The arrangements for classroom observation will be included in the planning and review statement and will detail the amount of observation, specify its primary purpose, any particular aspects of the teacher's performance which will be assessed, the duration of the observation, when during the appraisal cycle the observation will take place and who will conduct the observation. Prior to the appraisal observation the context of the observation will be confirmed between the appraiser and appraisee.

Where evidence emerges about the appraisee's teaching performance which gives rise to concern during the cycle, classroom observations may be arranged in addition to those recorded at the beginning of the cycle subject to a revision meeting being held.

Information gathered during the observation will be used, as appropriate, for a variety of purposes including informing school self-evaluation and school improvement strategies in accordance with the school's commitment to streamlining data collection and minimising bureaucracy and workload burdens on staff.

In keeping with the commitment to supportive and developmental classroom observation those being observed will be notified in advance. All teachers should be given at least 5 working days' notice of the appraisal observation.


Classroom observations will only be undertaken by persons with QTS. In addition, in this school, classroom observation will only be undertaken by those who have had adequate preparation and the appropriate professional skills to undertake observation and to provide constructive oral and written feedback and support, in the context of professional dialogue between colleagues.

Oral feedback will be given as soon as possible after the observation and no later than the end of the following working day. It will be given during directed time in a suitable, private environment.

Written feedback will be provided within five working days of the observation taking place. If issues emerged from an observation that were not part of the focus of the observation as recorded in the planning and review statement these should also be covered in the written feedback and the appropriate action taken in accordance with the regulations and guidance.

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

### APPENDIX THREE: TEACHER TARGETS 2019-2020: TARGET SETTING PHASE

 <b>Stafford Manor</b> High School	<b>Name:</b>	<b>Pastoral role:</b>	<b>Reviewer:</b>
	<b>Job title in Faculty:</b>	<b>Additional school role:</b>	<b>Career stage:</b>

#### Objective 1. Improving Teaching & Learning: "To plan and teach the curriculum effectively for all learners"

**Target: To ensure teaching is highly effective with observed practice being judged as good and some/much/vast majority is outstanding.**

What success may look like

- What impact will you have?
- What key time point/scales are you working towards?

**Quality of Teaching & Learning judgements** will demonstrate consistent performance at the stated standard. **Lesson planning** will demonstrate appropriate pedagogy that challenges all students to fulfil their potential. High expectations will be demanded evidenced through **scrutiny of students work, student voice, behaviour and achievement data in SIMS. Show My Homework** and attendance to **after school revision sessions** should show consistency in the rates of completion/attendance and setting of appropriate additional work that is relevant and supports the learning taking place in school.

*All delivery should be 'good' throughout the year. A significant proportion of aspects of a lesson should be 'outstanding' through the year. Any tracking data should reflect on improving trends through the year.*

A particular focus on the following aspects of Teaching, Learning & Assessment would be beneficial:

School support identified:

Self-Review: Evidence of impact on staff/learners (review in February – Interim Review - and September 2020).

#### Objective 2. Pupil Achievement: "All pupils to make good progress in their learning"

**Target: To develop assessment practices and procedures to help students embed and use knowledge, or to check understanding, so that this leads to sustained improvements in performance over time.**

What success may look like

- What impact will you have?
- What key time point/scales are you working towards?

**Pupil performance in external examinations** should be in line with school expectations (*national data for subject*) or show strong improving trends in attainment over time. Data also clearly demonstrates that pupils in all groups, **Pupil Premium** in particular, receive clear interventions that lead to good outcomes. **Progress and tracking grids** (departmental and SIMS) should demonstrate that the member of staff has an expert understanding of how data can be used to inform student progress. There should also be clear evidence of regular **reflection on assessment data** and an adjustment in the **planning, organisation (seating plans) and delivery** of lessons to ensure students make expected progress. The effective use of **Assessment for Learning** and evidence of **high quality feedback** (written and verbal) in line with school policy should have a clear impact on student progress. The teacher should have a clear knowledge of the progress of different groups of learners in their class and the **impact of relevant interventions** that have been put in place (using SSPs) to ensure the gaps between different groups of learners are narrowing.

A particular focus on the following aspects of assessment would be beneficial:

School support identified:

Self-Review: Evidence of impact on staff/learners (review in February – Interim Review - and September 2020 with Line Manager)

### **Objective 3. Career Progression Target: (see career matrix/teacher standards)**

#### **Target:**

- |                            |   |
|----------------------------|---|
| What success may look like | <ul style="list-style-type: none"> <li>- What impact will you have?</li> <li>- What key time point/scales are you working towards?</li> </ul> |
|----------------------------|---|

School support identified:

Self-Review: Evidence of impact on staff/learners (review in February – Interim Review - and September 2020 with Line Manager)

### **Objective 4. (TLR responsibility holders only) Leadership & Management: (check against your job description)**

#### **“Ensure that your area of responsibility can demonstrate whole school impact”**

#### **Target:**

<b>School priority and/or New Teaching Standards:</b>	
What success may look like	<ul style="list-style-type: none"> <li>- What impact will you have?</li> <li>- What key time point/scales are you working towards?</li> </ul>
School support identified:	
Self-Review: Evidence of impact on staff/learners (review in February – Interim Review and September 2020 with Line Manager)	

I agree to the targets set out above and believe they are appropriate to the standards and expectations relevant to my career context and pay progression.	
Signed (Appraisee – Member of staff):  Date:	Signed (Appraiser):  Date:
Signed (Headteacher): _____ Date: _____	

## TEACHER APPRAISAL 2019-2020 CYCLE: REVIEW PHASE

### Appraiser's Comments:

Effectiveness of pastoral contribution during this cycle:

Assessment of overall performance over this cycle. "Since the previous annual Review, the following progress has been made ... "

Lesson Observation grades:

	Autumn	Spring	Summer
Teaching			
Behaviour			
Progress			
Overall			

**Areas for development** (to be addressed through Targets for next cycle):



**FOR PROGRESSION WITHIN BAND 1 AND 2**

I am satisfied that this Appraisee has met the appropriate standards and expectations, relevant to their career context, and therefore recommend that they should be considered for pay progression.

Signed by Appraiser: \_\_\_\_\_ Date: \_\_\_\_\_

I am not satisfied that this Appraisee has met the appropriate standards and expectations, relevant to their career context, and therefore recommend that they should not be considered for pay progression.

Signed by Appraiser: \_\_\_\_\_ Date: \_\_\_\_\_

**FOR PROGRESSION WITHIN BAND 3**

	<b>Please tick or sign as requested</b>
The member of staff continues to meet the post Threshold standards?	<b>Yes</b> <input type="checkbox"/> <b>No</b> <input type="checkbox"/>
The teacher has grown professionally over the past year	<b>Yes</b> <input type="checkbox"/> <b>No</b> <input type="checkbox"/>
I have assessed the teacher's performance over the last two years and am satisfied there is demonstrable evidence to show that the relevant standards and expectations have been met.	Recommendation for pay progression 2019. <b>Signature:</b> _____
The teacher has worked towards the next stage for one year only and has made good progress towards the appropriate criteria. He or she will be eligible to be considered for pay progression next year in 2020.	At this stage, recommendation for pay progression in 2020. <b>Signature:</b> _____
	This recommendation has been reviewed and is supported by the Leadership Group. <b>Signature:</b> _____

**FOR BAND 3 TEACHERS**


I am satisfied that this Appraisee has met the appropriate standards and expectations, relevant to their career context.

Signed by Appraiser: \_\_\_\_\_ Date: \_\_\_\_\_

I am not satisfied that this Appraisee has met the appropriate standards and expectations, relevant to their career context.

Signed by Appraiser: \_\_\_\_\_ Date: \_\_\_\_\_

## TEACHER APPRAISAL 2019-2020 CYCLE: CONFIRMATION PHASE

	<b>Name:</b>	<b>Pastoral role:</b>	<b>Reviewer:</b>
	<b>Job title in Faculty:</b>	<b>Additional school role:</b>	<b>Career stage:</b>

Career stage	BAND 1			BAND 2			BAND 3		
Date achieved	M1	M2	M3	M4	M5	M6	UPS1	UPS2	UPS3

*The above grid to be completed by Appraiser after Appraisal*

<p>Signed by (Appraisee – Member of staff) _____</p> <p>Signed by (Appraiser) _____</p> <p>Signed by (Headteacher) _____</p> <p><b>This signed original to go to Mrs Nicholas for standardisation by Headteacher and SLT and secure filing. Hard copies to: Appraisee and member of staff's Line manager (if not Appraiser)</b></p>	<p><b>ADDITIONAL TRAINING NEED IDENTIFIED:</b></p> <p><b>Target:</b></p> <p><b>Training Required:</b></p> <p><b>If training needs have been identified, please send a hard copy of this sheet to the CPD officer.</b></p>
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To be completed if pay progression recommended:

<p>Governors have confirmed the pay progression.</p> <p>Signed (Chair of Governors): _____ Date: _____</p>	<p>The recommendation has been processed.</p> <p>Signed (Finance): _____ Date: _____</p>
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