

Swift Academies

Appraisal Policy

Accepted by: Board of Trustees July 2018

Approving Body: Board of Trustees

Committee: Pay & Appraisal Committee

Review Cycle: 2 years

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Date for next review: October 2025

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1 Purpose

- 1.1 This policy sets out the framework for a clear and consistent assessment of the overall performance of all staff and for supporting their development within the context of the Trust's plan for improving educational provision and performance, and the standards expected of all staff. It also sets out the arrangements that will apply when staff fall below the levels of competence that are expected of them.

2 Application of the Policy

- 2.1 The policy covers appraisal and links to the Capability Policy, except those on contracts of less than one term, those undergoing induction (i.e. Early Career Framework Teachers (ECT's) and those who are subject to the Trust's Capability Policy.
- 2.2 Throughout this policy, unless indicated otherwise, all references to 'teacher' include the Chief Executive Officer, Head Teachers and Heads of School.
- 2.3 Support staff comprise of any members of staff on non-teaching terms and conditions of service and include Administration, Site Staff, Catering Staff, Cleaners and Technicians. This is not an exhaustive list.
- 2.4 Throughout this policy, unless indicated otherwise, all references to Teaching Assistants comprise of Teaching Assistants at all levels.

3.0 Appraisal

- 3.1 Appraisal in this Trust will be a supportive and developmental process designed to ensure that all staff have the skills and support they need to carry out their role effectively. It will help to ensure that employees are able to continue to improve their professional practice.

4.0 The Appraisal Period

- 4.1 The appraisal period will run for twelve months from October 31st 2023 to November 1st 2024 and from October 31st 2024 to November 1st 2025.
- 4.2 The annual audit against national standards for employees will be completed before the appraisal meeting. If the employee prefers, this can be completed at the meeting with the support of their manager.
- 4.3 Employees 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.

5.0 Appointing Appraisers

- 5.1 The Chief Executive Officer will be appraised by the Trustees supported by a suitably skilled and/or experienced external adviser who has been appointed by the Board of Trustees for that purpose.
- 5.2 The task of appraising the Chief Executive Officer, including the setting of objectives, will be delegated to a sub-group consisting of a minimum of three members of the Board of Trustees.
- 5.3 The Chief Executive Officer, Head Teacher and Heads of School will decide who will appraise other teachers. This will normally be:

- The Chief Executive Officer
- Head Teacher
- Head of School
- A member of the senior leadership team
- The teacher with a clear line management overview of a teacher's work
- A teacher(s) specifically identified to undertake appraisal of other teachers in the Academy (normally this will be a teacher with management responsibility)
- Support staff/Teaching Assistants will normally be appraised by their line managers or other suitably trained staff as designated by the senior leadership team.

6.0 Objecting to an Appraiser

Chief Executive Officer

- 6.1 Where the Chief Executive Officer is of the opinion that any of the Trustees appointed by the Board of Trustees is unsuitable for professional reasons to act as his/her appraiser, s/he may submit a written request to the Chair of the Board of Trustees for that Trustee to be replaced, stating those reasons.

All Employees

- 6.2 The choice of appraiser is for the Chief Executive Officer, Head Teacher or Head of School to make. Where an employee is of the opinion that the person delegated the appraiser's duties is unsuitable for professional reason s/he may submit a written request to the Chief Executive Officer, Head Teacher or Head of School for that appraiser to be replaced, stating those reasons. In the event that a written request to change the appraiser is refused or accepted, the employee will receive written notification and both the request and decision will be place in the employee's file.
- 6.3.1 Where it becomes apparent that the appraiser appointed will be absent for the majority of the appraisal cycle, the Chief Executive Officer, Head Teacher or Head of School may perform those duties herself/himself or delegate those duties for the duration of that absence.
- 6.4 If the appraiser who is not the employees line manager, the appraiser to whom she/he delegates those duties will have an appropriate position in the staffing structure, together with the necessary background knowledge, skills and training to undertake the role.
- 6.5 Where an employee is experiencing difficulties the Chief Executive Officer, Head Teacher or Head of School may undertake the role of appraiser. See also section on Employees Experiencing Difficulties.
- 6.6 An appraisal cycle will not begin again in the event of the reviewer being changed.

7.0 Setting objectives

- 7.1 The Chief Executive's objectives will be set by the Board of Trustees after consultation with the external adviser. Objectives will be focused on key school priorities and take account of the relevant standards.
- 7.2 Objectives for each employee including the Chief Executive Officer, will be set before, or as soon as practicable after, the start of each appraisal period. The objectives set for each employee will be linked to the relevant standards, will be Specific, Measurable, Achievable, Realistic and Time-bound and will be appropriate to the employee role and level of experience. The appraiser and appraisee will seek to agree the objectives but, if that is not possible, the appraiser will determine the objectives, and the appraisee may record their comments in writing as an appendix to the appraisal statement. Objectives

should be reviewed and may be revised if circumstances change. Appraiser must take account of an individual employee's circumstances, including any disabilities when agreeing objectives.

- 7.3 The objectives set for each teacher, including the Chief Executive Officer, will, if achieved, contribute to the Trust's plans for improving the educational provision and performance and improving the education of pupils at that school. This link will be made by adherence to the following objectives: pupil progress, departmental/whole school role and identification of appropriate CPD - as a result of each teacher's personal audit.
- 7.4 The objectives set for support staff/Teaching Assistants, although not statutory, will have regard to those standards that have been identified as relevant to their role.
- 7.5 Under normal circumstances employees will have three objectives this includes part-time staff. Teachers with a TLR for a whole area of school responsibility will have a fourth objective specific to this role.

Teachers

- 7.6 If teachers who are found not to be meeting standards at the appropriate level for their career stage by the annual standards audit may be given as many additional objectives as are required to ensure that the most appropriate support can be provided.
- 7.7 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. All teachers will be assessed against the set of standards contained in the document called "Teachers' Standards". Assessments will also be conducted (if appropriate) against:
- Professional Expectations
 - Leadership Skill descriptors
- 7.8 The Chief Executive Officer, Head Teacher and Heads of School will be responsible for ensuring that the appraisal process operates consistently, that objectives are focused on Trust and Academy priorities and that they take account of the standards audit. All objectives will be referred to a nominated member of the Leadership Team prior to the commencement of the cycle of monitoring. Where the aforementioned member of the Leadership Team has concerns about the relevance of the objectives set, these concerns will be discussed with the appraiser. The objectives may require amendment following discussion with the teacher.

Support Staff/Teaching Assistants

- 7.9 Support Staff/Teaching Assistants who are found not to be meeting the relevant standards may be given as many additional objectives as are required to ensure that the most appropriate support can be provided.
- 7.10 In cases where the member of support staff, who are paid on the Teacher's leadership scale performance is causing concern and objectives are not being met, a recommendation may be made to the Pay Committee to consider use of its discretion to award no incremental progression up the pay range until the member of staff's performance improves to an acceptable level.

8.0 Reviewing performance - Teachers

Observation

- 8.1 The Trust believes that observation of classroom and leadership practice 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 by those with QTS.
- 8.2 Detailed arrangements for the observation of classroom and leadership practice are set out in Appendix G.

9.0 Reviewing performance - Support Staff/Teaching Assistants

- 9.1 Appropriate mechanisms will be used to review performance for support staff/Teaching Assistants. The overall approach will include the principles set out above but will need to be relevant to the role. Performance review may include:

- Review of produced work
- Classroom observations of classroom support staff/Teaching Assistants
- Observation in meetings or day to day work
- Peer review
- Discussion and other feedback

Observations

- 9.2 Observation can be an important tool in appraisal for support staff/Teaching Assistants as well as teaching staff. It can:
- Identify strengths of a member of staff
 - Identify areas for development
 - Provide useful information which can inform school improvement
- 9.3 Observation will therefore be used in appraisal of support staff/Teaching Assistants where appropriate, and it will be carried out in a supportive fashion by appraisers who will have a good knowledge of the employee's work. Constructive feedback will be given as part of the appraisal process.

Job Description and Person Specification

- 9.4 It is important that a clear, concise job description is in place. There should be agreement between both parties that this is a fair and accurate reflection of what is required. As part of the appraisal process, changes to the job description may be recommended and agreed.

Occupational Standards

- 9.5 Occupational standards are statements of competence describing good practice and are written to measure performance. There are a range of standards to cover most roles in school; please see the relevant appendices.

Self-Appraisal

- 9.6 Self-appraisal provides an opportunity for support staff/Teaching Assistants to reflect upon their work, to consider positive and negative aspects of it, and to identify development needs. Before the appraisal meeting, each employee should complete their relevant audit document and pass it to their line

manager at least one week before their meeting. This can be used as a tool in the meeting to help agree future objectives and development needs. If the employee prefers, this can be completed at the meeting with the support of their manager.

10.0 Other Evidence

- 10.1 Throughout the year there will be regular analysis of pupil progress, work scrutiny, surveys, scrutiny of planning and evaluation records and records of participation in whole school events and activities.
- 10.2 Non-Learning Support Staff will have their performance assessed in a manner appropriate to their role, this will be defined and agreed at the start of the appraisal cycle.

11.0 Feedback

- 11.1 Employees will receive constructive feedback on their performance throughout the year and as soon as practicable after a lesson observation (if appropriate) has taken place or other evidence is gathered. Feedback will include discussion with the employee and will highlight areas of strength as well as any areas that need attention and will determine any appropriate action required.

Teachers

- 11.2 Where, following the audit against teacher standards or during the review cycle, there are concerns about any aspects of the teacher's performance these will be addressed via Appendix H of this policy.
- 11.3 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.

12.0 Development and support

- 12.1 Appraisal is a supportive process, which will be used to inform continuing professional development. The Trust wishes to encourage a culture in which all employees take responsibility for improving their practice through appropriate professional development. Professional development will be linked to school improvement priorities and to the ongoing professional development needs and priorities of individual employees as detailed in the section on "Setting Objectives" above.

13.0 Employees experiencing difficulties (EED)

- 13.1 When dealing with an employee experiencing difficulties, the objective is to provide support and guidance through the appraisal process in such a way that the employee's performance improves and the problem is, therefore, resolved.
- 13.2 Where it is apparent that an employee's personal circumstances are leading to difficulties at school, support will be offered as soon as possible, without waiting for the formal annual assessment.
- 13.3 If an appraiser identifies through the appraisal process, or via other sources of information, for example parental complaints, that the difficulties experienced by an employee are such that, if not rectified, could lead to capability procedures ; the appraiser, the Chief Executive Officer / Head Teacher / Head of School or a member of the Leadership Team, will, as part of the appraisal process:
 - meet the employee to give clear written feedback about the nature and seriousness of the concerns;
 - give the employee the opportunity to comment on and discuss the concerns;
 - give the employee at least 5 working days' notice that a meeting will be held to discuss targets for

improvement alongside a programme of support, and inform the employee that he/she has the right to be assisted by a representative of an independent trade union or work place colleague, and at any future meetings where capability will be discussed;

- in consultation with the employee at the above meeting, an action plan with support will be established (for example coaching, training, in-class support, mentoring, structured observations, visits to other classes or schools or discussions with advisory teachers), that will help address those specific concerns;
- make clear how progress will be monitored and when it will be reviewed;
- explain the implications and process if no – or insufficient – improvement is made.

13.4 The employee's progress will continue to be monitored as part of the appraisal process and a reasonable time given for the employee's performance to improve. This will depend upon the circumstances, but will usually be for a period of 6 weeks, with appropriate support as agreed in the Action Plan, in order that the aim of recovering and improving performance can be achieved.

13.5 During this monitoring period the employee will be given regular feedback on progress and arrangements will be made to modify the support programme if appropriate.

13.6 If sufficient progress is made such that the employee is performing at a level that indicates that capability procedures are no longer appropriate then the employee should be informed of this at a formal meeting with the appraiser or Chief Executive Officer / Head Teacher / Head of School. Following this meeting the appraisal process will continue as normal.

14.0 Transition to capability

14.1 If the appraiser is not satisfied with progress, as outlined in Section 13, the employee will be notified in writing that the appraisal system will no longer apply and that their performance will be managed under the Trust's capability procedure. This will immediately trigger the commencement of the Trust's formal capability procedure.

15.0 Annual assessment

15.1 Each employee's performance will be formally assessed in respect of each appraisal period. In assessing the performance of the Chief Executive Officer, the Board of Trustees will consult the external adviser.

15.2 This assessment is the end point to the annual appraisal process, but performance and development priorities will be reviewed and addressed on a regular basis throughout the year by means of:

- Learning Walks
- Lesson observations
- Planning and work scrutiny
- Mid-cycle review meeting with appraiser
- Observation/scrutiny of leadership and management activities where appropriate
- Other feedback obtained during the cycle relevant to the employee's overall performance.

15.3 The employee 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. The appraisal report will include:

- details of the employee's objectives for the appraisal period in question;

- an assessment of the employee's performance of their role and responsibilities against their objectives and the relevant standards;
- an assessment of the employee's training and development needs and identification of any action that should be taken to address them;
- employees – a recommendation on pay where that is relevant for support staff paid on the Teacher's Leadership Scale.

- 15.4 The assessment of performance and of training and development needs will inform the planning process for the following appraisal period.
- 15.5 Other than for the Chief Executive Officer, any recommendations on pay will be referred to the Chief Executive Officer before being referred on to the Trustees.

16.0 Appeals

- 16.1 Appraisees have a right of appeal against any of the entries in the written appraisal report.
- 16.2 Details of the appeals process are included within the Trust's Pay Policy.
- 16.3 Where the Chief Executive Officer has not been recommended for pay progression, he/she will be informed by the appropriate Trustee.
- 16.4 The Chief Executive Officer / Head Teacher / Head of School will notify any employee who has not been recommended for pay progression of the date when the Pay Review Committee meets to consider pay recommendations, following which the employee (and Chief Executive Officer if not recommend for pay progression) may exercise the right of appeal, assisted by a companion who may be a colleague, a trade union official or a trade union representative.

17.0 Confidentiality

- 17.1 Access to the written appraisal report will normally be limited to the appraisee, the appraiser, the Chief Executive Officer / Head Teacher / Head of School and / or nominated member of the Leadership Team.

18.0 Equality and consistency

- 18.1 As outlined above, the Chief Executive Officer / Head Teacher / Head of School will have overall responsibility for the quality assurance of the appraisal process across the school. This will include ensuring the consistency and equality of application of the process throughout the Trust. The Chief Executive Officer / Head Teacher / Head of School may delegate responsibility for monitoring consistency and equality of application to the relevant member/s of the Leadership Team.
- 18.2 The Chief Executive Officer will be responsible for reporting annually to the Board of Trustees on any relevant issues, including those of underperformance, arising from the annual review cycle and on any action required to address those issues. The report will enable Trustees to receive an overall general report of the process but will not include specific details relating to individual members of staff.
- 18.3 The Board of Trustees is committed to ensuring that all HR policies are compliant with and promote the equalities agenda. The Trust will operate this policy consistently and in a non-discriminatory way by taking account of any relevant individual circumstances that may impact on the situation, and the "protected characteristics" identified in the Equality Act of;

- Age
- Disability
- Gender Reassignment
- Marriage and civil partnership
- Pregnancy or maternity
- Race, colour, nationality, ethnic or national origin
- Religion or belief
- Sex
- Sexual Orientation

19.0 Retention of statements

- 19.1 The Board of Trustees and Chief Executive Officer will ensure that all written appraisal records are stored in accordance the General Data Protection Regulations 2018 (GDPR) for six years and then destroyed.

Teacher Appraisal Document

Name of Appraisee	
Job title (Department)	
Point on pay spine	
Name of Appraiser	
Date of Initial Meeting to set objectives	

*RAG against the relevant pay Band and highlight each standard against current evidence (Green: secure. Amber: developing. Red: not able to evidence)

Career Stage Expectations	Band 1 (Point 1-3) Main Scale	Band 2 (Point 4-6) Main Scale	Band 3 (Point 7-9) Upper Scale
Professional Practice: teaching and learning	All professional standards at least emerging. 10-21 standards secure All aspects of teaching overtime satisfactory, much good or better Ensure that planning & delivery of lessons ensure differentiation Adapt & support the production of schemes of work with accompanying resources for units of work. Ensure behaviour management strategies are in place to build a positive climate for learning within the classroom which will impact on attainment and progress	Most professional standards developing. Many secure 22-33 All aspects of teaching over time good or better At least 3 years' experience of teaching at KS3 and/or KS4 Support colleagues to ensure that through the sharing of good practice the planning & delivery of lessons enables effective differentiation to take place Develop & produce schemes of work with accompanying resources for units of work. Support colleagues to ensure behaviour management strategies are in place to build a positive climate for learning within the classroom which will impact on attainment and progress	All professional standards secure. Highly competent in all areas Achievements and contributions to the school are substantial and sustained Many aspects of teaching over time are outstanding At least 6 years' experience of teaching at KS3 and/or KS4 Lead & manage colleagues to ensure that through the sharing of good practice the planning & delivery of lessons enables effective differentiation to take place Oversee development & production of whole schemes of work with accompanying resources. Provide support, monitoring, evaluation & oversee the good practice of colleagues. Lead & manage colleagues to ensure behaviour management strategies are in place to build a positive climate for learning within the classroom which will impact on attainment and progress
Professional Outcomes: Pupil progress	With appropriate support from colleagues most pupils progress in line with school expectations Ensure that all available student data is utilised effectively in order to support planning & delivery of teaching & learning Challenging outcomes & objectives set, promote student awareness of targets & ensure that appropriate intervention strategies are put in place to ensure that all pupils optimise their progress.	Majority of pupils' progress in line with school expectations. Some pupils exceed school expectations Support colleagues to ensure that all available student data is utilised effectively in order to support planning & delivery of teaching & learning Support colleagues to set challenging outcomes & objectives, promote student awareness of targets & ensure that appropriate intervention strategies are put in place to ensure that all pupils optimise their progress.	Makes a distinctive contribution to raising pupil standards Significant number of pupil's progress exceeds school expectations Lead & manage systems to ensure that all available student data is utilised effectively in order to support planning & delivery of teaching & learning Lead & manage aspects of targets setting, tracking, intervention & monitoring within the department.
Professional relationships	Positive working relationships with colleague, pupils and parents	Positive working relationship results in good progress by all groups of pupils Evidence of productive sharing of professional practice	Provides coaching and mentoring to other staff members Role model for teaching and learning Plays a proactive role in leading department/ area to improve provision and outcomes
Professional development	Develops professional practice with advice and guidance from colleagues Positive impact is demonstrated in professional practice Demonstrate good subject knowledge and utilise in production of lesson plans & schemes of work	Takes a proactive role in engaging in professional development impacting on teaching expertise Provides a wider contribution to the work of the school beyond their own classroom Demonstrate good subject knowledge and an understanding of regional & national developments & utilise in production of lesson plans & schemes of work	Uses opportunities for professional development. Outcomes effectively improve pupil learning Leads the professional development of others resulting in improved outcomes for pupils Provides a significant and sustained wider contribution to the work of the school beyond their own classroom Lead agenda items at departmental meetings/share subject knowledge/lead on curriculum /syllabus change
Professional conduct	Adheres to Part 2 of Teacher Standards	Adheres to Part 2 of Teacher Standards	Adheres to Part 2 of Teacher Standards

APPRAISAL OBJECTIVES

Objective 1 – Student Progress

It is expected that all teachers will encourage every student to achieve their potential; teachers in conjunction with Subject Leaders/ Heads of Department and Appraisers will set a pupil progress target that a majority of pupils will make positive progress in class/es or subject

Objective:

Agreed action	Timescale

Success criteria:

Mid Cycle Review

Progress to date: Highlight actions and success criteria above against current evidence (Green: on route to pass. Amber: developing. Red: at risk)

Additional support needed:

Revision to objective if applicable:

Date:	Working towards		At risk of not achieving	
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End of Year Review for Objective 1

Success Criteria/Evidence (colour code each success criteria Green: pass. Amber: developing, Red: not passed)

Date:	Passed		Not passed	
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Objective 2 – Academy / Department Improvement Plan Target

Objective:

Agreed action	Timescale

Success criteria:

Mid Cycle Review

Progress to date: Highlight actions and success criteria above against current evidence (Green: on route to pass. Amber: developing. Red: at risk)

Additional support needed:

Revision to objective if applicable:

Date:	Working towards		At risk of not achieving	
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End of Year Review for Objective 2

Success Criteria/Evidence (colour code each success criteria Green: pass. Amber: developing, Red: not passed)

Date:	Passed		Not passed	
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Objective 3 – Developmental target**Objective:**

Agreed action	Timescale

Success criteria:**Mid Cycle Review**

Progress to date: Highlight actions and success criteria above against current evidence (Green: on route to pass. Amber: developing. Red: at risk)

Additional support needed:**Revision to objective if applicable:**

Date:	Working towards		At risk of not achieving	
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End of Year Review for Objective 3

Success Criteria/Evidence (colour code each success criteria Green: pass. Amber: developing, Red: not passed)

Date:	Passed		Not passed	
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PAY RECOMMENDATION (to be completed by Appraiser)

Progression recommended to Band _ Point _ / Progression not recommended. (delete as appropriate)

Outcome of current cycles targets (include previous year for progression to Band 3 Point 7 and above)

_ out of _ targets passed.

Signature:

Print Name:

Date:

To Be Completed by Appraisee

Any additional comments:

I can confirm that I have completed and discussed this form with my Appraiser

Signature:

Print Name:

Date:

Teaching Staff with TLR Appraisal Document

TLR Teacher Appraisal Document

Appendix B

Name of Appraisee	
Job title (Department)	
Point on pay spine	
Name of Appraiser	
Date of Initial Meeting to set objectives	

*RAG against the relevant pay Band and highlight each standard against current evidence (Green: secure. Amber: developing. Red: not able to evidence)

Career Stage Expectations	Band 1 (Point 1-3) Main Scale	Band 2 (Point 4-6) Main Scale	Band 3 (Point 7-9) Upper Scale
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Professional Outcomes: Pupil progress	With appropriate support from colleagues most pupils progress in line with school expectations Ensure that all available student data is utilised effectively in order to support planning & delivery of teaching & learning Challenging outcomes & objectives set, promote student awareness of targets & ensure that appropriate intervention strategies are put in place to ensure that all pupils optimise their progress.	Majority of pupils' progress in line with school expectations. Some pupils exceed school expectations Support colleagues to ensure that all available student data is utilised effectively in order to support planning & delivery of teaching & learning Support colleagues to set challenging outcomes & objectives, promote student awareness of targets & ensure that appropriate intervention strategies are put in place to ensure that all pupils optimise their progress.	Makes a distinctive contribution to raising pupil standards Significant number of pupil's progress exceeds school expectations Lead & manage systems to ensure that all available student data is utilised effectively in order to support planning & delivery of teaching & learning Lead & manage aspects of targets setting, tracking, intervention & monitoring within the department.
Professional relationships	Positive working relationships with colleague, pupils and parents	Positive working relationship results in good progress by all groups of pupils Evidence of productive sharing of professional practice	Provides coaching and mentoring to other staff members Role model for teaching and learning Plays a proactive role in leading department/ area to improve provision and outcomes
Professional development	Develops professional practice with advice and guidance from colleagues Positive impact is demonstrated in professional practice Demonstrate good subject knowledge and utilise in production of lesson plans & schemes of work	Takes a proactive role in engaging in professional development impacting on teaching expertise Provides a wider contribution to the work of the school beyond their own classroom Demonstrate good subject knowledge and an understanding of regional & national developments & utilise in production of lesson plans & schemes of work	Uses opportunities for professional development. Outcomes effectively improve pupil learning Leads the professional development of others resulting in improved outcomes for pupils Provides a significant and sustained wider contribution to the work of the school beyond their own classroom Lead agenda items at departmental meetings/share subject knowledge/lead on curriculum /syllabus change
Professional conduct	Adheres to Part 2 of Teacher Standards	Adheres to Part 2 of Teacher Standards	Adheres to Part 2 of Teacher Standards

APPRAISAL OBJECTIVES

Objective 1 – Student Progress

It is expected that all teachers will encourage every student to achieve their potential; teachers in conjunction with Subject Leaders/ Heads of Department and Appraisers will set a pupil progress target that a majority of pupils will make positive progress in class/es or subject

Objective:

Agreed action	Timescale

Success criteria:

Mid Cycle Review

Progress to date: Highlight actions and success criteria above against current evidence (Green: on route to pass. Amber: developing. Red: at risk)

Additional support needed:

Revision to objective if applicable:

Date:	Working towards		At risk of not achieving	
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End of Year Review for Objective 1

Success Criteria/Evidence (colour code each success criteria Green: pass. Amber: developing, Red: not passed)

Date:	Passed		Not passed	
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Objective 2 – Academy / Department Improvement Plan Target

Objective:

Agreed action	Timescale

Success criteria:

Mid Cycle Review

Progress to date: Highlight actions and success criteria above against current evidence (Green: on route to pass. Amber: developing. Red: at risk)

Additional support needed:

Revision to objective if applicable:

Date:	Working towards		At risk of not achieving	
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End of Year Review for Objective 2

Success Criteria/Evidence (colour code each success criteria Green: pass. Amber: developing, Red: not passed)

Date:	Passed		Not passed	
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Objective 3 – Developmental target

Objective:

Agreed action	Timescale

Success criteria:

Mid Cycle Review

Progress to date: Highlight actions and success criteria above against current evidence (Green: on route to pass. Amber: developing. Red: at risk)

Additional support needed:

Revision to objective if applicable:

Date:	Working towards		At risk of not achieving	
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End of Year Review for Objective 3

Success Criteria/Evidence (colour code each success criteria Green: pass. Amber: developing, Red: not passed)

Date:	Passed		Not passed	
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Objective 4 – TLR target

Objective:

Agreed action	Timescale

Success criteria:

Mid Cycle Review

Progress to date: Highlight actions and success criteria above against current evidence (Green: on route to pass. Amber: developing. Red: at risk)

Additional support needed:

Revision to objective if applicable:

Date:	Working towards		At risk of not achieving	
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End of Year Review for Objective 4

Success Criteria/Evidence (colour code each success criteria Green: pass. Amber: developing, Red: not passed)

Date:	Passed		Not passed	
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PAY RECOMMENDATION (to be completed by Appraiser)

Progression recommended to Band _ Point _ / Progression not recommended. (delete as appropriate)

Outcome of current cycles targets (include previous year for progression to Band 3 Point 7 and above)

_ out of _ targets passed.

Signature:

Print Name:

Date:

To Be Completed by Appraisee

Any additional comments:

I can confirm that I have completed and discussed this form with my Appraiser

Signature:

Print Name:

Date:

Teaching Assistant/member of Student Support Team Appraisal Document

Teaching Assistant / Student Support Appraisal Document

Appendix C

Name of Appraisee	
Job title (Department)	
Point on pay spine	
Name of Appraiser	
Date of Initial Meeting to set objectives	

TEACHING ASSISTANT STANDARDS	Ap'ee RAG	Ap'er RAG	Comments/CPD Recommendation	Mid review	Final review
1. Establish a safe and stimulating environment for pupils, rooted in mutual respect					
2. Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.					
3. Be aware of pupils' capabilities and their prior knowledge, and build on these					
4. Guide pupils to reflect on the progress they have made and their emerging needs					
5. Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching					
6. Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the Teaching Assistant/member of Student Support Team specialist subject					
7. Promote a love of learning and children's intellectual curiosity					
8. Reflect systematically on the effectiveness of approaches					
9. Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively					
10. Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these					
11. 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					
12. Have a clear understanding of the needs of all pupils, including those with SEN; G&T; EAL; and disabilities; and use and evaluate distinctive approaches to engage and support them.					
13. Have clear rules and routines for behaviour, take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's policy					
14. Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly					
15. Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them					
16. Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.					
17. Make a positive contribution to the wider life and ethos of the school					
18. Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support					
19. Take responsibility for improving practice through appropriate professional development, responding to advice and feedback from colleagues					
20. Communicate effectively with parents with regard to pupils' achievements and well-being.					

APPRAISAL OBJECTIVES

Objective 1 – Student Progress

It is expected that all teachers will encourage every student to achieve their potential; teachers in conjunction with Subject Leaders/ Heads of Department and Appraisers will set a pupil progress target that a majority of pupils will make positive progress in class/es or subject

Objective:

Agreed action	Timescale

Success criteria:

Mid Cycle Review

Progress to date: Highlight actions and success criteria above against current evidence (Green: on route to pass. Amber: developing. Red: at risk)

Additional support needed:

Revision to objective if applicable:

Date:	Working towards		At risk of not achieving	
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End of Year Review for Objective 1

Success Criteria/Evidence (colour code each success criteria Green: pass. Amber: developing, Red: not passed)

Date:	Passed		Not passed	
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Objective 2 – Academy / Department Improvement Plan Target

Objective:

Agreed action	Timescale

Success criteria:

Mid Cycle Review

Progress to date: Highlight actions and success criteria above against current evidence (Green: on route to pass. Amber: developing. Red: at risk)

Additional support needed:

Revision to objective if applicable:

Date:	Working towards		At risk of not achieving	
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End of Year Review for Objective 2

Success Criteria/Evidence (colour code each success criteria Green: pass. Amber: developing, Red: not passed)

Date:	Passed		Not passed	
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Objective 3 – Developmental target**Objective:**

Agreed action	Timescale

Success criteria:**Mid Cycle Review**

Progress to date: Highlight actions and success criteria above against current evidence (Green: on route to pass. Amber: developing. Red: at risk)

Additional support needed:**Revision to objective if applicable:**

Date:	Working towards		At risk of not achieving	
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End of Year Review for Objective 3

Success Criteria/Evidence (colour code each success criteria Green: pass. Amber: developing, Red: not passed)

Date:	Passed		Not passed	
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Appraiser

Signature:

Print Name:

Date:

Appraisee

Any additional comments:

I can confirm that I have completed and discussed this form with my Appraiser

Signature:

Print Name:

Date:

Support Staff Appraisal Document

Name of Appraisee	
Job title (Department)	
Point on pay spine	
Name of Appraiser	
Date of Initial Meeting to set objectives	

APPRAISAL OBJECTIVES

Objective 1 – Academy / Department Improvement Plan Target				
Objective:				
Agreed action			Timescale	
Success criteria:				
Mid Cycle Review				
Progress to date: Highlight actions and success criteria above against current evidence (Green: on route to pass. Amber: developing. Red: at risk)				
Additional support needed:				
Revision to objective if applicable:				
Date:	Working towards			At risk of not achieving
End of Year Review for Objective 1				
Success Criteria/Evidence (colour code each success criteria Green: pass. Amber: developing, Red: not passed)				
Date:	Passed			Not passed

Objective 2 – Developmental target**Objective:**

Agreed action	Timescale

Success criteria:**Mid Cycle Review**

Progress to date: Highlight actions and success criteria above against current evidence (Green: on route to pass. Amber: developing. Red: at risk)

Additional support needed:**Revision to objective if applicable:**

Date:	Working towards		At risk of not achieving	
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End of Year Review for Objective 2

Success Criteria/Evidence (colour code each success criteria Green: pass. Amber: developing, Red: not passed)

Date:	Passed		Not passed	
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Appraiser

Signature:

Print Name:

Date:

Appraisee

Any additional comments:

I can confirm that I have completed and discussed this form with my Appraiser

Signature:

Print Name:

Date:

Leadership Appraisal Document

Name of Appraisee	
Job title (Department)	
Point on pay spine	
Name of Appraiser	
Date of Initial Meeting to set objectives	

*RAG against the relevant pay Band and highlight each standard against current evidence (Green: secure. Amber: developing. Red: not able to evidence)

Leadership Professional Skill Descriptors	Band 1 (Point 1-2)	Band 2 (Point 3-4)	Band 3 (Point 5+)
Leadership skills audit	Some leadership standards secure	Most leadership standards secure At least 2 years' experience at leadership level	All leadership standards secure At least 4 years' experience at leadership level
Leading colleagues: Building Teams	Adhere and contribute to the vision and values of the school Lead and manage change across the school Ensure colleagues managed have a clear understanding of school's vision, values and sense of direction Provide constructive feedback to colleagues to aid their professional development via coaching and mentoring Build, lead and manage collaborative teams who share professional practice Provide support actions which address individual, team and school needs	Demonstrates strategic thinking and planning that builds, communicates and carries forward a shared vision Leadership of specific whole school functional area leading to continuous improvement Review progress regularly and effectively to inform future priorities Facilitate the development of leadership teams	Consistently demonstrate strategic thinking and planning that builds, communicates and carries forward a shared vision. Leadership of significant whole school functional area securing positive improvement Have impact that can be evaluated using a range of methods Strengthen succession planning by developing staff leadership skills Collaborate with other schools/ institutions Be quality assured according to the clear and shared standards
Managing Personal Professional Development	Take responsibility for, and actively engage in, on-going professional learning to enhance professional skills and practice Receive and act on feedback to continually develop professional practice Model good practice via personal self-reflection against the relevant professional standards	Lead professional development of staff Distribute management tasks and responsibilities Continually develop own practice by drawing on evidence about effective leadership learning	Lead, manage and evaluate professional development of staff Lead and manage those staff with leadership responsibility Continually develop own practice cultivating own theoretical and practical knowledge
Acting on Evidence	Analyse performance data effectively to identify the necessary intervention Implement, monitor and evaluate intervention strategies	Scrutiny of data to be based on analysis of need Support staff in the use of data to plan teaching and learning with a focus on improving outcomes for all learners Share data to inform decision making and identify priorities	Analysis of needs of pupils and appropriate translation of educational policy and frameworks to meet the needs of pupils Use collated evidence to inform decision making
Developing teaching and learning	Majority of aspects of teaching and learning over time are outstanding Model best practice to develop others Monitor and evaluate the quality of teaching and learning Contribute to the design, development and delivery of the curriculum	Build a culture of collaboration practice and implement strategies to develop priorities Contribute to systems which validate the quality of teaching, learning and assessment Encourage teams of staff to come together to address key areas Lead curriculum development	Be accountable for teaching standards across the school, creating opportunities to develop identified priorities Establish and oversee systems which validate the quality of teaching, learning and assessment Lead, manage and oversee teams of staff addressing key areas Lead, manage and evaluate curriculum development and design
Handling accountability	Be accountable to the Local Governing Body Use data effectively to improve practice Monitor the performance of colleagues, challenge underperformance & implement the necessary support strategies to bring about improvement Respond to feedback from staff, students and parents to ensure effective learning opportunities are provided Demonstrates a clear understanding of the principles and practice of quality assurance systems, including self-evaluation and staff appraisal	Contribute to the development of policy Evaluate performance using clearly defined assessment criteria	Accountable for effective management of resources in a defined area of the school Implement and monitor policy documentation
Managing resources	Manage financial resources effectively to ensure quality assurance Manage human and physical resources effectively ensuring best outcomes and value for money Contribute to the selection and appointment of staff	Take account of legislation and national and local agreements in all aspects of resource management Consider the sustainability implications of resourcing decisions Select and appoint staff	Ensure legislation and national and local agreements are adhered to at all levels Foster collective responsibility for the sustainable, transparent, fair and effective use of resources

APPRAISAL OBJECTIVES

Objective 1 – Student Progress

It is expected that all teachers will encourage every student to achieve their potential; teachers in conjunction with Subject Leaders/ Heads of Department and Appraisers will set a pupil progress target that a majority of pupils will make positive progress in class/es or subject

Objective:

Agreed action	Timescale

Success criteria:

Mid Cycle Review

Progress to date: Highlight actions and success criteria above against current evidence (Green: on route to pass. Amber: developing. Red: at risk)

Additional support needed:

Revision to objective if applicable:

Date:	Working towards		At risk of not achieving	
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End of Year Review for Objective 1

Success Criteria/Evidence (colour code each success criteria Green: pass. Amber: developing, Red: not passed)

Date:	Passed		Not passed	
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Objective 2 – Academy / Department Improvement Plan Target

Objective:

Agreed action	Timescale

Success criteria:

Mid Cycle Review

Progress to date: Highlight actions and success criteria above against current evidence (Green: on route to pass. Amber: developing. Red: at risk)

Additional support needed:

Revision to objective if applicable:

Date:	Working towards		At risk of not achieving	
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End of Year Review for Objective 2

Success Criteria/Evidence (colour code each success criteria Green: pass. Amber: developing, Red: not passed)

Date:	Passed		Not passed	
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Objective 3 – Developmental target**Objective:**

Agreed action	Timescale

Success criteria:**Mid Cycle Review**

Progress to date: Highlight actions and success criteria above against current evidence (Green: on route to pass. Amber: developing. Red: at risk)

Additional support needed:**Revision to objective if applicable:**

Date:	Working towards		At risk of not achieving	
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End of Year Review for Objective 3

Success Criteria/Evidence (colour code each success criteria Green: pass. Amber: developing, Red: not passed)

Date:	Passed		Not passed	
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PAY RECOMMENDATION (to be completed by Appraiser)

Progression recommended to Band _ Point _ / Progression not recommended. (delete as appropriate)

Outcome of current cycles targets (include previous year for progression to Band 3 Point 7 and above)

_ out of _ targets passed.

Signature:

Print Name:

Date:

To Be Completed by Appraisee

Any additional comments:

I can confirm that I have completed and discussed this form with my Appraiser

Signature:

Print Name:

Date:

- C1 The aim of the annual audit against national standards, as required by the regulations, will be to identify – through professional dialogue - the standards, which represent the most appropriate areas for professional development for individual teachers in the forthcoming appraisal cycle. Wherever possible, these audits will take place in the Autumn Term, so that the most helpful professional development appraisal objectives can be identified.
- C2 The 2012 Appraisal Regulations [Para 6 (a)] require Head Teachers “to inform the teacher of the standards against which the teacher’s performance in that appraisal period will be assessed” It follows from this that the school needs to adopt a fair and evidence-based procedure for deciding whether or not standards are met. The Chief Executive Officer/Head Teacher/Head of School has a key role to play in ensuring that judgments are consistent across the school.
- C3 The key stages of the procedure are as follows:
- Time will be provided for teachers to conduct a self-audit (Appendix A) against the National Standards (Preamble, Part 1 and Part 2).
 - Teacher and HOD/nominated Leadership Team person will attend a 45-minute Professional Dialogue meeting. The aim of the meeting will be to agree the standards against which the teacher’s performance will be assessed in the next appraisal cycle. Where the initial audit (or examination of evidence at the Professional Dialogue meeting) results in agreement that all relevant standards are met, the teacher will be free to identify the national standard against which he or she would like to be assessed by means of the professional development objective. Where the initial audit (or examination of evidence at the Professional Dialogue meeting) results in agreement that particular standards are not met, these standards will become those against which the teacher’s performance will be assessed in the next appraisal cycle.
 - If the HOD/nominated Leadership Team person indicates that performance may not be at the level required, teachers will have 1 week to assemble evidence in support of their case.
 - Where teacher and HOD/nominated Leadership Team person cannot reach agreement on whether or not a standard is met, the matter will be referred to the designated Leadership Team members who will meet with the teacher, consider all available evidence, and inform the teacher of their decision
 - A teacher dissatisfied with the Leadership Teams decision will have the right of appeal to the Head Teacher/Head of School in the first instance and then to the Chief Executive Officer.

D1 Formal Lesson Observations.

- D1.1 Teachers (other than those who are part of the National Standards Support Programme (set out in Appendix I) will have a maximum of three formal lesson observations in the course of the school year.
- D1.2 An individual teacher is free to request that all general lesson observations be unannounced
- D1.3 Oral feedback will be given as soon as possible after the end of the lesson (but always on the day of the observation); written feedback will be provided within 5 working days

D2 Other Leadership Visits to Lessons

- D2.1 There will be other occasions in the school year when those with leadership responsibilities are present in lessons for example – learning walks. The principal objective of these visits is to enable leaders to understand for themselves what is going on in classrooms and to identify any ways in which either the curriculum or everyday support procedures can be improved
- D2.2 Because these are not formal lesson observations, no written feedback will be given, and therefore no evidence from them will be used to inform performance review.
- D2.3 If any aspect of classroom practice seen during leadership visits gives cause for concern, the teacher will be informed so that, if necessary, further investigation may be undertaken or additional lesson observations arranged. If this further investigation leads to a decision that a national standard is not met at the appropriate career stage, the special support arrangements set out in Appendix I will apply.

D3 Formal Observation of Leadership Practice

- D3.1 Leaders (other than those who are part of the National Standards Support Programme set out in Appendix I) will have on-going leadership observations in the course of the appraisal period.

- E1 Where national standards are found not to be met at the appropriate career stage, special arrangements will be made to ensure that the appropriate support can be provided. These may include:
- The appointment of a nominated person from the Leadership Team
 - The setting of an appropriate number of additional appraisal objectives above the school norm
 - Additional formal lesson observations, many or all of which may be unannounced
- E2 Where information comes to light in the course of an appraisal cycle that leads the Chief Executive Officer/Head Teacher/Head of School to conclude that national standards are not met at the appropriate career stage expectation level, these new arrangements, including a change of reviewer, will come into force as soon as possible after the decision has been made
- E3 Where national standards are identified as not being met at the appropriate career stage expectation level by either means, appraisal objectives will be action planned to a much shorter timescale – typically one term, but less if the Chief Executive Officer/Head Teacher/Head of School decides the situation warrants this. At the end of each such period, progress will be reviewed – and a decision made on whether:
- To end the support programme and resume normal appraisal arrangements
 - To continue to provide support within appraisal by setting further short-term objectives
 - To suspend appraisal and move immediately into the formal capability procedure.