

**BRYMORE ACADEMY**

**TEACHER APPRAISAL POLICY**

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| **Created by:** Mark Thomas | |
| **Date: August 2014** | |
| **Approved by Local Advisory Board:** | |
| **Review date: August 2015** | |
| **Signature of Chair of Governors** | **Signature of Headteacher** |

**APPRAISING TEACHER PERFORMANCE**

The Governing Body has adopted this policy based on the model produced by Human Resources and following consultation with the recognised teaching unions at County level.

**PURPOSE**

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 professional and personal development within the context of the School Improvement Plan for improving educational provision and performance, and the professional standards expected of teachers.

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

**APPLICATION OF THE APPRAISAL POLICY**

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

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

**THE APPRAISAL PERIOD**

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

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

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

Where a teacher transfers to a new post within Brymore part-way through a cycle, the head teacher or, in the case where the employee is the head teacher, the governing body shall determine whether the cycle shall begin again and whether to change the appraiser.

**APPOINTING APPRAISERS**

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

**Head Teacher**

The head teacher will be appraised by the Governing Body. The Governing Body may appoint an external adviser to provide advice and support in relation to the management and review of the performance of the head teacher. Where appointed the external adviser will have a proven expertise in performance management of head teachers and will have no professional or personal connection with the head teacher.

The task of appraising the head teacher, including the setting of objectives, will be delegated to a sub-group normally consisting of 3 members of the Governing Body.

Where a head teacher is of the opinion that any of the governors appointed by the governing body 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.

**Teachers**

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

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

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

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

**SETTING OBJECTIVES**

The head teacher’s objectives will be set by the appraisal sub-group of the Governing Body after consultation with the external adviser[[1]](#footnote-1) and the head teacher.

Objectives for each teacher will be set before, or as soon as practicable after, the start of each appraisal period. The objectives set will be Specific, Measurable[[2]](#footnote-2), Achievable, Realistic and Time-bound and will be appropriate to the context of the appraisee’s work and their role and level of experience. In setting the objectives, appraisers will have regard to what can reasonably be expected in the context of roles, responsibilities and experience, consistent with the Brymore’s strategy for achieving a work/life balance for all staff.

Objectives will be recorded in the Appraisal Planning and Review Statement (see Annex 2). Appraisees may at any point append their comments alongside their objectives.

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

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.

At Brymore three objectives will be set for teachers.

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

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

Before, or as soon as practicable after, the start of each appraisal period each teacher will be informed of the professional standards against which that teacher’s performance in that appraisal period will be assessed. Teachers will be assessed against the standards contained in the document “Teachers’ Standards” which is replicated in Annex 3. The head teacher or governing body (as appropriate) will need to consider whether certain teachers should also be assessed against other sets of standards published by the Secretary of State or other body that are relevant to them. For those with Qualified Teacher Status (QTS) consideration should be given to the use of the existing Framework of Professional Standards for Post-Threshold Teachers, Excellent Teachers and Advanced Skills Teachers[[3]](#footnote-3) as appropriate, or of any future replacement set of standards approved by the Secretary of State[[4]](#footnote-4). For Qualified Teacher Learning and Skills (QTLS) holders, that may include the overarching professional standards for teachers in the lifelong learning sector, held by the Institute for Learning. The standards against which the teacher will be assessed in the appraisal period will be recorded in the Appraisal Planning and Review Statement.

**REVIEWING PERFORMANCE**

**Observation**

At Brymore the 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 self-evaluation and improvement more generally.

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

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

The effective and efficient operation of the appraisal process requires lesson observation to be a confidential process of constructive engagement within an atmosphere of support and co-operation.

Accordingly, observations will be carried out in a supportive fashion, with professionalism, integrity and courtesy, will be evaluated objectively and reported accurately and fairly and will take account of particular circumstances which may affect performance on the day.

The arrangements for classroom observation will be agreed between appraiser and appraisee in advance, will be included in the Appraisal Planning and Review Statement at the start of the cycle and will include the amount of observation and specify its primary purpose, any particular aspects of the teacher’s performance to be assessed, the duration of the observation, when during the performance management cycle the observation will take place and who will conduct the observation.

For the purposes of appraisal, teachers’ performance will be observed on an appropriate and reasonable number of occasions and will, as far as possible, be agreed by the appraiser with the appraisee based on the individual circumstances of the teacher and the overall needs of the school. The number and duration of appraisal observations will be in accordance with the school’s Classroom Observation and Visits Protocol (attached as Annex 1 to this policy), which includes provision for exceptional circumstances where concerns have been raised about a teacher’s performance, or where the teacher requests additional observation visits.

The appraisee will be given verbal feedback by at least by the end of the next working day and written feedback within 5 working days, unless circumstances make this impossible. For the purpose of professional development, feedback about lesson observations should be developmental, in line with the school’sclassroom observation and visits protocol.

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

The School may use the findings of each classroom visit and observation, including appraisal observations, for other management purposes (for example subject area reviews), thereby seeking to keep the total number of occasions on which teachers are observed to reasonable levels[[5]](#footnote-5).

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

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

**Development and Support**

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

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

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

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

1. the training and support will help the School to achieve its priorities; and
2. the CPD identified is essential for an appraisee to meet their objectives.

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

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

**Feedback**

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

• give clear feedback to the teacher;

• give the teacher the opportunity to comment and discuss the concerns;

• agree any support (eg coaching, mentoring, structured observations), that will be provided to help address developmental needs.

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

**ANNUAL ASSESSMENT**

Each teacher's performance will be formally assessed in respect of each appraisal period. In assessing the performance of the head teacher, the Governing Body may consult the external adviser[[6]](#footnote-6).

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

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

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

* details of the teacher’s objectives for the appraisal period in question;
* an assessment of the teacher’s performance of their role and responsibilities against their objectives, and against 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 **(N.B. – pay recommendations need to be made by 31 December for head teachers and by 31 October for other teachers)***;*
* a space for the teacher’s own comments.

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

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

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

**PAY PROGRESSION**

Where teachers are eligible for pay progression, the recommendation made by the Head Teacher will be based on the assessment of the teacher’s performance against their appraisal objectives, having regard to any specific and significant contextual circumstances which might have impacted upon performance[[7]](#footnote-7), and against the relevant professional standards (see section on **Appointing Appraisers – Teachers** and footnotes 3-5, above, for detail of professional standards applicable to teachers).  The decision made by the relevant decision-making body will be based on the statutory criteria and guidance set out in the School Teachers’ Pay and Conditions Document (STPCD)[[8]](#footnote-8) and the relevant teacher standards.

The Governing Body has agreed the pay policy of the School and has considered the implications of the appraisal policy with respect to the arrangements relating to teachers’ pay in accordance with the School Teachers’ Pay and Conditions Document. The Governing Body will ensure that decisions on pay progression are made by 31 December for head teachers and by 31 October for other teachers.

**APPEALS**

Appraisees have a right of appeal against any of the entries in the written appraisal report. Details of the appeals process are available from the head teacher or from the governing body. Where the head teacher has not been recommended for pay progression he/she will be informed by the appropriate governor. The head teacher will notify any teacher who has not been recommended for pay progression of the date when the governing body meets to consider pay recommendations, following which the teacher (and head teacher when the head has not been 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.

**TEACHERS EXPERIENCING DIFFICULTIES**

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

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

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

* give clear written feedback to the teacher about the nature and seriousness of the concerns;
* give the teacher the opportunity to comment on and discuss the concerns;
* give the teacher at least 5 working days’ notice that a meeting will be held to discuss targets for improvement alongside a programme of support, and inform the teacher 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 teacher 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.

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

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

If no, or insufficient, improvement has been made over this period, the teacher will be invited to a transition meeting to determine whether formal capability proceedings need to be commenced or the appraisal process remains in place. The teacher may be assisted by a trade union representative or work colleague and will have at least 5 working days notice of the meeting. See separate ‘Capability Policy’.

**GENERAL PRINCIPLES UNDERLYING THIS POLICY**

**ACAS Code Of Practice on Disciplinary and Grievance Procedures**

In the first instance, issues relating to teacher performance will be managed through the arrangements for Teachers Experiencing Difficulties set out within this policy.

The conduct of any subsequent formal capability process will be undertaken outside the Appraisal process under the separate Capability Procedure and in accordance with the provisions of the ACAS Code of Practice.

**Consistency of Treatment and Fairness**

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

**Sickness**

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

**Grievances**

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

**Confidentiality & Professional Relationships**

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

The process of gathering evidence for performance review will not compromise normal professional relationships between teachers. The governing body recognises that the reviewer will consult with, and seek to secure the agreement of, the reviewee before seeking information from other colleagues about the work of the reviewee.

However, the desire for confidentiality does not override the need for the head teacher and governing body to quality-assure the operation and effectiveness of the appraisal system. The head teacher or appropriate colleague might, for example, review all teachers’ objectives and written appraisal records personally – to check consistency of approach and expectation between different appraisers. The head teacher might also wish to be aware of any pay recommendations that have been made.

**Monitoring and Evaluation**

The governing body and head teacher will monitor the operation and effectiveness of the School’s appraisal arrangements.

The head teacher will provide the governing body with a written report on the operation of the School’s appraisal and capability policies annually. The report will not identify any individual by name.[[9]](#footnote-9)

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

* Race
* Sex
* Sexual Orientation
* Disability
* Religion and Beliefs
* Age
* Part-time Status
* Maternity and Pregnancy

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

**Retention**

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

**APPENDIX 1**

**CLASSROOM OBSERVATION PROTOCOL**

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

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

**Classroom observation for appraisal purposes**

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

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

At Brymore ‘proportionate to need’ and ‘the overall needs of the School’ are determined by the Governing Body on the advice of the Headteacher and in consultation with staff. The Governing Body has determined that three observations for appraisal purposes for each teacher in each annual cycle would meet the needs of the School and the appraisal process. We consider that each observation should be no longer than one lesson.

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

Where evidence emerges about the appraisee’s teaching performance which gives rise to concern during the appraisal cycle, the Teachers experiencing difficulties protocol will be used to provide the required support.

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

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

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

Verbal feedback will be given as soon as possible after the observationand by at least the end of the next working day following the observation taking place. It will be given during directed time in a suitable, private environment. Written feedback will be provided within five working days of the observation taking place.

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

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

**Other classroom visits by leaders**

The head teacher will seek to discharge his/her responsibility for monitoring the quality of teaching and learning and other leadership responsibilities through the planned classroom observations for appraisal purposes. However the headteacher and other leaders may undertake other classroom visitsin order to fulfil their leadership responsibilities. Such visits will be of no more than 20 minutes in duration[[10]](#footnote-10)

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

**APPENDIX 2**

**Brymore School Appraisal Policy: Planning and Review Statement**

**CONFIDENTIAL**

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| Appraisee’s Name: | Appraiser’s Name: |

**1. Appraisal review for cycle just ended:**

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

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| Assessment against Teachers Standards and any other relevant Professional Standards[[11]](#footnote-11) |

**2. Planning statement for next cycle**

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| Objectives and targets for next cycle including any relevant whole School/year/team/department objectives (including any professional standards against which progress is planned) |

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| Arrangments for and focus of planned classroom observation: |

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| Support/CPD required for each objective: |

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| Timescale for completion: |

Appraisee Signature …………………………………………………………………………

Appraiser Signature ………………………………………………………………………….

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| Appraisee comments: |
| **To be completed by Head Teacher**  Recommendation for pay progression (where appraisee is eligible): | |

**Training and Development Appendix**

A copy of this Appendix will be sent to the CPD co-ordinator/Deputy Headteacher (Teaching and Learning.)

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| Training and Development needs to support each objective: |
| Action to be taken and by whom: |

Appraisee Signature …………………………………………………………………………

Appraiser Signature ………………………………………………………………………….

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| Appraisee comments: |

**APPENDIX 3**

**YEAR: REVIEWER: TEACHER EXPERIENCE**

**Teachers Name: Job title: 1 – 3 4 – 6 6+ (years)**

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| **APPRAISAL CRITERIA** |

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| **Part one – Teaching** | **EVIDENCE** | **Notes** |
| **Set high expectations that inspire, motivate and challenge students**  1a. Establish a safe and stimulating environment for students, rooted in mutual respect.  1b. Set goals that stretch and challenge students of all backgrounds, abilities and dispositions.  1c. Demonstrate consistently the positive attitudes, values and behaviour which are expected of students. | Student voice (supported by formal and informal classroom based evidence) shows positive student feedback on the quality of learning and teaching received and the modelling of expected attitudes and behaviours with good relationships  existing.  **(1a, 1c, 2b,2c, 2e, 3a, 4a, 4b, 4c, 5a, 5c, 5d, 6b, 6d)**  Evidence in planning and target setting (student and teacher planners, Progress Data and SIS, Key Stage 4 Year 11 class targets etc) shows that students, relative  to prior performance, are being expected to  perform at the level expected of at least the top 25% of students nationally. **(1b, 2a, 2b, 2d, 3b, 4a, 6b)**  Evidence that outcomes achieved by different groups of students are not significantly different **(1b, 2a, 2c, 4a, 4d, 6a-d) (**Progress data, exam results).  Evidence of providing positive and targeted  support for students with particular needs in  planning and classroom based evidence. **(1b, 2b, 2c, 4c, 5a, 5d) (**IEPs, lesson plans, G & T provision, student voice, work scrutiny,  differentiated teaching materials, modules of  work). |  |

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| **APPRAISAL CRITERIA** |

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| **STANDARD** | **EVIDENCE** | **Notes** |
| **Promote good progress and outcomes by students**  2a. Be accountable for student attainment, progress and outcomes.  2b. Plan teaching to build on student’s capabilities and prior knowledge.  2c. Guide students to reflect on the progress they have made and their emerging needs.  2d. Demonstrate knowledge and understanding of how students learn and how this impacts on teaching.  2e. Encourage students to take a responsible and conscientious attitude to their own work and study  **Demonstrate good subject and curriculum knowledge**  3a. Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain students’ interest in the subject and address misunderstandings.  3b. Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship. | Evidence of attainment and progress where students  achieve well relative to their prior attainment and make  progress as good as or better than national rates. **(2a, 5d, 6b, 6c, 6d)** (Progress data, Exam results)  Lesson planning shows evidence of differentiation,  continuity and progression. **(1b, 2a, 2b, 2c, 3b, 5a, 5d, 6c)**  (SOW, lesson plans, lesson observations)  Evidence that marking and feedback to students on their work is diagnostic and thorough, guides them in making the next improvement step and that students have responded to this feedback. **(1b, 1c, 2b, 3c, 6a, 6b, 6d) (**work scrutiny, student voice, lesson plans/observations, mark books/spreadsheets)  Able to provide evidence of reflection on CPD opportunities in the last 12 months and how that has influenced or changed practice in the classroom. **(2d, 3a, 3b, 4a, 4e)**  **(**Performance management/CPD files)  Evidence that Prep is consistently set. **(1b, 2a, 2b, 4c) (**Marking record, lesson planning/observations, student planners, shared resources)  Demonstrate knowledge and understanding of  developments in the subject requirements and courses. **(2d, 3a, 3b, 3c,3d,3e, 4d) (**CPD record/examinations work/KS4 outcomes/student voice/lesson observations**)**  Evidence of high levels of engagement and effective classroom management seen through consistent adherence to the School behaviour policy and few persistent challenging behaviours in lessons.**(1a-c, 2b, 2e, 3a, 4a, 4b, 5a, 5b, 7a-d) (**lesson observations—formal and informal/on call referrals/behaviour data/students voice) |  |
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| **APPRAISAL CRITERIA** | | |

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| **STANDARD** | **EVIDENCE** | **Notes** |
| 3c. Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher’s specialist subject.  3d. If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics.  3e. If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.  **Plan and teach well structured lessons**  4a. Impart knowledge and develop understanding through effective use of lesson time.  4b. Promote a love of learning and children’s intellectual curiosity.  4c. Set Extended Study/Prep and plan other out-of-class activities to consolidate and extend the knowledge and understanding students have acquired.  4d. Reflect systematically on the effectiveness of lessons and approaches to teaching.  4e. Contribute to the design and provision of an engaging curriculum within the relevant subject area(s). | Evidence of effective next steps in  books. **(1b, 2c, 2d, 4d)**Demonstrate  significantly broad knowledge for the level of  teaching required (work scrutiny/student  books/portfolios/student voice/lesson observations)  Lesson observations and work scrutiny  provides evidence of high challenge in  learning. **(1a, 1b, 2b, 2e, 4a, 4b, 4c)**  Prep records testify to appropriate and challenging tasks being consistently set.  **(2e,3c, 4c)**  Evidence of self-evaluation by the teacher  relating to learning activities/lesson time  (teacher planner & student voice)). **(4d)**  Evidence of effective contribution to the development of quality SOW/teaching materials/learning activities. **(Not just TLR posts) (2b, 3a, 3b, 4d, 4e, 5a-d) (**minutes of meetings/CPD log) |  |
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| **APPRAISAL CRITERIA** | | |

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| **STANDARD** | **EVIDENCE** | **Notes** |
| **Adapting teaching to respond to the strengths and needs of all students**  5a. Know when and how to differentiate appropriately, using approaches which enable students to be taught effectively.  5b. Have a secure understanding of how a range of factors can inhibit student’s ability to learn, and how best to overcome these.  5c. Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support students’ education at different stages of development.  5d. Have a clear understanding of the needs of all students; including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them. | Evidence in lesson planning to show  individual needs are being planned for in  evidence based provision. **(1b, 2b, 5a, 5b,**  **5c)**  A safe and secure learning environment is  established including ground rules and good  learning habits.  Students are greeted/welcomed, seating plans are appropriate, praise and encouragements are used.  Positive relationships are established with  students. **(1a, 2e, 5c, 5d, 7a-d) (**lesson  observations and drop-ins, student voice, behaviour logs, seating plans)  Classroom based practice shows evidence of  effective response to additional individual  needs, i.e. PSP and IEP . **(1b, 2a, 2b, 5a-**  **d)** (lesson observations formal and  informal/student voice/ progress data  for groups of students/KS4 outcomes) |  |
| **APPRAISAL CRITERIA** | | |

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| **STANDARD** | **EVIDENCE** | **Notes** |
| 6a. Know when and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements.  6b. Make use of formative assessment and summative assessment to secure students progress.  6c. Use relevant data to monitor progress, set targets, and plan subsequent lessons.  6d. Give students regular feedback, both orally and through accurate marking and encourage students to respond to the feedback. | Teaching Assistants are deployed effectively  to support individuals with specific needs.  **(5a, 8c) (**formal and informal lesson  observations)  Examiner coursework moderation reports  demonstrate accurate marking in previous  year. **(6a-d)**  Internal moderation demonstrates accurate  marking currently. **(6a-d)**  Controlled assessments are conducted  correctly and in line with School policy and  marked accurately. Students are adequately  prepared for external assessment  components. **(6a-d)**  Evidence of frequent milestone assessments  being carried out and marks recorded and  reported. **(6a-d)** (Recorded data)  Assessment information is used to inform next steps for lessons, marking and feedback. Accurate assessment data demonstrates students are making progress within the key stage. **(2a, 6a-d) (**SIMS and other records, student voice, Teacher’s records**).** |  |

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| **APPRAISAL CRITERIA** |

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| **STANDARD** | **EVIDENCE** | **Notes** |
| **Manage behaviour effectively to ensure a good and safe learning environment**  7a have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the School, in accordance with the School’s behaviour policy  7b have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly  7c manage classes effectively, using approaches which are appropriate to students’ needs in order to involve and motivate them  7d maintain good relationships with students, exercise appropriate authority, and act decisively when necessary. | Engagement in B4L practices as required to help develop and foster positive relationships with students. (**7a-d**)  Lesson observations/plans demonstrate that planning meets the behaviour needs of the class. (**7a-d)** (seating plans)  Observations—formal and informal testify to role modelling, consistency in use of School systems.  Student voice is positive in terms of behaviour management.  Behaviour logs illustrate positive behaviour.  Positive behaviour of individuals, teaching and tutor groups  Evidence of rewards systems being well used to foster positive behaviour.(merits/postcards etc). |  |

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| **STANDARD** | **EVIDENCE** | **Notes** |
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| **Fulfil wider professional duties**  8a make a positive contribution to the wider life and ethos of the School  8b develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support  8c deploy support staff effectively  8d take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues  8e communicate effectively with parents/carers with regard to students’ achievements and well-being | Demonstrate a willingness to support extra-curricular activities and support evening/weekend activities. (**8a**) (Extra curricular programme/visits etc)  Engage in non-judgemental peer lesson observation and sharing good practice. (**8b, 8d**)  Participating actively in the appraisal process, which identifies strengths and area for development based on critical self evaluation. (**8d**)  Prepare accurate written reports and meet deadlines (**8e)**  Prepare well for parents consultation (**8e**) and receive positive feedback (parents voice, student voice.  Teaching space reflects best practice in creating an environment conducive to learning.  Leads/participates actively in wider School contribution—i.e. staff groups, G & T provision, planning curriculum INSET days, staff meetings/other events.  **APPRAISAL CRITERIA** |  |
| **STANDARD**  **Personal and Professional Conduct**  Demonstrate consistently high standards of personal and professional conduct. Uphold public trust in the profession and maintain high standards of ethics and behaviour within and outside the School by;  9a treating students with dignity, building relationships in mutual respect and observing proper boundaries.  9b having regard for the need to safeguard students well-being in accordance with statutory provisions  9c showing tolerance and respect for the rights of others  9d not undermining fundamental British values, including democracy, rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs  9e ensuring that personal beliefs are not expressed in ways which exploit students vulnerability or might lead them to break the law.  9f have proper and professional regard for the ethos, policies and practices of the School, and maintain high standards in their own attendance and punctuality  9g have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities. | **EVIDENCE**  Lesson observations, SLT monitoring. Engagement in B4L strategies. Student/parent voice  Completion of Brymore safeguarding training. Completion of written safeguarding referrals where appropriate.  Student voice.  Lesson observations, SLT monitoring, student voice, behaviour logs **(9c,9d,9e)**  Evidence collected throughout the appraisal process. **(9f,g)**  Attendance record. | **Notes** |

1. Where an external adviser has been appointed. [↑](#footnote-ref-1)
2. Where an objective is measurable due regard should be paid to the reasonableness of any numerical targets identified. [↑](#footnote-ref-2)
3. The Framework of Professional Standards for Post-Threshold Teachers, Excellent Teachers and Advanced Skills Teachers is set out in Annex 1 of Section 2 of the School Teachers’ Pay and Conditions Document 2011 [↑](#footnote-ref-3)
4. The current Framework may be replaced in due course by the proposed Master Teacher standards; [↑](#footnote-ref-4)
5. Likewise any findings from classroom visits by leaders that might be relevant to and supportive of a teacher’s professional development should be fed back to appraiser and appraisee as soon as possible after the classroom visit has taken place, to inform the appraisal process. [↑](#footnote-ref-5)
6. Where an external adviser has been appointed. [↑](#footnote-ref-6)
7. For example, a sudden in-year influx of students whose first language is not English [↑](#footnote-ref-7)
8. [↑](#footnote-ref-8)
9. [↑](#footnote-ref-9)
10. Unless the leader is requested to stay by the Teacher to provide support. [↑](#footnote-ref-10)
11. See Appraisal Policy for reference to other relevant Professional Standards [↑](#footnote-ref-11)