



# **ST JOHN'S CHURCH OF ENGLAND ACADEMY**

## **APPRAISAL POLICY**

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September 2014  
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Body: Autumn 2014**

**Date of Next Review: September  
2015**

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**The St John's Church of England Academy Trust adopted this policy on -**

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**It will review it in the Summer Term 2014 if substantial changes to the policy are intended then the normal consultation process will be adhered to.**

## **1 Purpose**

- 1.1 This policy sets out the framework for a clear and consistent assessment of the overall performance of teachers, including the head teacher/s, and for supporting their development within the context of St John's Church of England Academy plan for improving educational provision and performance, and the standards expected of teachers. It also sets out the arrangements that will apply when teachers fall below the levels of competence that are expected of them.

## **2 Application of the policy**

- 2.1 The policy covers appraisal and applies to the head teacher/s and to all teachers employed by St John's Church of England Academy, except those on contracts of less than one term, those undergoing induction (i.e. NQTs) and those who are subject to the academy's capability policy.
- 2.2 Throughout this policy, unless indicated otherwise, all references to 'teacher' include the head teacher/s.

## **3.0 Teacher Appraisal**

- 3.0.1 Appraisal in St John's Church of England Academy 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.

### **3.1 The appraisal period**

#### **3.1.1 Teachers Standards Part One**

Each teacher's performance should be assessed against the Teachers' Standards to a level that is consistent with what should reasonably be expected of that teacher, given their current role and level of experience. The three stages described by DfE (NQT, mid-career and more experienced practitioners) are not

rigid career stages, but examples of different levels of experience that teachers might have. Schools will naturally have higher expectations of their experienced teachers than they will of their NQTs.

- 3.1.2 The appraisal period will run for twelve months from 1 September to 31 August. The appraiser will be responsible for conducting an audit (Appendix A) against Part One of the national standards by no later than 30 September in each appraisal period.

There is no requirement to record detailed assessments against each of the Teachers' standards and bullets.

Should a teacher wish to complete their own audit against the standards self audit sheets are attached at (Appendix A and B) however it is important to note that this is a **voluntary** exercise as there is no statutory requirement for a teacher to complete a self-audit against the standards. See Appendix C for Procedure for Conducting National Standard Audits.

- 3.1.3 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.

## **3.2 Appointing appraisers**

- 3.2.1 The head teacher will be appraised by the Board of Directors, supported by a suitably skilled and experienced external adviser who has been appointed by the Academy Trust for that purpose.
- 3.2.2 In this Academy Trust the task of appraising the head teacher including the setting of objectives, will be delegated to a sub-group consisting of three Directors of the Academy Trust. They will be advised by the external Adviser.
- 3.2.3 The head teacher will decide who will appraise other teachers. In this Academy Trust, this will normally be list those who will act as appraisers.

## **3.3 Objecting to an appraiser**

### **Head Teacher**

- 3.3.1 Where the head teacher is of the opinion that any of the governors appointed by the Board of Directors is unsuitable for professional reasons to act as his/her appraiser, s/he may submit a written request for that governor to be replaced, stating those reasons.

## **3.4 Teachers**

- 3.4.1 The choice of appraiser is for the Head teacher to make. Where a teacher is of the opinion that the person to whom the head teacher has delegated the appraiser's duties is unsuitable for professional reasons s/he may submit a written request to the head teacher for that appraiser to be replaced, stating those reasons.
- 3.4.2 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.
- 3.4.3 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.
- 3.4.4 Where a teacher is experiencing difficulties and the head teacher is not the appraiser, the head teacher may undertake the role of appraiser. See also section on Teachers Experiencing Difficulties.
- 3.4.5 An appraisal cycle will not begin again in the event of the reviewer being changed

### **3.5 Setting objectives**

- 3.5.1 The, head teacher's objectives will be set by the Board of Directors after consultation with the external adviser. Objectives will be focused on key school priorities and take account of the relevant head teacher standards [and Leadership Skill Descriptors \(Appendix E\)](#).
- 3.5.2 Objectives for each teacher, including the head teacher will be set before, or as soon as practicable after, the start of each appraisal period. The objectives set for each teacher will be linked to the relevant standards, will be Specific, Measurable, Achievable, Realistic and Time-bound and will be appropriate to the teacher's role and level of experience [and the Professional Skill Descriptor for Teachers \(Appendix F\)](#). The appraiser and teacher will seek to agree the objectives but, if that is not possible, the appraiser will determine the objectives, and the teacher may record their comments in writing as an appendix to the appraisal statement. Objectives should be reviewed and may be revised if circumstances change.
- 3.5.3 The objectives set for each teacher, including the head teacher, will, if achieved, contribute to the school's plans for improving the school's educational provision and performance and improving the education of pupils at the academy.

- *Whole Academy*

- *Teaching and Learning*
- *Teacher specific according to role and responsibility*

3.5.4 Under normal circumstances teachers will have a maximum of 3 objectives. However, teachers who are found not to be meeting standards 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.

3.5.5 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" published in July 2011. The head teacher or governing body (as appropriate) will need to consider whether certain teachers should be assessed against other sets of standards published by the Secretary of State or other body that are relevant to them. For QTLS holders, that may include the overarching professional standards for teachers in the lifelong learning sector, held by the Learning and Skills Improvement Service.

3.5.6 The head teacher will be responsible for ensuring that the appraisal process operates consistently, that objectives are focused on school priorities and that they take account of the standards audit. All objectives will be referred to the head teacher prior to the commencement of the cycle of monitoring. Where the head teacher, 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.

### **3.6 Reviewing performance**

#### **3.6.1 Observation**

3.6.2 This school 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.

#### **Formal Lesson Observation**

- Teachers (other than those who are part of the National Standards Support Programme set out in Appendix D) will have up to a maximum of three hours of lesson observations in the course of the appraisal cycle.
- Oral feedback will be given as soon as possible after the end of the lesson and by no later than the end of the working day; written feedback will be provided within 5 working days

## **Formal Observation of Leadership practice**

- Leaders (other than those who are part of the National Standards Support Programme set out in Appendix D) will have up to three hours of leadership observations in the course of the appraisal cycle.

## **Voluntary Request for additional observations – teacher experiencing difficulties**

Teachers experiencing difficulties can if they wish as part of the appropriate support offered during this stage of the appraisal process voluntarily request additional classroom observations.

### **3.7 Other Evidence**

- 3.7.1 Where it is agreed for performance management purposes other evidence may be used to support the appraisal process such as analysis of pupil progress, work scrutiny, surveys, scrutiny of planning and evaluation records and participation in whole academy life (in line with an individual's job description) this will be highlighted in the performance management planning document.

### **3.8 Feedback**

- 3.8.1 Teachers will receive constructive feedback on their performance throughout the year and as soon as practicable after observation has taken place or other evidence has come to light. Feedback will include discussion with the teacher, will highlight particular areas of strength as well as any areas that need attention and will determine any appropriate action required.
- 3.8.2 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 D of this policy.

### **3.9 Development and support**

- 3.9.1 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. Professional development will be linked to school improvement priorities and to the ongoing professional development needs and priorities of individual teachers as detailed in the section on "Setting Objectives" above.

3.9.2 Teachers should not be held accountable for failing to make good progress towards meeting their performance criteria or overall assessment against the relevant standards where the support recorded in the planning statement has not been provided

#### **4.0 Teachers experiencing difficulties**

4.1 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.

4.2 Where it is apparent that a teacher's personal circumstances are leading to difficulties at school, support will be offered as soon as possible, without waiting for the formal annual assessment.

4.3 If an appraiser identifies through the appraisal process, or via other sources of information, 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 linked to their appraisal, 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.

4.4 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 period of no more than 12 weeks, 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.



4.5 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.

## **5.0 Transition to capability**

5.1 If the appraiser is not satisfied with progress, the teacher will be notified in writing that the appraisal system will no longer apply and that their performance will be managed under the Academy's capability procedure. This will immediately trigger the commencement of the Academy's capability procedure.

## **6.0 Annual assessment**

6.1 Each teacher's performance will be formally assessed in respect of each appraisal period. In assessing the performance of the head teacher, the Board of Directors will consult the external adviser.

6.2 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

- 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 teacher's overall performance.

6.3 The teacher will receive as soon as practicable following the end of each appraisal period and have the opportunity to comment in writing on a written appraisal report.

The appraisal report will include:

- details of the teacher's objectives for the appraisal period in question;
- an assessment of the teacher's performance of their role and responsibilities against their objectives and the relevant standards;
- an assessment of the teacher's training and development needs and identification of any action that should be taken to address them;

- a recommendation on pay where that is relevant. (N.B –pay recommendations need to be made by 31<sup>st</sup> December for head teachers and by 31<sup>st</sup> October for and Heads of school and other teachers)

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

6.5 Other than for the head teacher, any recommendations on pay will be referred to the head teacher before being referred on to the Board of Directors.

## **7.0 Appeals**

7.1 Appraisees have a right of appeal against any of the entries in the written appraisal report. 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 Board of Directors 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.

Details of the appeal process are covered in the academy' pay policy.

## **8.0 Confidentiality**

8.1 Access to the written appraisal report will normally be limited to the appraisee, the appraiser, the head teacher and / or nominated member of the senior management team.

## **9.0 Equality and consistency**

9.1 As outlined in paragraph 3.4.6 above, the head teacher 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 school. The head teacher may delegate responsibility for monitoring consistency and equality of application to a teacher member of the senior management team.

9.2 The head teacher will be responsible for reporting annually to the Board of Directors 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 governors to receive an overall general report of the process but will not include specific details relating to individual members of staff.

9.3 The Board of Directors is committed to ensuring consistency of treatment and fairness and will abide by all relevant equality legislation including making any reasonable adjustments.

#### **10.0 Retention of statements**

10.1 The Academy Trust will ensure that all written appraisal records are retained in a secure place for six years and then destroyed.

Appendix A – National Standards

CONFIDENTIAL

TEACHERS’ STANDARDS AUDIT  
AND PROFESSIONAL DEVELOPMENT OBJECTIVE PLANNER

NAME..... PAY POINT..... DATE.....

Standard	+*	-*
<p><b>1.1. Set high expectations which inspire, motivate and challenge pupils</b></p> <ol style="list-style-type: none"> <li>1. Establish a safe and stimulating environment for pupils, rooted in mutual respect</li> <li>2. Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions</li> <li>3. Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils</li> </ol>		
<p><b>1.2. Promote good progress and outcomes by pupils</b></p> <ol style="list-style-type: none"> <li>1. Be accountable for pupils’ attainment, progress and outcomes</li> <li>2. Plan teaching to build on pupils’ capabilities and prior knowledge</li> <li>3. Guide pupils to reflect on the progress they have made and their emerging needs</li> <li>4. Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching</li> <li>5. Encourage pupils to take a responsible and conscientious attitude to their own work and study</li> </ol>		
<p><b>1.3. Demonstrate good subject and curriculum knowledge</b></p> <ol style="list-style-type: none"> <li>1. Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils’ interest in the subject and address misunderstandings</li> <li>2. Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship</li> </ol>		

\*+ area where you may be able to help others; - area where you may need help from others

Standard	+	-
<p><b>1.3 (cont'd)</b></p> <ol style="list-style-type: none"> <li>3. Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject</li> <li>4. If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics</li> <li>5. If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies</li> </ol>		
<p><b>1.4. Plan and teach well structured lessons</b></p> <ol style="list-style-type: none"> <li>1. Impart knowledge and develop understanding through effective use of lesson time</li> <li>2. Promote a love of learning and children's intellectual curiosity</li> <li>3. Set homework and plan out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired</li> <li>4. Reflect systematically on the effectiveness of lessons and approaches to teaching</li> <li>5. Contribute to the design and provision of an engaging curriculum within the relevant subject area(s)</li> </ol>		
<p><b>1.5. Adapt teaching to respond to the strengths and needs of all pupils</b></p> <ol style="list-style-type: none"> <li>1. Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively</li> <li>2. Have a secure understanding of how a range of factors can inhibit pupils' ability to learn and how best to overcome these</li> <li>3. Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development</li> <li>4. Have a clear understanding of the needs of all pupils, including those with special educational needs; those with 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</li> </ol>		

\*+ area where you may be able to help others; - area where you may need help from others

Standard	+	-
<p><b>1.6. Make accurate and productive use of assessment</b></p> <ol style="list-style-type: none"> <li>1. Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements</li> <li>2. Make use of formative and summative assessment to secure pupils' progress</li> <li>3. Use relevant data to monitor progress, set targets, and plan subsequent lessons</li> <li>4. Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback</li> </ol>		
<p><b>1.7 Manage behaviour effectively to ensure a good and safe learning environment</b></p> <ol style="list-style-type: none"> <li>1. Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy</li> <li>2. Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly</li> <li>3. Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them</li> <li>4. Maintain good relationships with pupils, exercise appropriate authority and act decisively where necessary</li> </ol>		
<p><b>1.8 Fulfil wider professional responsibilities</b></p> <ol style="list-style-type: none"> <li>1. Make a positive contribution to the wider life and ethos of the school</li> <li>2. Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support</li> <li>3. Deploy support staff effectively</li> <li>4. Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues</li> <li>5. Communicate effectively with parents with regard to pupils' achievements and well-being</li> </ol>		

\*+ area where you may be able to help others; - area where you may need help from others

<p><b>Part 2 Personal and Professional Conduct</b>  The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career</p>	+**	-**
<p><b>2.1.</b> Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:</p> <ol style="list-style-type: none"> <li>1. Treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position</li> <li>2. Having regard to the need to safeguard pupils' well-being, in accordance with statutory provisions</li> <li>3. Showing tolerance of and respect for the rights of others</li> <li>4. Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs</li> <li>5. Ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law</li> </ol> <p><b>2.2</b> Teachers must have a proper and professional regard for the ethos, policies and practice of the school in which they teach, and maintain high standards in their own attendance and punctuality</p> <p><b>2.3</b> Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities</p>		
<p><b>Preamble</b></p>	+**	-**
<ul style="list-style-type: none"> <li>• Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge; keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils</li> </ul>		

\*\* + performance in line with expectations - performance may be below expectations

**Appendix B – National Standards Career Stage Expectations  
ST JOHN'S CHURCH OF ENGLAND ACADEMY TRUST NATIONAL STANDARDS AUDIT**

Confidential  
Name  
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**INITIAL ASSESSMENT**

Pay Point

Date

Self/School Assessment

Professional Area	Relevant Standards	Pay Point				Self/School Assessment			Standards For Professional Dialogue
		M2	M4	M6	UPS 1	UPS 3	+	-	
<b>PROFESSIONAL PRACTICE</b>	1.1(1);1.2(2,3,5) 1.3(1,3) 1.4(1,2,3) 1.5 all 1.6 (1) 1.7 (1,2,3) 1.8 (3) 2.1 (2,4) Preamble								
<b>PROFESSIONAL OUTCOMES</b>	1.1(2) 1.2(1,2,3) 1.5(1) 1.6 (3,4) Preamble								
<b>PROFESSIONAL RELATIONSHIPS</b>	1.1(1) 1.6(4) 1.7(4) 1.8(2,3,5) 2.1 (1,3,4) Preamble								
<b>PROFESSIONAL DEVELOPMENT</b>	1.2(4,5) 1.3(1,2,4,5) 1.4(5) 1.5(2,3,4) 1.6(1) 1.8(4) 2.1(2) 2.3 Preamble								
<b>PROFESSIONAL CONDUCT</b>	1.1(3) 1.7(1) 1.8(1) 2.1(all) 2.2 2.3 Preamble								

+ Performance may exceed career stage expectations - Performance may be below career stage expectations



## **Appendix C – Procedure for Conducting National Standards Audits**

- 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 Summer Term, so that the most helpful professional development performance management objectives can be identified – and any necessary arrangements made – in good time for the new school year.
- 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 head teacher 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:
- Should a teacher wish to conduct a self-audit against the National Standards time will be provided for this (Preamble, Part 1 and Part 2). Appendix A and B can be used for this purpose but are not mandatory.
  - Each teacher’s appraiser paired with the head teacher/appropriate senior leadership team member will conduct an audit against the standards. Wherever this pair indicates that performance may not be at the level required, it will need to be in a position to back this up by reference either to written evidence previously shared with the teacher suggesting a standard is not met or to a lack of evidence allowing a judgment to be made.
  - The audits where a self-audit has been undertaken will then be exchanged or just the appraiser audit will be given to the teacher where no self-audit has been undertaken. At least a week will be allowed for the teacher to assemble any necessary evidence
  - Teacher and appraiser will then 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

- Where teacher and appraiser cannot reach agreement on whether or not a standard is met, the matter will be referred to the head teacher, who will meet with the teacher, consider all available evidence, and inform the teacher of his or her decision
- A teacher dissatisfied with the head teacher's decision will have the right of appeal to governors under existing procedures.

## **Appendix D: Provision of Additional Support Where National Standards Are Not Met – (National Standards Support Programme)**

- D1 Where national standards are not being met to a level that is consistent with what should reasonably be expected of that teacher, given their current role and level of experience special arrangements will be made to ensure that the appropriate support can be provided. These may include:
- The appointment of a reviewer from the senior leadership team
  - The setting of an appropriate number of additional appraisal objectives above the school norm
  - Agreed additional formal lesson observations, some of which may be unannounced.
- D2. Where national standards are not being met to a level that is consistent with what should reasonably be expected, appraisal objectives will be action planned to a much shorter timescale – typically one term, but less if the head teacher 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 capability procedure.

## Appendix E – Professional Skill Descriptors for Teachers

Name

Pay Point

Date

Self/School Assessment

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Professional Area	Relevant Standards	Band 1 TEACHER			Band 2 ACCOMPLISHED TEACHER			Band 3 EXPERT TEACHER		
		M1	M2	M3	M4	M5	M6	U1	U2	U3
<b>PROFESSIONAL PRACTICE</b>	1.1(1);1.2(2,3,5) 1.3 (1,3) 1.4(1,2,3) 1.5 all 1.6 (1) 1.7 (1,2,3) 1.8 (3) 2.1 (2,4) Preamble	Many – but not all – aspects of teaching over time are good.	Most aspects of teaching over time are good.	All aspects of teaching good over time.	All aspects of teaching over time are good some elements of outstanding.	All teaching good over time with many outstanding elements.	All teaching good overtime with some outstanding.	All teaching good some teaching over time is outstanding.	All teaching good many lessons over time are outstanding.	All teaching good most lessons over time are outstanding.
<b>PROFESSIONAL OUTCOMES</b>	1.1(2) 1.2(1,2,3) 1.5(1) 1.6 (3,4) Preamble	Many pupils progress in line with school expectations.	Most pupils progress in line with school expectations.	Almost all pupils progress in line with school expectations.	Almost all pupils progress in line with school expectations some exceed them.			Significant numbers of pupils exceed school expectations		
<b>PROFESSIONAL RELATIONSHIPS</b>	1.1(1) 1.6(4) 1.7(4) 1.8(2,3,5) 2.1 (1,3,4) Preamble	Positive working relationships established with pupils, colleagues, parents & where appropriate external agencies.	Positive working relationships established with pupils, colleagues, parents and where appropriate external agencies.	These positive relationships are focussed on improving outcomes for pupils.	Professional relationships result in almost all groups of pupils making good progress by the productive sharing of professional practice with others.	Professional relationships result in almost all groups of pupils making good progress by the productive sharing of professional practice with others.		Plays a proactive role in building key stage or cross school teams to improve provision and outcomes.	Plays a proactive role in leading the professional development of colleagues across the school.	Plays a proactive role in leading the professional development of colleagues across the school's.

Professional Area	Relevant Standards	Band 1 TEACHER			Band 2 ACCOMPLISHED TEACHER			Band 3 EXPERT TEACHER		
		M1	M2	M3	M4	M5	M6	U1	U2	U3
<b>PROFESSIONAL DEVELOPMENT</b>	1.2(4,5) 1.3(1,2,4,5) 1.4(5) 1.5(2,3,4) 1.6(1) 1.8(4) 2.1(2) 2.3 Preamble	Develops professional practice in line with advice from more experienced colleagues	Develops professional practice in line with advice from more experienced colleagues.	Beginning to take a proactive role in accessing relevant support and professional development from colleagues.	Takes a proactive role in identifying areas for professional development, accessing advice and adapting practice	Beginning to develop the skills to be a professional practitioner able to keep up to date with changes and adapt practice accordingly.	Fully competent practitioner able to keep up to date with changes and adapt practice accordingly.	Proactively leads the professional development of others in a way which leads to improved outcomes for pupils	Proactively leads the professional development of others in a way which leads to improved outcomes for pupils across school.	Proactively leads the professional development of others in a way which leads to improved outcomes for pupils across school's
<b>PROFESSIONAL CONDUCT</b>	1.1(3) 1.7(1) 1.8(1) 2.1(all) 2.2 2.3 Preamble	Meets the standards for professional conduct set out in the Teachers' Standards			Meets the standards for professional conduct set out in the Teachers' Standards			Meets the standards for professional conduct set out in the Teachers' Standards		

## Appendix F – Professional Skill Descriptor for Leadership.

<b>LEADERSHIP PROFESSIONAL SKILLS LEVEL DESCRIPTORS</b>			
	<b>Band 1 LEADER (Points 1 and 2)</b>	<b>Band 2 ACCOMPLISHED LEADER (Points 3 and 4)</b>	<b>Band 3 EXPERT LEADER (Point 5 and for HT's 6 and 7)</b>
	Provides effective overall leadership; may require support in one or two areas while adapting to new role	Provides good leadership in all areas and some outstanding	Provides leadership which is good in all areas and outstanding in most
<b>STANDARDS</b>			
<b>Leading Colleagues, Building Teams</b>			
<i>Build a vision and communicate clear purpose and sense of direction (S4)</i>			
<i>Model the vision and values of the school (S5)</i>			
<i>Anticipate, lead and manage change (S6)</i>			
<i>Inspire, challenge, motivate and empower others to reach challenging outcomes (S8)</i>			
<i>Give feedback and provide support to improve performance (S36)</i>			
<i>Develop a culture of learning and continuous professional development (S37)</i>			
<i>Celebrate achievement and acknowledge excellence (S10)</i>			
<b>Managing Personal Professional Development</b>			
<i>Receive and act on feedback to build on strengths and improve personal performance (S39)</i>			
<b>Acting on Evidence</b>			
<i>Manage and use performance data (S17)</i>			
<i>Evaluate, review and develop systems and structures (S23)</i>			
<i>Think strategically, analytically and creatively (S1)</i>			
<i>Use research to support and challenge practice (S7)</i>			

<b>Develop Teaching and Learning</b>			
<i>Design, develop and deliver the curriculum (S12)</i>			
<i>Use developmental models for teaching and learning (S15)</i>			
<i>Create flexible and comprehensive learning opportunities for all pupils (S19)</i>			
<i>Develop and use effective assessment and moderation systems (S22)</i>			
<i>Achieve the best possible learning outcomes for all (S14)</i>			
<i>Capitalise on appropriate sources of external support and expertise (S20)</i>			
<b>Handling Accountability</b>			
<i>Work strategically with the governing body (S9)</i>			
<i>Hold people to account and challenge underperformance (S37)</i>			
<i>Consult, engage and communicate with staff, pupils, parents and carers to enhance children's learning (S46)</i>			
<i>Negotiate and manage conflict, providing appropriate support (S35)</i>			
<b>Managing Resources</b>			
<i>Manage the school's financial, human and physical resources (S24)</i>			
<i>Create a working environment which takes account of workload and work-life balance (S30)</i>			