

Teacher Appraisal

Guidance to support best practice

June 2022

Dear Colleague

This guidance should be read in accordance with the Teacher Appraisal policy.

The appraisal process is a thorough yet supportive and developmental process which assists teachers in improving their performance by concentrating on key objectives. It will include open and honest discussions between you and your line manager/headteacher.

Performance will be assessed against the relevant professional standards including the statutory Teacher Standards and objectives will reflect a level commensurate with your experience, role and the relevant stage of your career. Your appraiser will be required to use their professional judgment in assessing your performance against these standards however as your career develops you will be expected to extend the depth and breadth of knowledge, skill and understanding that you demonstrate in meeting the standards appropriate to the role that you are fulfilling and the context in which you are working.

The Trust has continued to make a temporary amendment to the performance management process in 2022 to take account of the COVID-19 pandemic. When reviewing objectives your headteacher will only consider what could reasonably have been achieved during the previous year taking account of school closures, remote working and self-isolation.

Appropriate self-evaluation, reflection and professional development activity is critical to improving practice at all levels.

In order to ensure that the performance management systems are fair and objective the schools will apply for the following principles:

- All appraisers should be appropriately experienced and trained in appraisal procedures and will have QTS
- Objectives will be set in consultation with teachers and should be clearly defined, with appraisers and appraisees clear what success will look like and how progress will be measured
- Assessment protocols should be established to include evidence from lesson observations, discussion with pupils, scrutiny of work and relevant school data:
- Observation for appraisal will be planned, with sufficient notice given and a clear focus linked to agreed objectives
- Feedback should be given swiftly after any monitoring/observation
- Implication of insufficient progress will be clearly explained to the teacher

- Where concerns are raised the teacher will receive appropriate support as part of the appraisal process. The support to be offered will be agreed in advance and may include classroom observation alongside other support for example additional training and visits to other classes
- The school is committed to ensuring that appraisal and capability procedures are used in such a way as to avoid discrimination, with monitoring for equality purposes.

The school development plan overview is attached.

The appraisal meeting will be held by 31 October and will consist of the following:

- Reflecting on past practice, successes and challenges
- Forming a judgement against the performance criteria for the last 12 months and measuring against the Teacher standards based on your teaching experience - see career stage expectations
- Discussing future needs for yourself and your pupils and agreeing CSMART objectives using Teacher Standards and performance criteria
- Agreeing relevant CPD/development activity
- Agreeing the assessment process and feedback and monitoring of progress.

Schools can either use/adapt the forms attached at Appendix B,C and D of this document or manage the performance cycle through Perspective digital tool.

1. The Planning, Mid-year and Review Meetings

The appraisal cycle will start each September and will conclude at the end of the Academic year. Appraisal meetings will take place before 31 October each year and pay decisions will be backdated to 1 September.

Schools will either:

- hold one planning and review meeting at the beginning of the academic year in order to review performance over the previous year agreeing any pay recommendations and to set objectives for the coming year, or
- hold a target setting meeting in September with a separate review meeting towards the end of the academic year to review performance and make any pay recommendations.

The Planning Meeting

The planning stage of the meeting sets the scene for the year ahead. It is the opportunity to:

1. Identify areas for development and how these will be met
2. Identify professional development needs/CPD
3. Agree new CSMART objectives for the year

Objectives set will be CSMART

- C Challenging
- S Specific
- M Measurable
- A Attainable
- R Relevant
- T Time Bound

Objectives should be fair and equitable when judged across employees with similar roles and responsibilities.

They need to reflect the Teacher standards/post threshold standards and further guidance is attached at Appendix A. Appraisal objectives will reflect your current experience and role in the school and your responsibilities will be greater and more challenging as you **progress up the pay scales** and become more experienced or have an additional Teaching and Learning responsibility.

The Mid-year review

Teachers should have a mid-year review to discuss progression against objectives and identify any areas for development (See Appendix C).

The Review Meeting

The review stage of the meeting is to give you the opportunity to reflect on the previous year and:

1. Review your role and job description
2. Recognise strengths and achievements
3. Review actions agreed during the previous year
4. Discuss areas that have not been as successful and why
5. Consider whether previous objectives have been met/exceeded
6. Consider the extent to which the teacher standards have been evident within performance during the last year
7. Consider relevant evidence to support decisions including observations

Further information is attached Appendix A to help teachers to prepare for the appraisal review meeting.

2. Following the review meeting

The appraiser will complete the appraisal summary at Appendix C and pass to you for signature and your comments. Alternatively, this will be completed on Perspective giving you an opportunity to respond.

By 31 October at the latest **this will be finalised and you will receive a record of the overall performance assessment and pay recommendation.** This cannot be amended unless you lodge a grievance that this did not reflect the discussions held at the planning and review meeting.

3. Pay Progression

Please refer to the Model Policy for Appraising Teacher Performance.

You will be eligible for annual performance pay progression through the appraisal process when you:

- 1) have demonstrated sustained performance in meeting the relevant teaching standards, throughout the assessment period;
- 2) have been assessed as meeting the requirements of your job description/job role;
- 3) meet your individual performance management objectives; consideration will be given where factors beyond your control have impacted on your ability to meet objectives;
- 4) have demonstrated a personal responsibility for identifying your CPD needs.

4. Upper Pay Scale

Any qualified teacher can apply to be paid on the upper pay scale.

If you are applying to be paid on the upper pay scale or to progress through the upper pay scale, you will be required to meet the criteria set out in the STPCD 2022 that

- You are highly competent in all elements of the relevant standards and
- your achievements and contribution to the school are substantial and sustained.

You will also need to demonstrate that;

- you can evidence high level teaching, learning and assessment, over a sustained period on the basis of observations in lessons; discussions with pupils; scrutiny of pupils' progress data, including learning in books;
- you have demonstrated over a sustained period an ability to support pupils to make expected or more than expected progress in line with current national benchmarks;
- you have consistently taken responsibility for identifying and meeting your own professional development needs and used your learning to improve your own practice and pupils' learning;
- you have demonstrated that you have made an impact on the school beyond your own class/group(s) over a sustained period. This may include:
 - demonstrating an ability to coach, mentor, advise and demonstrate best practice to, other teachers to enable them to improve their teaching practice;
 - contributing to policy and practice which has improved teaching and learning across the school;

5. Protocols and guidance on Assessment of Professional Practice

Observing you in the classroom is one part of your continuing professional development leading to improvements in the quality of teaching and learning across the school. Classroom observations of teachers will only be undertaken by persons with QTS, who have had adequate preparation and the appropriate professional skills and training to undertake observation and to provide constructive oral and written feedback and support. Assessment will:

- Contribute towards formal appraisal of progress/professional development
- Evidence a triangulated view of teacher performance based on lesson observations, drop-ins, work sampling, discussions with pupils alongside their work, and data consistent with individual school policies.
- Contribute to professional support and development in coach/learner contexts
- Help inform decisions relating to overall performance and school self-evaluation.

Protocol for Lesson Observations

Lesson observations for the purpose of performance management process will be used to reflect appraisal objectives and the framework of professional standards.

Lesson observations will be no less than 30 minutes and their duration will be agreed between the teacher and observer in advance of the lesson. The observer should encourage open dialogue, should link findings to standards and should agree a course of action.

Preparation for the observation

Prior to the observation consider the following points:

- What I want to get out of being observed?
- What I expect the feedback to cover?
- How much time should the observation take?
- What am I going to do and what will happen through the lesson?
- What is the link with my CSMART objectives?
- What the observer should see if things are going well?

Other forms of additional monitoring may include learning walks or drop in visits to classes. Notice should be given of additional observations but depending on the particular circumstances, it may not be practicable to provide teachers with specific advance notice of monitoring activities that are carried out for purposes other than appraisal. The number and duration of lesson observations and other monitoring activities will be for the head teacher to determine but except in exceptional circumstances should not exceed 3 per academic year. Feedback will always be given to the teacher immediately after each drop-in/observation or at the latest by the end of the school day.

Formal monitoring

To ensure consistency of approach the appraiser will complete a standard monitoring form. The appraiser will record practice and judgement and will engage with pupils.

After the monitoring event

Oral feedback will be given as soon as possible after any monitoring event and no later than the end of the following working day. It will be given in a suitable, private environment. Written feedback will normally be provided within five working days of the monitoring taking place. If issues emerged that were not part of the focus of the monitoring event as recorded in the planning and review statement these should also be covered in the written feedback and the appropriate action taken. The written record of feedback also includes the date on which monitoring took place and the lesson/task assessed. The appraisee has the right to append written comments on the feedback document.

The appraiser should feedback following the framework below:

- Share findings – Invite a response to the findings, listen to and answer questions, enable the teacher to see lessons objectively
- Relate findings to relevant standards – emphasise where standards are met, link evidence to where there is a shortfall
- Agree areas for development

The ethos of this school encourages open communication and trust. The headteacher has a duty to evaluate the standards of teaching and to ensure that proper standards of performance are maintained throughout the school.

Appendix A

Preparing for appraisal review meeting – Self-reflection prior to the appraisal meeting

Preparation for the appraisal meeting should be carried out in accordance with the School's appraisal policy.

Prior to the meeting consider the pre-appraisal meeting template which can be used as an aide memoire to help you prepare for your appraisal meeting. It should be used as appropriate for you and some areas may not be relevant.

Pre-Appraisal Meeting Template - Teacher Self Review

What have your successes been over the past year in relation to the following (as appropriate to role/impact and current objectives):	Notes/Evidence/Dates
<p>Pupils?</p> <ul style="list-style-type: none">- standards/attainment- progress including key groups e.g. pupil premium/SEN- learning and social behaviour- attendance- contributions	
<p>Curriculum development?</p> <ul style="list-style-type: none">- developed / improved resources- understanding and implementation of the national curriculum (particular subject strengths, including foundation subjects)- increased personal knowledge- use of assessment procedures including those linked to the national curriculum- Demonstrate knowledge of assessment without levels- professional use of ICT skills- contribution to wider curriculum	
<p>Support for wider aspects of school life?</p> <ul style="list-style-type: none">- more efficient systems/processes introduced	

What have your successes been over the past year in relation to the following (as appropriate to role/impact and current objectives):	Notes/Evidence/Dates
<ul style="list-style-type: none"> - contributed to policy development - member of a working/project group? 	
<p>Support for other staff/ team members and impact?</p> <ul style="list-style-type: none"> - shared new knowledge or skills - built significant relationships - mentored/coached other colleagues 	
<p>What learning or development opportunities have you experienced over the year and its impact?</p> <ul style="list-style-type: none"> - professional learning courses/networks/events - shadowing colleagues - peer reviews - learning from observation - reading / internet research 	
<p>What areas do you feel you need to focus on in the coming year (and what support/professional learning do you need)?</p> <ul style="list-style-type: none"> • Pupils? • Curriculum? • School? • Team? • Personal development? 	
<p>Are there any additional individual circumstances in the previous year that may have impacted on your ability to meet your objectives?</p>	

For planning for the next 12 months:

1. Is my job description relevant to my future role – what are my priorities?
2. What are the school improvement priorities in the year ahead and how does my role link to these?
3. What could be my proposed objectives to develop my professional attributes i.e. subject, teaching and subject teaching knowledge?
4. Are they CSMART?
5. What will I need to do to achieve my objectives?
6. What support/CPD opportunities will help me in achieving my objectives?
7. What evidence will I need to produce so that I can exemplify my achievements
8. Consider the following Teacher Standards – can I demonstrate that I have met them?

Teacher Professional Standards

In order to meet the standards, you will need to demonstrate that your practice is consistent with the definition set out in the Preamble, and that you have met the standards in both Part 1 and Part 2. **Examples of career stage expectations can be found [here](#)**

Preamble

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, teaching and subject teaching 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.

	Teacher Professional Standards	Have I met/exceeded this standard? Can you provide evidence?
1.	<u>Part 1</u> Set high expectations which inspire, motivate and challenge pupils	
2.	Promote good progress and outcomes by pupils	
3.	Demonstrate good subject and curriculum knowledge	
4.	Plan and teach well-structured lessons	
5.	Adapt teaching to respond to the strengths and needs of all pupils	

6.	Make accurate and productive use of assessment	
7.	Manage behaviour effectively to ensure a good and safe learning environment	
8.	Fulfil wider professional responsibilities	
	<p><u>Part 2 - Personal and Professional conduct</u> A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.</p> <ul style="list-style-type: none"> • Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by: treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position • having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions • showing tolerance of and respect for the rights of others; not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs • ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law. <p>Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.</p> <p>Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and</p>	

	responsibilities.	
--	-------------------	--

During the appraisal process you should refer to any supporting documentation, related to measurable outcomes which you consider to be relevant. Supporting evidence should be kept to a minimum and there is no requirement for you to produce a portfolio of evidence. The following guidance should help you in pulling together relevant information and data without this being too onerous.

Examples could include:

- Data: Exam/test results and progress data, pupil/parent surveys, Assessment data, team results, benchmarking data, no of students choosing subject area
- Documents: homework/exercise books, inspections reports, pupil reports to parents, EHCPs, training records/certificates, development plans, minutes of pastoral meetings etc
- Supporting evidence: contribution to cross curricular events, written observation from peers/managers, contribution at meetings and training events, parent comments
- CPD records

Setting objectives

Appendix A

KEY OBJECTIVES FOR 2022/23

	Objectives	How will the objective be achieved/required resources	CPD requirements
A			
B			
C			

2022/2023 MID YEAR APPRAISAL SUMMARY

Date.....

<i>TEACHER</i>		<i>APPRAISER</i>	
Name		Name	
Job Title		Job Title	
<u>KEY OBJECTIVES FOR YEAR</u>			
	Objectives	Progress/ areas for development	Support required? Y/N
A			
B			
C			

Signed (Teacher)

Signed (Appraiser)

2021/22 APPRAISAL SUMMARY

Date.....

Name					
Job Title					
<u>KEY OBJECTIVES FOR PREVIOUS YEAR</u>					
Objectives		Exceeded	Achieved	Partially achieved	Not attended/not achieved
A					
B					
C					

Assessment of Professional Standards

Professional Standards	Performance Consistently outstanding	Some outstanding attributes	Consistently meets Professional Standards	Some areas require development
1				
2				
3				
4				
5				
6				
7				
8				
Personal & Professional Conduct				

Overall performance:

*Assessment of performance based on: observations of classroom practice, pupil discussion, book scrutiny and monitoring of planning.

Monitoring and Evaluation (curriculum leadership role, book scrutiny, lesson observations, pupil voice, monitoring of planning etc.)

This section will be completed by teacher appraisers, working in consultation with the SLT in advance of the appraisal meeting to review appraisal targets and the school year. Members of staff will have the opportunity to respond to this at the appraisal meeting.

Appraiser's Comments and overall performance:

Signature & Date

Teacher's Comments:

Signature & Date

Pay Recommendation

Overall Performance: Pay Award:

Signed & Approved:.....Headteacher

Signed & Approved: Chair, Pay Panel

Professional Development Plan

Name:.....Job Title:.....Date:.....

Your Professional Development Plan should be discussed between you and your appraiser. It is expected that it will include reference to:

- (i) the learning and/or experience required to deliver this year’s objectives and to further develop performance
- (ii) areas identified by yourself and/or your appraiser for new development and/or experience
- (iii) the proposed solutions e.g. coaching, on-the-job training, study, project experience, special work allocation etc
- (iv) the resources required (if any) to support the development plan
- (v) the target date for completion

Action Plan – setting out proposals for how areas for enhancement and improvement will be addressed	
Teacher’s Signature	Appraiser’s Signature
Date	Date