

Medlock Primary School



Appraisal Policy Date: September 2017

(ratified by governors September 2017, review – September 18)

Embracing Learning, Realising Potential

Teachers & Leaders Performance Appraisal Policy 2014

INTRODUCTION

'The single most important factor in ensuring a good education for every child is that they have a good teacher'.

For Governors and headteachers to be comfortable with the new Pay regulations 2014 they need to ensure they have a Performance Management (PM) system that promotes PM as a positive and constructive professional experience and gives PM a personal and professional credibility.

A schools PM policy should emphasise the celebratory aspects of teachers work, show how main range and upper pay range teachers CPD opportunities fit into the schools improvement plan and emphasise the links between PM, school self-evaluation and improving pupil standards.

Schools are now able to make decisions about PM and Pay without detailed rules and guidance. For schools to have the confidence and capability to assess performance and reward staff they will have to ensure their performance and reward systems are managed effectively, transparently and fairly. This policy and its accompanying procedures seek to ensure that all members of school staff feel the annual appraisal made of them is fair and consistent and that they are properly supported in their professional development. It complies fully with new statutory regulations for teacher appraisal whilst offering schools flexibility to tailor the policy and procedures to meet their differing individual needs.

FURTHER GUIDANCE & TRAINING

The DfE model teacher appraisal and capability policy acknowledges that the 2012 Appraisal Regulations 'allow schools more freedom to design arrangements to suit their own individual circumstances'.

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The Governing Body of Medlock Primary School adopted this policy on September 2014. It will be reviewed annually.

1 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 development within the context of the schools 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

- The policy covers appraisal, applies to the head teacher and to all teachers employed by the school, except those on contracts of less than one term, those undergoing induction (i.e. NQTs) and those who are subject to the schools capability policy.
- Throughout this policy, unless indicated otherwise, all references to teacher include the head teacher.

POLICY FOR APPRAISING TEACHER PERFORMANCE

3 Teacher Appraisal

- Appraisal in school will be a supportive and developmental process designed to ensure that all teachers, teachers on the leadership spine and teachers who hold TLRs, 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 tool used by the school for appraisal is Filio. All staff have access to this.

4 The Appraisal Period

- The appraisal period will run for twelve months from 1 September to 31 August
- The annual audit against the Teachers standards, and/or the leadership and TLR descriptors, must be completed no later than 31st July in each appraisal period
- Teachers who are employed on a fixed term contract of more than one year will have their performance managed in accordance with the principles underpinning this policy. The length of the period will be determined by the duration of their contract.

5 Appointment of Appraisers

- The head teacher will be appraised by the Governing Body, supported by an experienced external adviser who has been appointed by the Governing Body for that purpose.
- The task of appraising the head teacher, including the setting of objectives, will be delegated to a GB committee consisting of two members of the Governing Body.
- The head teacher will decide who will appraise other teachers, this will normally be:
 - The head teacher
 - A member of the senior leadership team
 - Staff at UPS
- All those who observe lessons as part of appraisal will have QTS

6 Setting objectives

- The head teacher's objectives will be set by the Governing Body after consultation with the external adviser.
- Objectives will be focused on key school priorities and take account of the relevant head teacher and national teacher standards
- 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 and/or the leadership and TLR descriptors, will be Specific, Measurable,

Aspirational, Realistic and Time-bound and will be appropriate to the teachers role and level of experience.

- 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 may be revised if circumstances change.
- 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 that school. This link will be made by:
 - Ensuring that any pupil progress objectives address the key attainment and achievement priorities identified by the school improvement plan
 - Ensuring that the professional development objectives address the key development priorities identified by the annual audit against teacher standards and/or the leadership and TLR descriptors, (see Appendices A, B, C, D and E)
 - Ensuring that the leadership and management objectives (teachers with paid leadership responsibilities) address the key development priorities identified by consideration of each leaders impact on relevant school improvement priorities – with reference to any relevant leadership standards/descriptors.
- Teachers may be given as many objectives as are required to ensure they meet the teaching standards and that the most appropriate support can be provided.
- All teachers will be assessed against all the Teachers Standards 2014.
- Before, or as soon as practicable after, the start of each appraisal period, each teacher will be informed of any particular standards against which that teachers performance in that appraisal period will be assessed.
- 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.

7 Reviewing performance and impact of teaching over time

- 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.
- Teachers' performance will be regularly observed but the amount and type of classroom observation will depend on the individual circumstances of the teacher and the overall needs of the school.

- Reviews of pupil progress will take place regularly and data on pupil progress and outcomes from scrutiny of pupils work can be used to support evidence of the impact of teaching over time.
- In addition to formal observation, head teachers or other leaders with responsibility for teaching standards may 'drop in' in order to evaluate the standards of teaching and to check that high standards of professional performance are established and maintained.
- The length and frequency of 'drop in' observations will vary depending on specific circumstances.
- Teachers (including the HT) who have responsibilities outside the classroom should also expect to have their performance of those responsibilities observed and assessed.

8 Development and support

- Appraisal is a supportive process that 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 on-going professional development needs and priorities of individual teachers as detailed in the section on setting objectives.
- Professional development and support can be provided in a variety of ways and may be during team meetings, phase meetings, one to one meetings and weekly staff meetings.
- It may include observation and discussion of good and outstanding teaching and co-teaching beside another colleague and help with planning and assessment for/or pupil progress.

9 Feedback

- Teachers will receive constructive feedback on their performance throughout the year and as soon as practicable after observation and/or pupil progress reviews 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.
- Where, following the audit against teacher standards or during the review cycle, there are concerns about any aspects of the teachers performance these will be addressed via the procedure set out in Appendix E
- When progress is reviewed, if the appraiser is satisfied that the teacher has made, or is making, sufficient improvement, the appraisal process will continue as normal, with any remaining issues continuing to be addressed through that process.

10 Transition to Capability

- 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 schools capability procedure.

11 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 will consult the external adviser.
- This assessment is the end point of the annual appraisal process, but performance and development priorities will be reviewed and addressed on a regular basis throughout the year by means of:
 - Professional dialogue
 - Lesson observations
 - Planning and work scrutiny
 - Regular pupil progress meetings
 - Interim review meetings with appraiser
 - Observation / scrutiny of leadership and management activities where appropriate
 - Other feedback obtained during the cycle relevant to the teachers overall performance.
- As soon as practicable following the end of each appraisal period, the teacher will receive, and have the opportunity to comment in writing on, a written appraisal report.
- Teachers will receive their written appraisal reports no later than 31 October.
- The head teachers report will be received by the Chair of Governors.
- The appraisal report will include:
 - details of the teachers objectives for the appraisal period in question
 - an assessment of the teachers performance of their role and responsibilities against their objectives and the relevant standards and/or the leadership and TLR descriptors
 - an assessment of the teachers training and development needs and identification of any action that should be taken to address them
 - a recommendation on pay progression where that is relevant.
- The assessment of performance and of training and development needs will inform the planning process for the following appraisal period.
- Recommendations on pay will be referred to the head teacher before being referred on to the Governing Body.

12 Confidentiality

- 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.

13 Equality and consistency

- 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.
- The head teacher will be responsible for reporting regularly to the Governing Body 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.
- The Governing Body is committed to ensuring consistency of treatment and fairness and will abide by all relevant equality legislation.

14 Retention of statements

- 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 A –Teacher Standards Audit

Teachers Name <i>Self-Audit and Appraiser Review Date:</i>	Meets at Career stage expectation	Evidence of Role Model ability	Development required
<p>1.1. Set high expectations which inspire, motivate and challenge pupils</p> <p>1. Establish a safe and stimulating environment for pupils, rooted in mutual respect</p> <p>2. Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions</p> <p>3. Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils</p>			
<p>1.2. Promote good progress and outcomes by pupils</p> <p>1. Be accountable for pupils attainment, progress and outcomes</p> <p>2. Plan teaching to build on pupils capabilities and prior knowledge</p> <p>3. Guide pupils to reflect on the progress they have made and their emerging needs</p> <p>4. Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching</p> <p>5. Encourage pupils to take a responsible and conscientious attitude to their own work and study</p>			
<p>1.3. Demonstrate good subject and curriculum knowledge</p> <p>1. Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils interest in the subject and address misunderstandings</p> <p>2. Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship</p>			

<p>3. Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teachers specialist subject</p> <p>4. If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics</p> <p>5. If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies</p>			
<p>1.4. Plan and teach well structured lessons</p> <p>1. Impart knowledge and develop understanding through effective use of lesson time</p> <p>2. Promote a love of learning and children's intellectual curiosity</p> <p>3. Set homework and plan out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired</p> <p>4. Reflect systematically on the effectiveness of lessons and approaches to teaching</p> <p>5. Contribute to the design and provision of an engaging curriculum within the relevant subject area(s)</p>			
<p>1.5. Adapt teaching to respond to the strengths and needs of all pupils</p> <p>1. Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively</p> <p>2. Have a secure understanding of how a range of factors can inhibit pupils' ability to learn and how best to overcome these</p> <p>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</p>			

<p>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</p>			
<p>1.6 . Make accurate and productive use of assessment</p> <ol style="list-style-type: none"> 1. Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements 2. Make use of formative and summative assessment to secure pupils" progress 3. Use relevant data to monitor progress, set targets, and plan subsequent lessons 4. Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback 			
<p>1.7 Manage behaviour effectively to ensure a good and safe learning environment</p> <ol style="list-style-type: none"> 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 schools behaviour policy 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 3. Manage classes effectively, using approaches which are appropriate to pupils" needs in order to involve and motivate them 4. Maintain good relationships with 			

<p>pupils, exercise appropriate authority and act decisively where necessary</p>			
<p>1.8 Fulfil wider professional responsibilities</p> <ol style="list-style-type: none"> 1. Make a positive contribution to the wider life and ethos of the school 2. Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support 3. Deploy support staff effectively 4. Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues 5. Communicate effectively with parents with regard to pupils' achievements and well-being 			
<p>Part 2 Personal and Professional Conduct</p> <p>The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career</p>			
<p>2.1. 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"> 1. Treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teachers professional position 2. Having regard to the need to safeguard pupils well-being, in accordance with statutory provisions 3. Showing tolerance of and respect for the rights of others 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 			

<p>5. Ensuring that personal beliefs are not expressed in ways which exploit pupils vulnerability or might lead them to break the law</p>			
<p>2.2 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>2.3 Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities</p>			

Appendix B Career Skill Development Expectations

Teaching Standards	Early Career Stage M1/2	Embedding Stage M3/4	Consolidating Stage M5/6	Experienced Stage UP1/2	Role Model stage UP3
PROFESSIONAL PRACTICE 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	All teaching satisfactory and some good	All teaching good	All teaching good and some outstanding	All teaching good and often outstanding	All teaching good and much outstanding
PROFESSIONAL OUTCOMES 1.1(2) 1.2(1,2,3) 1.5(1) 1.6 (3,4) Preamble	Most pupils achieve in line with national and school expectations	Most pupils achieve in line with national and school expectations and some exceed	Most pupils achieve in line with national and school expectations and many exceed	All pupils achieve in line with national and school expectations and some exceed	All pupils achieve in line with national and school expectations and many exceed
PROFESSIONAL RELATIONSHIPS 1.1(1) 1.6(4) 1.7(4) 1.8(2,3,5) 2.1 (1,3,4) Preamble	Relationships with colleagues, pupils and parents are positive and supportive	Relationships with all colleagues, pupils and parents are based on improving provision for pupil attainment and achievement	Relationships with colleagues, pupils and parents are firmly based on improving provision for pupil attainment and achievement	Relationships with and colleagues, pupils and parents increasingly supportive of team approach to provision for learning.	Relationships with colleagues, pupils and parents highly supportive of team approach to provision for learning.
PROFESSIONAL DEVELOPMENT 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	Engages in professional development and takes advice from experienced colleagues	Engages in professional development and takes advice from experienced colleagues	Engages in professional development and takes advice from experienced colleagues	Provides professional development and advice for less experienced colleagues	Leads and provides professional development and advice to improve pupil provision and outcomes
PROFESSIONAL CONDUCT 1.1(3) 1.7(1) 1.8(1) 2.1(all) 2.2 2.3 Preamble	Meets	Meets	Meets	Meets	Meets

APPENDIX C: Evidence of Teaching, Learning, Behaviour and Progress over time with use of OFSTED observation criteria

Paragraphs 107-118 of the 2012 framework set out the evidence sources that inspectors use to judge the quality of teaching, learning and pupil behaviour over time. Inspections now also assess the extent to which schools use the Teachers' Standards to identify the most appropriate professional development objectives for teachers.

This form is intended to help teachers and senior leaders collate the evidence the school currently holds on each teacher's professional contribution over time and support the teachers/appraisers forming of relevant and supportive appraisal objectives.

IA-Inadequate RI-Requires Improvement G-Good O-Outstanding

LO - Lesson Observation

PW - Pupil Work Scrutiny

PP - Pupil Progress Data

Enter in judgement columns whether evidence is from LO, PW or PP	IA	RI	G	O	Development Targets
<p>1. Is work challenging enough for pupils? Does it meet their individual needs? <i>1.1.2 – set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions</i> <i>1.5.1 – know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively</i></p>					
<p>2. Do pupils' responses demonstrate sufficient gains in their knowledge, skills and understanding, including in literacy and mathematics? <i>1.2.3 – guide pupils to reflect on the progress they have made and their emerging needs</i> <i>1.3.3 – demonstrate an understanding of and take responsibility for promoting high standards of numeracy, articulacy and the correct use of standard English, whatever the teacher's specialist subject</i></p>					
<p>3. Do teachers monitor pupils' progress in lessons and use the information well to adapt their teaching? <i>1.4.4 – reflect systematically on the effectiveness of lessons and approaches to teaching</i> <i>1.6.2 – make use of formative and</i></p>					

<p><i>summative assessments to secure pupils' progress</i></p>					
<p>4. Does teaching engage learners and promote positive attitudes to learning? <i>1.2.5 – encourage pupils to take a responsible and conscientious attitude to their own work and study</i> <i>1.4.2 – promote a love of learning and children's intellectual curiosity</i></p>					
<p>5. Do teachers use questioning and discussion to assess the effectiveness of their teaching and promote pupils' learning? <i>1.2.3 – guide pupils to reflect on the progress they have made and their emerging needs</i> <i>1.4.4 – reflect systematically on the effectiveness of lessons and approaches to teaching</i></p>					
<p>6. Do pupils understand well how to improve their work? <i>1..6.4 – give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback</i></p>					
<p>7. Do teachers manage behaviour effectively? <i>1.7.1 – 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</i> <i>1.7.4 – maintain good relationships with pupils, exercise appropriate authority and act decisively where necessary</i></p>					
<p>8. Do teachers use learning assistants effectively? <i>1.8.3 – deploy support staff effectively</i></p>					

<p>9. Are marking, assessment and testing used well to help pupils improve their learning?</p> <p><i>1.6.2 – make use of formative and summative assessment to secure pupils' progress</i></p>					
<p>10. What are the views of pupils, parents and staff?</p> <p><i>1.8.2 – communicate effectively with parents with regard to pupils' achievements and well-being</i></p> <p><i>2.1.1 – treat pupils with dignity, building relationships rooted in mutual respect</i></p> <p><i>1.8.5 – develop effective professional relationships with colleagues</i></p>					
<p>11. Do pupils make good progress over time?</p> <p><i>1.2.1 – be accountable for pupils' attainment, progress and outcomes</i></p>					

Appendix D TLR Descriptors

Teachers who hold Teaching and Learning Responsibilities play a central role in school improvement. There are no national professional standards for these leaders and managers. The chart below therefore uses the statutory factors from the Teaching and Learning Responsibility post and provides description of these as leadership and management behaviours.

The review of leadership and management performance takes place as part of the overall annual performance review of the teacher.

TLR factors	Leadership and management descriptors of behaviours	Examples and/or sources of evidence of meeting	Improvement or Development area
Focus on teaching and learning	<ul style="list-style-type: none"> • Maintain personal expertise and share this with other teachers • Promote and encourage staff discussion about professional practice and its impact on pupils' learning • Evaluate the effectiveness of aspects of teaching and learning relevant to the post held and share the outcomes with other staff 		
Exercise of professional skills and judgement	<ul style="list-style-type: none"> • Demonstrate an evaluative and analytical approach to professional practice and school effectiveness • Help other staff to evaluate their effectiveness and impact • Remain open to new ideas and requirements and evaluate their potential contribution to the school • Assess the value for money of improvements achieved in the school, relevant to the post 		

	held		
Leading, managing and developing a subject or curriculum area or lead and manage pupil development across the curriculum	<ul style="list-style-type: none"> • Understand and promote links between the subject and within the wider curriculum • Establish strategic planning, including short, medium and long term plans for the development and resources in the school/subject • Assimilate and implement new curriculum guidance to lead the process of change within the school/subject • Identify school improvement issues relevant to the post held • Define and agree appropriate improvement targets • Co-ordinate professional development needs and opportunities relevant to the post held • Evaluate the impact of all improvement activities on the quality of teaching and learning • Provide the headteacher (or other management post holder / team) with relevant subject, curriculum area or pupil performance evaluation evidence 		
Impact on educational progress of pupils beyond	<ul style="list-style-type: none"> • Identify appropriate attainment and/or achievement targets relevant to the post 		

<p>assigned, classes or groups of pupils</p>	<p>held</p> <ul style="list-style-type: none"> • Monitor pupil standards and achievement against annual targets • Monitor planning, curriculum coverage and learning outcomes • Monitor standards of pupil behaviour and application • Lead evaluation strategies to contribute to overall school self evaluation • Plan and implement strategies where improvement needs are identified • Ensure that relevant attainment / achievement targets are met 		
<p>Leading, developing and enhancing the teaching practice of other staff</p>	<ul style="list-style-type: none"> • Act as a role model of good classroom practice for other teachers, modelling effective strategies with them • Monitor and evaluate standards of teaching, identifying areas for improvement • Plan and implement strategies to improve teaching where needs are identified • Monitor and evaluate the planning of other teachers, providing constructive and developmental feedback on a regular basis • Ensure teachers are clear about the teaching of objectives in lessons, understand the sequence of teaching and learning, relevant to the post 		

	<p>held</p> <ul style="list-style-type: none">• Induct, support and monitor new staff, relevant to the post held• Observe colleagues teaching (through performance management arrangements and/or subject monitoring) and provide evaluative feedback on the effectiveness of their teaching strategies to bring about further improvement		
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Appendix E Leadership and Management Descriptors

Teachers who are in the Leadership Group play a central role in school improvement. There are no national professional standards for these leaders and managers. The chart below therefore uses the STPCD Guidance on the role of the leadership group and provides interpretation of these as leadership and management behaviours. The review of leadership and management performance takes place as part of the overall annual review of the teacher.

Leadership group posts	Leadership and management behaviours	Examples and/or sources of evidence of meeting	Improvement or Development area
Formulating the aims and objectives of the school	<ul style="list-style-type: none"> • Have a leading knowledge and understanding of the school's aims, priorities, targets and action plans. • Use school evaluation and assessment evidence to propose improvement aims and objectives • Justify improvement aims and objectives against past/current school performance and national targets • Consider the balance of different improvement aims and objectives to determine school priorities • Evaluate the balance of different improvement aims and objectives against staff capacity 		
Establishing the policies through which school aims and objectives will be achieved	<ul style="list-style-type: none"> • Review, develop and trial school policies to contribute to strategic decisions • Advise and support other staff in the formulation and implementation of school policies • Model implementation of school policies effectively and 		

	<p>evaluate their impact in personal practice.</p> <ul style="list-style-type: none"> • Promote discussion and evaluation of policy implementation and impact with other staff. 		
Managing staff and resources to achieve school aims and objectives	<ul style="list-style-type: none"> • Prioritise and manage one's own time effectively, balancing the demands made by teaching, subject or team management and involvement in school development • Contribute to the development and evaluation of the staff structure • Co-ordinate/monitor the deployment of teachers, support staff and other adults to ensure their effective contribution to pupils' learning • Individually and through other staff, evaluate the impact of resource usage on the quality of teaching and learning • Identify the contributory elements that help achieve school improvement objectives 		
Monitoring progress towards their achievement	<ul style="list-style-type: none"> • Analyse and interpret relevant national, local and school data, research and inspection evidence to inform policies, expectations and teaching methods • Monitor and evaluate assessment data across the school/subject to identify trends in pupil performance and issues for development • Define intervention strategies to address 		

	<p>issues for development that are identified</p> <ul style="list-style-type: none"> • Use assessment data to make comparative evaluation of pupils' performance in the school or subject 		
<p>Undertake any professional duties of the headteacher reasonably delegated by the headteacher.</p>	<ul style="list-style-type: none"> • Take accountability for management and organisational decisions as delegated by the headteacher • Communicate effectively and with professional integrity within and beyond the school community • Provide a positive role model for teachers and pupils • Take action to build and maintain effective teamwork with high expectations of outcomes 		
<p>If the HT is absent from the school a DHT must undertake their professional duties to the extent required by the HT or the relevant body or, in the case of a foundation, voluntary aided or foundation special school, the governing body.</p>			

Appendix F – Procedure for Conducting Teachers Standards Assessment

F1 The aim of the annual assessment against the Teachers standards (as required by the 2012 regulations) is 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 assessments 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.

F2 The 2012 Appraisal Regulations [Para 6 (a)] require Headteachers 'to inform the teacher of the standards against which the teachers 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.

F3 The recommended key stages of the procedure are as follows:

- Time will be provided for teachers to conduct a self-assessment audit against the Teacher Standards and/or the leadership and TLR descriptors, Appendix A,D E, at the level indicated by the Career Stage Expectations set out in Appendix B
- Each teacher should also complete a self-assessment using the 'Over Time' form as set out in Appendix C
- Each teachers appraiser will complete the assessments in the same way
- Where the appraiser indicates that performance may not be at the level required, the appraiser must reference written evidence previously shared with the teacher indicating that a standard is not met, or by reference to a lack of positive evidence that a standard is met

F4 The teacher and the Appraiser must exchange audits and a week should be allowed for the teacher and the appraiser to assemble any necessary evidence so that;

- Teacher and appraiser will then attend a Professional Dialogue meeting of 45-60 minutes. The aim of the meeting is to agree the standards against which the teachers performance will be assessed and which will determine the basis for professional development objectives in the coming appraisal cycle
- Where the initial assessment (or examination of evidence at the Professional Dialogue meeting) results in agreement that all relevant standards are met, the teacher is free to identify the national standard against which s/he would like to be assessed by means of the professional development objective
- Where the initial assessment (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 teachers performance will be assessed in the next appraisal cycle

- Where teacher and appraiser cannot reach agreement as to whether or not a standard is met, the matter will be referred to the Headteacher, who will meet with the teacher, consider all available evidence, and inform the teacher of their decision
- A teacher dissatisfied with the Headteachers decision will have the right of appeal to governors under existing procedures
- The objectives decided at or following the Professional Dialogue Meeting will form the basis of next year's planning and review statement.

Appendix G: Provision of Additional Support Where Teachers Standards and/or the Leadership and TLR descriptors Are Not Met

G1 Where national standards (and/or the leadership and TLR descriptors) are found not met at the appropriate Career Skill Expectation, arrangements will be made to ensure that the appropriate support can be provided. These may include:

- The appointment of an appraiser from the senior leadership team
- The setting of an appropriate number of additional performance management objectives
- Further lesson observations.
- Additional reviews of pupil progress
- Support through team meetings, phase meetings, one to one meetings and weekly staff meetings.
- Observation and discussion of good and outstanding teaching and co-teaching beside another colleague and help with planning and assessment for/or pupil progress.

G2 Where information comes to light during the course of an appraisal cycle that leads the head to conclude that Teachers standards (and/or the leadership and TLR descriptors) are not met at the appropriate Career Skill Expectation, these new arrangements (as outlined in E1 above), which may include a change of appraiser, will come into force as soon as possible after the decision has been made.

G3 Where Teachers Standards (and/or the leadership and TLR descriptors) are identified as not being met at the appropriate career stage expectation by either means, performance objectives will be action planned to a shorter timescale – typically a half term, but less if the head 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 performance appraisal and move immediately into the formal capability procedure.