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Contents

1. Aims.....	3
2. Legislation and guidance	4
3. Definitions	4
4. The appraisal period	4
5. Standards	5
6. Setting objectives.....	5
7. Reviewing performance (including observation protocol)	6
8. Personal Development Needs.....	8
9. Teachers Experiencing Difficulties – Performance Issues	8
10. Transition to Capability.....	9
11. Annual assessment (Autumn term)	9
12. Conducting annual appraisal meetings.....	10
13. End of Year Appraisal Report.....	10
14. Concerns about a teacher’s performance.....	10
15. Confidentiality	11
16. Monitoring arrangements	11
17. Links with other policies	11
Appendix 1: Appraisal Timeline.....	12
Appendix 2: Appraisal Objectives Form	13
Appendix 3 Writing Appraisal Objectives.....	16
Appendix 4: Annual Appraisal Template	17
Appendix 5: Whole School Coaching Programme.....	21

1. Aims

Appraisal is part of the school's performance management process which is designed to help staff to meet the standards and requirements of their role and to reinforce the achievement of the school improvement plan and the school's values. This policy sets out the framework for a clear and consistent assessment of the overall performance of teachers, including the Headteacher, and supporting their development within the context of the school's plan for improvement, and the expected performance of teachers.

This policy aims to:

- Set out the arrangements for appraising teachers, including the process and the responsibilities of individuals
- Ensure consistency and fairness across the school
- Create a process where teachers' professional development is supported and encouraged, in the context of the school's latest Ofsted report, our school improvement plan and the Teachers' Standards
- Ensure teachers have the skills and knowledge they need to fulfil and excel in their role and provide an excellent education to our pupils

The policy applies to all teaching staff employed by the school or local authority, except those on contracts of less than one term, those undergoing induction and those undergoing capability procedures.

Appraisal is not a once a year exercise but is part of the ongoing discussions between an individual and his/her manager(s) to ensure that team and individual performance stays on track. This is a two-way process which requires:

- **Individuals** - to consider their achievements in the context of their individual and other objectives and how they will continue to improve their performance and deliver the requirements of their role. For teaching staff that will include continuing to improve their teaching practice. Although performance management is a two-way process, the performance of an individual is heavily dependent on the effort and attitude of the individual.
- **Managers** – to provide constructive advice and support, when appropriate during the year to help an individual to achieve his objectives and standards.

Teaching staff are required to show that they meet the Teachers' Standards, apply effective teaching and learning practices and demonstrate the skills and conduct to appropriate professional standards relevant to their role. The Teachers' Standards will be a key reference source for assessing performance.

Support staff are expected to demonstrate competence appropriate to their role and any relevant professional and/or role standards.

2. Legislation and guidance

The minimum national requirements for teachers' appraisal in maintained schools are set out in [The Education \(School Teachers' Appraisal\) \(England\) Regulations 2012](#).

Additional guidance for Early Career Teachers (those within the first two years after achieving QTS) is provided in the [Early Career Framework \(publishing.service.gov.uk\) \(January 2019\)](#) This policy is based on the [model policy](#) produced by the Department for Education (DfE).

3. Definitions

In this policy, the term 'teacher' refers to classroom teachers, middle and senior leaders, and the headteacher.

The policy does not apply to:

- Staff employed for less than one term
- teachers' during their statutory induction period as different requirements apply
- Staff on probationary periods but they may be included at the discretion of their manager
- Individuals on a government employment scheme or an apprenticeship programme who are subject to other performance management arrangements.
- An individual for whom the formal capability procedure has been implemented or who is on long term sick leave or other long-term absence, garden leave or suspension.

4. The appraisal period

The appraisal period will run for 12 months beginning on the first day of the autumn term. Annual appraisals of teacher performance will be held during the autumn term.

For teachers on fixed-term contracts of less than 12 months, the appraisal period will be determined by the duration of their contract.

Teachers who start at or leave the school during the appraisal period can have a longer or shorter appraisal period in that appraisal round.

It is intended that teachers will have had their annual appraisal meeting and received their appraisal report by 31st October.

It is intended that the headteacher will have had their annual appraisal meeting and received their appraisal report by 31st December.

The appraisal timeline for teaching staff is set out as follows. Dates are approximations for the sake of this document, all dates are advertised within the current school's Staff Handbook (Appendix 1 as example):

Date (approx.)	Performance management timeline
Sept – Oct	<ul style="list-style-type: none">• Appraiser meets with appraisee to review last PM cycle performance.• Make pay recommendations• New objectives set for next PM cycle
Oct (mid)	<ul style="list-style-type: none">• Appraisal folders submitted to Head teacher for pay appraisal• Appraisal Targets submitted separately for quality assurance
Oct (end)	<ul style="list-style-type: none">• All pay decisions ratified by governors and new objectives signed off.• Moderation/approval of objectives set for next PM cycle
Nov	<ul style="list-style-type: none">• All staff notified of pay decision and any increments backdated to start of academic year
Feb	<ul style="list-style-type: none">• Mid-year appraisal reviews 1

5. Standards

All teachers will be assessed against the [Teachers' Standards](#). Early Career Teachers (within first 2 years after QTS) will be supported via the [Early Career Framework \(publishing.service.gov.uk\)](#)

The headteacher, and other school leaders where relevant, will also be assessed against the [National Standards of Excellence for Headteachers](#).

6. Setting objectives

Part A) Operational guidelines when target setting

Teachers' objectives will be set before, or as soon as possible after, the start of the appraisal period.

The headteacher's objectives will be set by the governing board in consultation with the external adviser (see section 9 for more information on appointing an external adviser).

Objectives will:

- Contribute to improving the education of pupils at the school and the implementation of any school improvement plans. To ensure this happens, The Headteacher and Deputy Headteacher will quality assure all objectives against the school improvement plan
- Be specific, measurable, achievable, realistic and time-bound (SMART)
- Be appropriate to the teacher's role and career experience
- Be revised if circumstances change throughout the year

Guidance on setting objectives can be found in Appendix 2 and examples of appropriate objectives can be found in Appendix 3.

When objectives are set, teachers will also be informed of the standards their performance will be judged against.

The appraiser and teacher will seek to agree the objectives but, if that is not possible, the appraiser will determine the objectives.

If an individual changes responsibilities part way through the year, their (new) manager will determine whether to modify the objectives in the current cycle or to adjust the length of the performance cycle to bring the individual's objectives into line for future years.

Teachers paid on the leadership scale are expected to meet the teachers' standards however appraisal will focus on the progress made to the whole school objectives set. These targets will be determined by those set for the headteacher.

Teachers paid on main scale will be set TWO targets. Target 1 being "Learning & Teaching Practice" and target 2 being "Learning & Teaching Development"

Teachers paid on the Upper Pay Spine will be set THREE targets. Target 1 being "Learning & Teaching Practice", target 2 being "Learning & Teaching Development" with Target 3 being "Whole School Contribution"

TLR holders, regardless of pay scale, will have an additional target. This is detailed below as Target 4 "Contribution to College or Departmental Development Plan"

Part B) Teachers appraisal target criteria (to be completed using Appendix 2)

Target 1. "Learning & Teaching Practice"

- I. This target should identify an element of classroom practice that, if improved, will deliver greatest improvement in the outcomes of students in the teachers classes.
- II. It should focus on ONE aspect of the "Kings 7" aspects of excellent teaching.
- III. It should be selected based on evidence from lesson observations, learning walks, student outcomes and discussion with the teacher.
- IV. It should have direct impact on the teacher's daily practice and be observable as it will be a key focus for discussion with line managers on a half termly basis (minimum).

Target 2. "Learning & Teaching Development"

- I. This target should focus on improving a second area of teaching practice. It may be broader than the "Kings 7" focus of target one.
- II. The focus of this target should be selected by the teacher and may align with a personal area of interest.
- III. Success criteria for this target must include an expectation that the teacher shares their professional learning with colleagues at either a departmental or whole school level.

Target 3. "Contribution to the College/Departmental Development Plan" (TLR Holders only)

- I. This target will be dependent upon the nature of the TLR held.
- II. Line managers should ensure these targets are SMART and ambitious in nature.
- III. The success criteria for this target should include at least one quantifiable outcome.

Due to the varied nature of these targets, it is recognised that a broad range of evidence may need to be used to quantify success. This may include, but is not limited to, quantitative data such as academic, attendance or behaviour information available in databases such as SIMS, 4Matrix, FFT Aspire or qualitative data such as survey results from student voice, staff surveys or parental feedback.

Target 4. "Whole School Contribution" (UPS teachers only)

- I. The focus of this target should be to enrich the school community and requires teachers to contribute to an area of school life beyond their expected duties as classroom teacher or TLR holder.
- II. This target will be dependent upon the skills and interests of individual teachers. It may serve to enhance the school offer to students or draw on the UPS teachers expertise to support colleagues.
- III. Line managers should ensure these targets are SMART and include at least one quantifiable outcome.

7. Reviewing performance (including observation protocol)

We will use a range of evidence to judge a teacher's performance:

- Formal and informal lesson observations
- Observations and results from wider school activities, if applicable
- Performance of their pupils
- Reviews of planning and marking
- Parent and pupil voice, if applicable

7.1 Observation protocol

We believe that observations are an important way of assessing teachers' performance. They can help identify a teacher's strengths and areas for improvement, and can help us identify areas of good practice that can be shared across the school.

There will be both formal and 'drop in' observations. Teachers with responsibilities outside the classroom will also have these responsibilities observed.

All observations will:

- Be carried out in an objective, fair, professional and supportive manner

- Be carried out by teachers with Qualified Teacher Status
- Provide constructive feedback
- Remain confidential to those who need to know details as part of their jobs

7.2 'Drop in' observations

Drop-in observations and lesson walkthroughs will usually be conducted by senior leaders, members of the learning and teaching coaching team or head of faculty in order to monitor the quality of teaching and learning.

They will usually last around 10 minutes, and may involve the observer talking to pupils and looking at their work.

The College will aim to conduct one round of learning walks each half term however the frequency of observations will depend on the individual teacher and the school's needs at the time.

Teachers can expect verbal feedback within 36 hours of such a "drop-in" observation and will receive a written copy of observations made during learning walks which may be used as part of appraisal evidence for meeting Teachers Standards and appraisal targets.

Observations made during individual "drop-in" will be made on the principle that "absence of evidence is not evidence of absence". Data collated over time during learning walks will be used to identify areas of strength and development for individual teachers, faculty teams and the college as a whole.

Please note that drop-in observations will also be used to facilitate peer observations where fellow teachers observe a lesson for their own professional development. In such cases teachers being observed will be asked to consent to this process. Observations made in such instances will contribute to the professional development of colleagues and will only be used as evidence in the appraisal process at the class teacher's discretion.

7.3 Formal observations

The purpose of formal observations is to assess the teacher's performance and progress against their objectives and the Teacher's Standards published by the DfE.

The number of formal observations will be agreed with the teacher during their appraisal meeting, and will be determined by the teacher's individual circumstances and the needs of the school at the time.

For example, NQTs and less experienced teachers who have recently started at the school will receive a number of formal observations to establish their strengths and areas for development. A very experienced teacher will typically receive fewer observations.

In most cases teachers will be expected to participate in two formal observations over an academic year.

Prior to formal observations a time for a lesson review meeting should be agreed and the observed teacher should prepare a written reflection on the lesson.

Lesson review meetings should take the form of coaching conversations with the class teacher leading this process and the observer facilitating.

Following a lesson review, teachers should be provided with hard copy of both lesson observation notes and minutes of the lesson review meeting.

We will use all reasonable endeavours to provide written feedback within 5 working days.

7.4 Additional observations

Additional formal observations will take place if:

- The teacher requests them
- There are concerns that the teacher's performance is not up to standard (this may be triggered by poorly performing or poorly behaved pupils)
- The teacher is subject to formal capability proceedings

The above protocols will still apply to these additional observations.

8. Personal Development Needs

During the year and as part of the appraisal summary, individual development needs will be discussed including, if appropriate:

- Development to improve teaching practices in the current role.
- Acquiring additional experience/skills for potential future roles.

It is recognised that not all development activities require financial resources as there are many forms of development such as project membership, coaching, mentoring, visits, guided reading. Managers will be encouraged to be creative in considering the means of effective development.

Development needs will be subject to the available budget and in the light of the key service priorities of the school.

9. Teachers Experiencing Difficulties – Performance Issues

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. During the year, if a member of staff falls short of the required standards, we would expect that such shortfalls would be addressed in day to day managerial discussions and/or periodic discussions relating to appraisal. Informal warnings may be given to alert the individual to the seriousness of the issues.

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.

If an appraiser identifies through the appraisal process, or via other sources of information, for example parental complaints, that the difficulties experienced by a teacher could lead to capability procedures the appraiser, will communicate such concerns to the Headteacher, or a member of the leadership team.

The Headteacher and the Appraiser (and member of the SLT in the first instance) will decide if normal management procedures should be put in place.

A meeting will then be arranged to:

- give clear feedback to the teacher about the nature and seriousness of the concerns
- give the teacher the opportunity to comment on and discuss the concerns
- agree any support (e.g. coaching, mentoring, structured observations), that will be provided to help address those specific concerns
- make clear how progress will be monitored and when it will be reviewed and provide a copy of this in writing to the appraise making clear how and by when the appraiser will review progress and the timescale.
- explain the implications and process if no – or insufficient – improvement is made.

Support mechanisms for staff experiencing difficulties (both within the appraisal and capability process) may include:

- Meeting regularly with a staff mentor
- Coaching programme – 'gaining ground' (see appendix 5)
- 1:1 teaching support

- Support with lesson planning
- Observing others
- Offer of recording lessons for support
- Attendance and support with relevant CPD
- Support to visit other schools or other staff in school

When progress is reviewed, if the Headteacher, SLT member and 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.

If the above process is not effective in securing an acceptable improvement, then the Headteacher will seek to implement one of the following:

- The school's disciplinary procedure for conduct or related issues.
- The school's capability procedure if there are serious concerns about performance and/or competence due to capability, which cannot be addressed effectively by or are not deemed appropriate to the appraisal process.
- The ill-health process, if appropriate to a particular set of facts.

10. Transition to Capability

If the Headteacher is not satisfied with progress under normal management procedures, the teacher will be notified in writing that the appraisal system will no longer apply and that their performance will be managed under the capability procedure, and will be invited to a formal capability meeting. The teacher will be given 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 trade union representative or a friend, and at any future meetings where capability will be discussed.

The issues will be managed as part of the school's Disciplinary and Capability Policy for all staff.

11. Annual assessment (Autumn term)

Progress toward successful completion of appraisal targets will be reviewed and addressed on a regular basis throughout the year in termly meetings with the teacher's line manager. This discussion will include, but not be isolated to, a formal mid-term appraisal meeting.

The appraisal meeting is the end point of the annual appraisal process and will take place in the autumn term. In this meeting, the appraiser will:

- Review relevant evidence (*this might include, but is not limited to, lesson observation reports, learning walk feedback, SIMS data, student voice, contributions to CPD*)
- Assess performance in the appraisal period against the teacher standards
- Assess performance in the appraisal period against objectives
- Discuss the teacher's professional development needs and identify action that should be taken
- Discuss the teacher's wellbeing, career aspirations and any difficulties they may be facing
- If necessary, discuss the teacher's underperformance and put a plan in place to address it. They should also inform the teacher that if performance does not improve, capability proceedings may begin, where applicable

12. Conducting annual appraisal meetings

The headteacher's appraisal meeting will be conducted by the governing board. To support the headteacher appraisal, the governors will appoint an external adviser with relevant skills and experience. The adviser may be from the local authority, a neighbouring local authority, or an external consultant.

The governing board will typically delegate the headteacher's appraisal to a sub-group of three governing board members with a wide range of experience and knowledge of the school. This will not include any staff governors.

There must also be three non-staff governors, including either the chair or vice-chair, who are not involved in the appraisal whatsoever, to enable them to sit on an appeals panel if necessary.

The headteacher will decide who will appraise teachers. Unless there is a good reason not to, this will normally be the teacher's line manager. By way of example, a 'good reason' could be a poor or deteriorating working relationship between the teacher and line manager, including where a formal grievance has been lodged by the teacher citing their line manager.

All appraisers will be provided with appropriate training.

Appraisal meetings will take place within the teacher's normal working hours and will typically last for at least an hour.

13. End of Year Appraisal Report

Teachers will be provided with a written report of their appraisal. The report will be completed by the person who conducted the appraisal. We will use all reasonable endeavours to complete this within 5 working days.

This will include:

- An assessment of the teacher's performance against their objectives and the relevant standards
- An assessment of the teacher's training and development needs, and the action that should be taken to address them
- Where relevant, a recommendation on pay progression

There will be space in the report for the teacher's own comments.

After the report has been issued, we will hold review meetings where teachers can discuss the contents of their report if they wish.

Teachers will sign the appraisal report to say they have seen it and agree with its content. Teachers can appeal to the headteacher, and the headteacher can appeal to the governing board, if they disagree with the contents of the report and the pay recommendation it makes.

A template annual appraisal report can be found in appendix 4

14. Concerns about a teacher's performance

If it becomes clear a teacher is having difficulties at any point during the appraisal period, they will be provided with additional support.

This will begin with a meeting with their line manager, where the problem will be discussed and potential solutions identified. A performance improvement plan may be created.

The nature of the support will be based on the individual's circumstances. For example, teachers whose difficulties are linked to a long-term health condition may be referred to the occupational health service. Teachers new to the school may be given a mentor or coach.

The concerns may be of a nature that would usually involve beginning the capability procedure. In these cases, refer to our capability policy.

14.1 Appeals Against Appraisal Summary Outcome

Individuals may appeal against the outcome of a review. In the first instance, an appeal should be discussed with or placed in writing to the reviewer's manager. The appeal should refer to all the contested points as only one appeal will be allowed per annual cycle.

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

The final appeal in any case will be whichever occurs first of an appeal to the manager of the reviewing manager or to the Headteacher. In instances of alleged bullying or harassment, the appeal may be taken straight to the manager of the reviewer but you should also refer to the Bullying and Harassment Policy.

15. Confidentiality

The appraisal process and relevant documents are strictly confidential. Only staff members who need the information in order to do their jobs will have access to the information.

Appraisal information will be anonymised when information is reported to the governing board.

Appraisal records will be kept securely in the teacher's personnel file.

16. Monitoring arrangements

The governing board will monitor and review the effectiveness of the appraisal arrangements. A senior leader, delegated by the will monitor objectives and assessments to ensure consistency.

This policy will be reviewed every two years. The governing board will be responsible for approving this policy.

17. Links with other policies

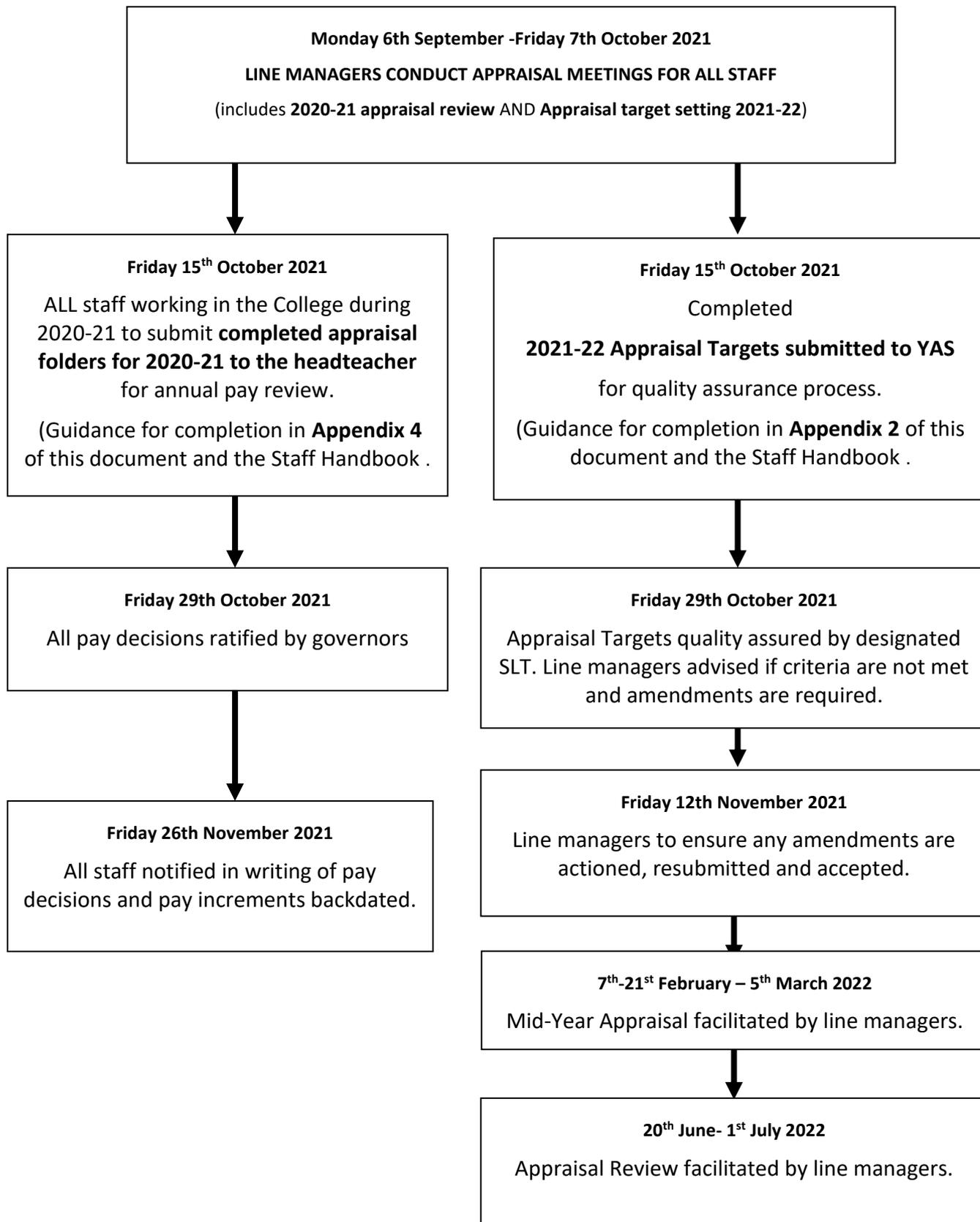
This policy should be read in conjunction with our Capability and Pay policies.

The Capability Policy will be used where this policy has not been able to address concerns with a teacher's performance. It applies to all staff, not just teaching staff.

The Pay Policy sets out how pay increases will be awarded, based on the results of a teacher's appraisal.

Appendix 1: Appraisal Timeline

Kings International College Appraisal Process Key Dates 2021-22



Appendix 2: Appraisal Objectives Form

APPRAISAL OBJECTIVES 2021-22 – Teaching Staff

Appraisee: _____ Appraiser: _____

Date: _____

Current Career Stage: (please indicate below)						
M.S. Teacher:	<input type="checkbox"/> M1	<input type="checkbox"/> M2	<input type="checkbox"/> M3	<input type="checkbox"/> M4	<input type="checkbox"/> M5	<input type="checkbox"/> M6
UPS Teacher:	<input type="checkbox"/> U1	<input type="checkbox"/> U2	<input type="checkbox"/> U3			
T.L.R Holder:	<input type="checkbox"/>	*Please specify				
Responsibility in Dept:	<input type="text"/>					
Post of Responsibility in school:	<input type="text"/>					
Managing Performance of other staff:	<input type="text"/>					
Managing a team e.g. HOH/HOF:	<input type="text"/>					

Once complete, please ensure one copy is retained by the Appraisee in their appraisal folder, one copy is held by the Appraiser for reference in mid-term and end of cycle reviews and a copy is passed to **YAS** no later than 15th October 2021.

Copy submitted to YAS, held on central record with MBY, will be subject to moderation and quality assured before being accepted.

KIC Appraisal – Guidance for Setting Objectives

Objective:	Focus	Potential sources of evidence
1: Learning & Teaching Practice (All teachers)	Identify ONE specific area of teaching practice that will develop to improve student progress in subject area. I.Focus should be an element of classroom practice that, if improved, will deliver greatest improvement in the outcomes of students in the teachers classes. II.It should focus on ONE aspect of the “Kings 7” aspects of excellent teaching. III.It should be selected based on evidence from lesson observations, learning walks, student outcomes and discussion with the teacher. IV.It should have direct impact on the teacher's daily practice and be observable as it will be a key focus for discussion with line managers on a half termly basis (minimum).	<i>Mark books, assessed items of work, learning walk feedback, lesson observations</i>
2: Learning & Teaching Development (All teachers)	Identify ONE wider focus of continuing professional development. I.This target should focus on improving a second area of teaching practice. It may be broader than the “Kings 7” focus of target one. II.The focus of this target should be selected by the teacher and may align with a personal area of interest. III.Success criteria for this target must include an expectation that the teacher shares their professional learning with colleagues at either a departmental or whole school level.	<i>Presentation of professional learning to colleagues.</i>
3: Contribution to school development (TLR holders)	Identify what the member of staff will do to achieve objectives of either the College or Departmental Development Plan I.This target will be dependent upon the nature of the TLR held. II.Line managers should ensure these targets are SMART and ambitious in nature. III.The success criteria for this target should include at least one quantifiable outcome.	<i>Sources of evidence may vary. May include data demonstrating impact or record of actions in minutes of line management meetings or other communications.</i>
4: Wider professional responsibility (UPS holders)	Explicitly state what the member of staff will do to contribute to whole school development as part of their UPS responsibility. I.The focus of this target should be to enrich the school community and requires teachers to contribute to an area of school life beyond their expected duties as classroom teacher or TLR holder. II.This target will be dependent upon the skills and interests of individual teachers. It may serve to enhance the school offer to students or draw on the UPS teachers expertise to support colleagues. III.Line managers should ensure these targets are SMART and include at least one quantifiable outcome.	<i>Sources of evidence may vary.</i>
UPS Threshold Evidence	Candidates for UPS progression should continue to evidence they meet the Teaching Standards for Professional Attributes, Professional Knowledge & Understanding and Professional Skills and are encouraged to draw on a blend of classroom evidence (observations & learning walk feedback) to do this.	

KIC Performance Management – Teacher Objectives 2021-22

State agreed objective in this column	Actions required to meet objective	Timescale	Success criteria	Mid-term review
1. Learning & teaching - Practice. All teachers	•	•	•	•
2. Learning & teaching - Development All teachers	•	•	•	•
3. Contribution to the C/DDP (TLR holders)	•	•	•	•
4. UPS whole school contribution. UPS holders	•	•	•	•
Training/Developmental/Support needs:	•			
Quality Assured: (Senior Leader designated by Headteacher)	Signed: _____ Date: _____			

Appendix 3 Writing Appraisal Objectives

Language

Objectives use strong [verbs](#). Action [verbs](#) are observable and they better communicate the intent of what is to be attempted, e.g. To plan, write, conduct, produce, apply, revise, contract, install, select, assemble, compare, investigate, and develop etc

Avoid generalities in objective statements, be specific: to know, to understand, to deliver. The words instead need to be active and measureable.

Examples of some *Quality of teaching* objectives...

Produce resources for the 4 year 8 assessments that add challenge for the most able.

Investigate different questioning techniques by visiting 6 different colleagues, making detailed notes and implementing the strategies into your teaching.

Select 12 pupil premium students you teach in KS3, compare their learning needs and produce support materials for the Area and Volume topics.

Examples of some *Leadership* objectives...

Select the strengths of your department members and plan a programme that ensures each department member has the opportunity to share best practice once every half term.

Write a SOL for the new year 11 Romeo & Juliet curriculum ready for teaching in the autumn term 2019.

Assemble a bank of quality resources on the x drive to ensure all department members are sharing lessons and using best available resources.

Appendix 4: Annual Appraisal Template (Page 1 of 4)

This document can be found in

S:\Curriculum\College Management\Appraisal and Performance Management\2021-22\Teachers

END OF YEAR APPRAISAL TEACHING STAFF 2021-22

(End of year review statement for objectives set autumn 2021)

Name: _____ Reviewer: _____

Date: _____ No of days absent: _____ Current Pay scale: _____

Standards related to teaching standards: Part 1: 1-8 + Part Two

Overall assessment of performance, including achievement of individual objectives (summarising relevant information).

Wider contribution to school improvement

Postholder comments:

Statement agreed:

Date:

Reviewer:

Date:

Review of Performance against Objectives Set _____ Date: _____

Assessment Period	October 2021 – October 2022.		
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1. Review of Performance Against Objectives

Objective	Progress			Review Comments (Reason for judgement including sources of supporting evidence sighted by appraiser)
	Met	Partially Met	Not Met	
1. Learning & teaching - Practice.				
2. Learning & teaching - Development				
3. Contribution to the C/DDP (TLR holders)				
4. UPS whole school contribution. (UPS holders)				

Standards for Teachers Part One Teachers Standards	Consistently evidenced at an exemplary standard	Evidence indicates this standard is secure	Evidence indicates there is cause for concern that this standard is not secure
Set high expectations which inspire, motivate and challenge pupils <ul style="list-style-type: none"> • establish a safe and stimulating environment for pupils, rooted in mutual respect • set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions • demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils. • 			
Promote good progress and outcomes by pupils <ul style="list-style-type: none"> • be accountable for pupils' attainment, progress and outcomes • be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these • guide pupils to reflect on the progress they have made and their emerging needs • demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching • encourage pupils to take a responsible and conscientious attitude to their own work and study. 			
Demonstrate good subject and curriculum knowledge <ul style="list-style-type: none"> • have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings • demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship • 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 • if teaching early reading, demonstrate a clear understanding of systemic synthetic phonics • if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies. • 			
Plan and teach well structured lessons <ul style="list-style-type: none"> • impart knowledge and develop understanding through effective use of lesson time • promote a love of learning and children's intellectual curiosity • set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired • reflect systematically on the effectiveness of lessons and approaches to teaching • contribute to the design and provision of an engaging curriculum within the relevant subject area(s). • 			
Adapt teaching to respond to the strengths and needs of all pupils <ul style="list-style-type: none"> • know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively • have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these • 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 • have a clear understanding of the needs of all pupils, including those with SEN; those of high ability; those with English as an additional language; those with disabilities; and be able to use them and evaluate distinctive teaching approaches to engage and support them. • 			

<p>Make accurate and productive use of assessment</p> <ul style="list-style-type: none"> • know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements • make use of formative and summative assessment to secure pupils' progress • use relevant data to monitor progress, set targets, and plan subsequent lessons • give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback. 			
<p>Manage behaviour effectively to ensure a good and safe learning environment</p> <ul style="list-style-type: none"> • 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 • have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly • manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them • maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary. 			
<p>Fulfil wider professional responsibilities</p> <ul style="list-style-type: none"> • make a positive contribution to the wider life and ethos of the school • develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support • deploy support staff effectively • take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues • communicate effectively with parents with regard to pupils' achievements and well being. 			
Part Two: Personal and Professional Conduct			
<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: <ul style="list-style-type: none"> ○ 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. 			
<ul style="list-style-type: none"> • 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. 			
<ul style="list-style-type: none"> • Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities. 			

Appendix 5: Whole School Coaching Programme

'Gaining Ground' 6 Week Programme

The Purpose of Coaching

Teachers who are unable/unwilling to meet the expectations established by both SLT and the teaching standards will be expected to participate in the 'Gaining Ground' programme, to raise standards. a coaching model can bring benefits to both staff and students as well as to improving educational outcomes.

Identification

Teachers will be identified as needing to participate in the 'Gaining Ground' programme via the following:

- **Lesson Observations** – if a member of staff is identified as having not sufficiently met the teaching standards they will be invited to participate in the programme. They will meet with a member of the Lead Coaching Team who will discuss with them the identified areas of development and outline a bespoke programme of support.
- **Concerns** – Raised by stakeholders. This could include Head of Department or Department Lead, Line Managers, Students or Parents. This would need to have been identified on more than one occasion, and would be grounds for further investigation if warranted.
- **Staff** who have identified their own specific needs or training requirements who wish to allocate time to spend improving their own practice. This is something that could be discussed with the Lead Coaches and staff would be notified who oversee that particular member of staff.

Support Measures

The 'Gaining Ground' Programme is based on the GROW model of coaching which involves questioning and reflection on the staff members performance and draws on expertise to facilitate reflection and learning of their own practice.

The GROW model consists of setting a 'Goal' and defining the context of the developments to be made. This will be defined in the first meeting in conjunction with the Lead Coach. This takes in to account the 'Reality' of the context, subject, relevant history and best educational practice. This then opens up 'Options' for the member of staff and coach to explore which will form the basis of the ongoing meetings. A concrete plan of action determining improvement points, best practice and the impact of change 'Will' be concluded, leading to a visible development of best teaching practice by the member of staff.

Benefits

The use of the 'Gaining Ground' Coaching Programme is intended for staff to develop self-awareness, an increased willingness and understanding of the standards upheld by the teaching profession. In turn this will inform their practice to lead to better outcomes for students and to enable progress over time. This will also enable staff to adapt their practice to meet the needs of all learners.

Once a staff member has entered the programme a record of meetings and observations will be kept on file. This will be shared with the relevant members of staff and will be available to the staff member on request.

If after following the six-week programme a member of staff is still unsuccessful in securing an acceptable lesson, this process will transition to capability. Please see the Pay and Appraisal policy for further details of this process.

Structure

Timeframe	Step	Action	Impact
	Observation	Areas of Development within the teaching standards are identified in the initial observation and feedback meeting.	Progress over time is not evident to secure justification that the teaching standards have been met. Staff member may have identified a need for change for the benefit of students within their classes.
Week 1	Initial Meeting	Lead Coach and Coachee meet to discuss the needs identified in the observation and to confer relevant training or aspects of teaching practice they would like to focus on.	Coachee has a greater understanding of how and why their own practice needs to adapt to secure progress. Coachee has strategies to further explore and a greater capacity for reflection.
Week 2	Subsequent Meeting	The Lead Coach will identify the best approach with the Coachee (e.g. Mentoring, directive, non-directive and co-coaching) to work on particular aspects of their practice, exploring strategies, options and relevant research to inform teaching ready for the next meeting/drop-in.	This allows the Lead Coach to determine the direction and pace of the changes to be implemented and create an action plan defining the parameters of the programme.
Week 3	Subsequent Meeting and/or Drop-in	A continuation of exploring aspects already identified in previous meetings or as part of the action plan.	The Coachee has their own ideas and strategies for how to make developments within lessons and therefore start to improve their practice.
Week 4	Informal Observation	The Coachee will have identified the focus of the observation and a set time and lesson will be observed to generate feedback and further action points.	Lead Coach can observe changes to practice and where the Coachee is taking ownership of their own development and reflecting on the impact this has had.
Week 5	Review	Lead Coach and Coachee discuss observation and identify and action next steps.	Coachee has greater autonomy over their own practice and recognition of how improvements can impact the students they teach and can clarify what good practice looks like in their subject.
Week 6	Observation and Feedback	Lead Coach observes lesson.	Coachee leads on lesson observation feedback. They can clearly demonstrate where the teaching standards have been met and can reflect accurately on the impact their practice has on progress over time. They also identify next steps to continue best practice.

Gaining Ground Coaching Programme Meeting:

COACHEE		LEAD COACH		DATE	
ACTIONS					
NEXT STEPS					