



Staff Appraisal Policy

Draft prepared by: Andrew King

Agreed by governing body: Autumn 2016

Review date: Autumn 2017

Signed:

Chair of Governors:

Headteacher:

Introduction, aims, purpose of policy

This policy sets out the framework for a clear and consistent assessment of the overall performance of teachers and support staff and for supporting their development needs within the context of the school's improvement plan.

Policy summary

The regulations apply to any teacher employed for one school term or more. The regulations place a legal obligation to have an appraisals procedure in place for all teachers and a capability procedure in place for all staff. The regulations do not apply to a teacher whilst that teacher is undergoing an induction period or whilst a teacher is the subject of a formal capability procedure. Support staff are not covered by the statutory regulations but this document also covers those personnel and those staff who have broadly similar arrangements.

The policy covers the appraisal process and how this links to the Teachers' Standards. It also describes how this links to Continuous Professional Development, pay progression and in the event of poor performance how this relates to the capability process and the mechanisms that govern that.

Please also refer to the following policies and documents

- Pay Policy

Contents

p.3	Guiding principles
p.3	The Appraisal
p.3	The Appraisal period
p.3	The Appraisers
p.4	Objective setting
p.5	Teachers' Standards
p.6	Gathering the evidence
p.7	Reviewing Performance and the Annual Assessment
p.8	Continuing Professional Development
p.8	Conflict of Interest
p.8	Pay progression linked to performance
p.9	Applications to be paid on the Upper Pay Range
p.10	Staff, especially teachers, experiencing difficulties
p.10	Transition to Capability
p.11	Capability Procedure
P.11	Formal Capability Meeting
p.11	Monitoring and Review Period following a Capability Meeting
p.11	Formal Review Meeting
p.11	Decision Meeting
p.12	Dismissal
p.12	Appeal
p.13	Appendices

Guiding principles

In its oversight of the appraisal system, the governing body is committed to ensuring consistency of treatment and fairness and to stay within the prevailing legal framework applicable to all employers; for example, the Equality Act 2010, the Employment Rights Act 1996, the Part-Time Workers Regulations 2000, the Fixed Term Employees Regulations 2002 and the Data Protection Act 1998.

The head teacher will moderate a sample of the planning statements to check that the agreed plans are consistently weighted between employees who have similar levels of responsibility and that the plans comply with the school's appraisal policy.

The appraisal process and the supporting documentation will be treated with strict confidentiality at all times. Only those who need access to such information will be granted access to enable them to discharge their responsibilities as directed by the school. The governing body will monitor the operation of the appraisal system and review it at appropriate intervals.

The Appraisal

The governing body of a school must appraise the performance of a head teacher. In turn, the head teacher of a school is responsible for ensuring the review of the performance of every other teacher and member of support staff employed at the school.

The purpose of the appraisal meeting is to review the employee's current job, their performance and their future plans. More specifically, the meeting will also be an opportunity to discuss how the employee can contribute to the wider work of the school and to agree and set a number (typically 3) of objectives (there is no minimum or maximum number of objectives however).

The Appraisal Period

The appraisal period will be for 12 months and will begin on 1 September; it must be completed by 31 October for teachers and for support staff and by 31 December for head teachers. The cycle will begin with a Planning Meeting and will end with a Review Meeting. Mid-year review meetings may also be held if agreed and considered necessary.

Where a teacher starts their employment or transfers to a new post within the school part way through a performance management cycle, the head teacher, or in the case where the employee is the head teacher, the governing body, shall determine appraisal arrangements for the remainder of the appraisal period, with a view to bringing their cycle into line with the cycle for other teachers and staff as soon as possible.

Where a teacher is employed on a fixed term contract for a period less than 12 months, the length of the appraisal period will be determined by the duration of the contract.

The Appraisers

All appraisers, including allocated members of the governing body, should be provided with appropriate training.

For the head teacher

The governing body is the appraiser for the head teacher, and to discharge this particular responsibility on its behalf, will appoint (typically) three governors. Head Teachers can raise an objection to the chair of governors, in writing and with good reason, outlining why an appointed governor should be excluded from the appraisal process.

The governing body of a school must appoint an external adviser for the purposes of providing it with advice and support in relation to the appraisal of the head teacher. The qualifications and experience

required of an external adviser are not set by regulation. It is for the governing body to decide who they wish to use as an external adviser, ideally with the agreement of the head teacher.

The external adviser is not responsible for determining a recommendation to the Pay Committee on whether an increment should be paid to the head teacher, following the review; this is a matter for the governor's panel alone. However, governors can ask for advice and should take account of any advice offered.

For all other employees

The head teacher is responsible for the appraisal of all other employees but may delegate this responsibility to others who will normally have line management responsibility for those they appraise.

Teaching staff should be able to object to the appointment of an appraiser, on professional grounds, in writing to the head teacher who will consider this and make a decision. Where the objections are rejected by the head teacher, the teacher should be advised in writing.

Objective setting

The setting and agreement of objectives is fundamentally important to the effective operation of a performance management system that aims to link individual performance to pay progression. The job description can be a particularly useful place to begin the process of identifying relevant objectives for each individual job holder. However, the job description is just one 'reference document' that can be helpful context to the process of setting and agreeing objectives. Other useful 'reference documents' may include the school development plan, the school's business plan, the Ofsted School Inspection Report and the Teachers' Standards.

In addition, it may be prudent to allow for some flexibility in the setting and agreement of objectives to enable objectives to be set and agreed around issues that are emerging for the school and that require some dedicated attention that is best articulated as one or as a set of objectives. On the grounds that emerging issues are unlikely to be known at the outset of an appraisal period, objectives may need to be adjusted throughout the appraisal period so that they remain relevant to the performance of the individual and to the priorities of the school. This is considered to be perfectly standard practice; the ideal outcome for all parties is that the overall weight of objectives is broadly or proportionately the same at the conclusion of any subsequent 'objectives' discussion.

Objectives should be CSMART

- C = Challenging
- S = Specific
- M = Measurable
- A = Achievable
- R = Relevant
- T = Timed

Objectives should also be fair and equitable when judged across employees with similar roles and responsibilities. However, appraisal objectives will normally become more challenging as a teacher progresses up the main pay scale.

The governing body of a school must, before, or as soon as practicable after, the start of each appraisal period, in relation to a head teacher, inform the head teacher of the standards against which their performance will be assessed and set objectives for the Head teacher for the appraisal period.

The head teacher of a school must, before, or as soon as practicable after, the start of each appraisal period, in relation to every teacher employed at that school, inform the teacher of the standards against which their performance will be assessed and set objectives for the teacher for the appraisal period. Head teachers may delegate this responsibility to the line manager cohort.

The objectives must be set such that they will contribute to the improvement of a school's educational provision and performance and appraisers will therefore be expected to align individual objectives with the school's priorities.

Every effort should be made to achieve agreement on the head teacher's objectives; only in the last resort, should targets be imposed on the head teacher. Similarly, all appraisers and appraisees should look to agree objectives; where agreement cannot be reached, the appraiser will make the final determination.

Objectives should focus on the priorities for the school or individual for the duration of the appraisal cycle. Normally, staff should expect to have no more than (typically) 3 objectives but there is no actual minimum or maximum number.

Objectives will be set out in a planning statement, along with details of any training and support which have been agreed. The planning statement should also specify the evidence that will be collected to support the review of performance including details of the arrangements for task or classroom observation, where relevant.

Objectives may be revised if circumstances change.

Teachers' Standards

Under the appraisal arrangements that took effect from 1 September 2013, the performance of all teachers, regardless of their career stage, will be assessed against the Teachers' Standards. The standards define the minimum level of practice expected of trainees and teachers from the point of being awarded QTS.

The standards against which performance must be assessed in respect of a teacher are the set of standards articulated in the Teachers' Standards document and any other set of standards relating to teachers' performance published by the secretary of state as the governing body or head teacher determine as being applicable.

In order to meet the Teachers' Standards, a teacher will need to demonstrate that their practice is consistent with the definitions set out in Part 1 (Teaching) and Part 2 (Personal & Professional Conduct).

Applying the Teachers' Standards - The Teachers' Standards effectively set out a 'code' of good teaching practice and professional conduct and as such, it would seem to be perfectly reasonable for schools to expect all teaching staff to meet the expectations set out in the Standards document. Teachers should therefore be evaluated against all the elements set out in the Teachers' Standards and it is for schools to put appropriate arrangements in place to achieve a fair and equitable process of evaluation.

Teachers - Teachers make the education of their pupils their first concern and are accountable for achieving the highest possible standards in their work and their conduct. Teachers act with honesty and integrity, have strong subject knowledge and are self-critical. They forge positive professional relationships with those around them and work with parents in the best interests of their pupils.

Head teachers - Teachers' Standards may be applied to Head Teachers as well as to all other teachers. However, on the grounds that only a proportion of Head Teachers spend part of their scheduled week teaching, governing bodies should exercise particularly careful judgement when assessing Head Teachers against the Teachers' Standards. Support from the External Adviser will be important in this respect.

Gathering the evidence

As part of the overall appraisal process, it will be critically important for all members of staff who are subject to the school's staff appraisal policy to be clear about the evidence that will be required by their appraiser to enable the appraiser to assess their performance and make a substantiated and evidence-based pay recommendation to the 'decision maker'.

Chase Bridge's TPSE (Teacher Profile School Evaluation) system is central to helping provide teachers with evidence about their performance in relation to the Teachers' Standards.

Judgements relating to performance should be supported by evidence, agreed at the beginning of the performance cycle. Evidence should show and demonstrate a contribution towards:

- an increasing positive impact in pupil progress;
- an increasing impact on wider outcomes for pupils;
- improvement in specific elements of practice, e.g. lesson planning;
- an increasing contribution to the work at the school;
- an increasing impact on the effectiveness of staff.

The evidence gathered by a member of staff will largely be determined by the nature and scope of the agreed objectives and / or the Teachers' Standards. Examples of evidence may include:

- classroom observations
- task observations
- reviews of assessment results
- reviews of lesson planning records
- internal tracking
- moderation within and across schools
- pupils' Voice
- parents' Voice
- head teachers' walkabouts
- evidence supporting progress against Teachers' Standards

Classroom observation will be carried out by qualified teachers. There is a mixture planned and unannounced observations. Every effort will be made to give verbal feedback provided by the end of the next school day in a suitable private environment. Written feedback will be provided within 5 working days. The appraisee has the right to append written comments to the feedback document.

For appraisal purposes, the governing body is committed to ensuring that classroom and task observation is developmental and supportive and that those involved in the process will:

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

The arrangements for classroom / task observation will be stated in the appraisal planning statement and will include the amount of observation, specify its primary purpose, any particular aspects of the

employee's performance which will be assessed, the duration of the observation, when, during the appraisal cycle, the observation is likely to take place and who is likely to conduct the observation.

Where evidence emerges about the appraisee's performance, which gives rise to concern during the cycle, additional observations may be arranged during the cycle.

The 3 hours statutory limit on classroom observations for appraisal has been removed; the government believes that head teachers and other appraisers should be free to decide how much observation is necessary for them to form an accurate assessment of a teacher's performance. However, a head teacher may determine that it is necessary to collect additional evidence to help inform the evaluation of teaching standards and school improvement strategies. This additional evidence may include walkabouts, task observation, reviews of assessment results and lesson planning records. It may not be practicable to provide advance notice of these additional monitoring activities.

As part of their overall inspection framework, Ofsted wishes to see evidence in schools that the appraisal procedure is used effectively and enables school improvement. This further underlines our approach at Chase Bridge to generate and retain as much reasonable 'appraisal system' evidence as practicably possible in particular through our Teacher Profile Self Evaluation (TPSE) system.

Reviewing Performance and the Annual Assessment

At the end of the cycle, assessment of performance will be on the basis agreed at the start of the process.

In determining an appraisal, the governing body or head teacher must assess the performance in the appraisal period, apply the relevant 'Standards', assess performance against the agreed objectives and assess the professional development needs and identify any action that should be taken and, finally, include a recommendation relating to pay.

At Chase Bridge we will principally use the Teachers' Standards where appropriate as well as the OfSTED grade descriptors to help determine the overall assessment of teachers' performance.

A written appraisal report must be provided at the conclusion of the appraisal process – by 31st October for teachers and support staff and by 31st December for head teachers; the report must record the overall performance assessment and pay recommendation.

Good progress towards the achievement of a challenging objective, even if the performance criteria have not been met in full, may be assessed favourably. If agreement cannot be reached, especially on the outcomes of an appraisal meeting, the teacher may appeal to the head teacher or the head teacher may appeal to the chair of the governing body, whose decisions will be final.

The overall assessment of performance and its subsequent performance rating for individual members of staff will be subject to a process of moderation, arrangements for which will be put in place by the head teacher with the approval of the governing body.

The final version of the appraisal documentation will be placed on the employee's file and a copy of their CPD made available to the school's CPD Coordinator. The sharing of such information is governed by the data protection principles under the Data Protection Act 1998.

The governing body and head teacher will ensure that all written appraisal records are retained in a secure place. For staff no longer employed records should be destroyed after 6 years and 4 months.

Continuing Professional Development

The school's CPD programme will be informed by the training and development needs identified through the appraisal procedure. The governing body will ensure in the budget planning, that, as far as possible, appropriate resources will be made available for any agreed training, support and continuing professional development.

Support to meet individual or collective development needs should be provided within the context of the school's improvement plan.

Conflict of Interest

In any circumstances where an individual believes that their participation in any part of the appraisal process amounts or may amount to a 'conflict of interest' they should declare this to their appraiser and / or absent themselves from any part of the appraisal process where they believe that a 'conflict of interest' would or is likely to prevail.

Pay progression linked to performance

The governing body must consider annually whether or not to increase the salary of teachers who have completed a year of employment since the previous annual pay determination and, if so, to what salary within the relevant pay ranges.

All pay recommendations should be clearly attributable to the performance of an employee.

The relevant body must decide how pay progression will be determined, subject to the following:

- a. The decision, whether or not to award pay progression, must be related to a teacher's performance.
- b. A pay recommendation must be made in writing as part of a teacher's annual appraisal report.
- c. Where a teacher is not subject to the 2012 regulations, the relevant body must determine through what process the teacher's performance will be assessed and a pay recommendation made for the purposes of making its decision on pay.
- d. Continued good performance, as defined by an individual school's pay policy, should give a classroom or an unqualified teacher an expectation of progression to the top of their respective pay ranges.
- e. A decision may be made not to award pay progression, whether or not the teacher is subject to capability proceedings.

The relevant body must set out clearly in the school's pay policy how pay progression will be determined. The head teacher will be responsible for ensuring that appropriate arrangements are put in place to support the links between performance and pay and that rates of pay progression are affordable and comply with prevailing legislation (e.g. Equal Pay).

Where teachers are eligible for pay progression, the recommendation made by the appraiser will be based on an assessment of performance against agreed performance objectives. The decision made by the relevant decision-making body will be based on the statutory criteria and guidance set out in the STPCD and the relevant teacher standards.

To move up the main pay range, one point at a time, teachers will need to have made good progress towards achieving their objectives and have demonstrated that they are competent in all elements of the Teachers' Standards. Teaching should be consistently 'good', as defined by Ofsted. However, this does not mean that every lesson observation needs to be 'good'.

If the overall appraisal evidence shows that a teacher has demonstrated exceptional performance, the governing body will consider awarding enhanced pay progression, up to a maximum of two reference points. Teaching should be ‘outstanding’, as defined by Ofsted.

The head teacher will consult with representatives on the establishment of appraisal and pay policies and will ensure that appraisers have the knowledge and skills to apply procedures fairly.

Teachers will work with their appraisers to ensure that there is sufficient evidence to support pay recommendations. Teachers will also keep records of objectives and review them throughout the appraisal period.

Applications to be paid on the Upper Pay Range

From 1 September 2013, any qualified teacher can apply to be paid on the Upper Pay Range. If a teacher is simultaneously employed at another school, they may submit separate applications if they wish to apply to be paid on the Upper Pay Scale in that school. Chase Bridge will not be bound by any pay decision made by another school.

An application is made by writing a letter to the headteacher. A typical letter should state that the teacher is hoping to move onto the Upper Pay Scale and confirm that the below evidence – which is necessary for the application to be considered – has been included.

The following key pieces of evidence are necessary for the teacher’s application to be assessed:

- an up-to date CPD folder
- evidence from parent feedback from report slips or annual surveys
- any other additional evidence, for example, professional evaluations of work by external agencies (Teaching Schools, OfSTED, examination/assessment from courses, etc.)

In order for their application to be approved, teachers’ evidence must show that they have met the following criteria over the past two years:

- The teacher is highly competent in all elements of the Teacher’s Standards including Part 1: Teaching, and Part 2: Personal and Professional Conduct
- The teacher’s achievements and contributions to education in the school are substantial and sustained

At Chase Bridge, this is qualified as follows:

Highly competent: The teacher has excellent knowledge, skills and understanding of the Teachers’ Standards, as demonstrated by their practice and their pupils’ achievement

Substantial: The teacher’s achievements and contribution to the school are significant in raising standards of teaching and learning in their own classroom, as well as making a significant wider contribution to school improvement, which impacts on pupil achievement and the effectiveness of colleagues

Sustained: The teacher must have had two consecutive successful appraisal reports and have made good progress towards their objectives during this period. They will have been expected to have shown that their teaching expertise has grown over the relevant period and that they have taken on board feedback and training and have developed professionally.

One application may be submitted annually. The closing date for applications is normally September 1st each year (exceptions will be made in particular circumstances, e.g. those teachers who are on maternity leave or who are currently on sick leave). The process for applications is:

- Submit the aforementioned letter and supporting evidence to the head teacher
- The head teacher will assess the application
- The Governing Body will make the final decision, advised by the head teacher
- Teachers will receive written notification of the outcome of their application by 14th November. Where the application is unsuccessful, the written notification will include the areas where it was felt that the teacher's performance did not satisfy the relevant criteria
- If requested, oral feedback will be provided by the head teacher
- Successful applicants will move to UPS 1st September 2-16; pay will be backdated
- Unsuccessful applications have the option of appealing the decision. The appeals process is set out in the Pay Policy

Upper pay range

Progression through the UPR will be considered when an application is made by writing a letter to the headteacher. A typical letter should state that the teacher is hoping to move up the Upper Pay Scale and provide evidence that the standards against 'highly competent', 'substantial' and 'sustained' have been consistently met. See the pay policy for more information.

Staff, especially teachers, experiencing difficulties

When a member of staff is experiencing difficulties, support and guidance will be provided through the appraisal process. Where it is clear that a member of staff's personal circumstances are leading to difficulties at work, appropriate support should be offered at the earliest opportunity.

If long-term sickness absence appears to have been triggered by the commencement of monitoring or a formal capability procedure, the case will be dealt with in accordance with the school's absence policy and will be referred to the occupational health service who will assess the member of staff's health and fitness for continued employment and whether continuing with monitoring or formal procedures is deemed to be appropriate.

If the appraiser identifies through the appraisal process or through other sources of information, parental complaints for example, that the difficulties experienced by a teacher are such that, if not rectified could lead to the capability procedure, the appraiser will, as part of the appraisal process, meet the member of staff to:

- give clear written feedback to the teacher about the nature and seriousness of the concerns;
- give the teacher the opportunity to comment on and discuss the concerns;
- give the teacher at least 5 working days' notice that a meeting will be held to discuss targets for improvement alongside a programme of support and remind the teacher that they have the right to be accompanied by a work colleague or trade union representative at any future meetings where capability will be discussed;
- agree and establish, in consultation with the teacher, an action plan with support that will help to remedy specific concerns;
- make clear, how progress will be monitored and when it will be reviewed;
- explain the implications and process if no, or insufficient, improvement is made.

The teacher's progress will continue to be monitored as part of the appraisal process and a reasonable time given for the teacher's performance to improve. During this monitoring period, the teacher will be given regular feedback on progress and arrangements will be made to modify the support programme if appropriate.

If sufficient progress is made, the teacher should be informed of this at a formal meeting and the appraisal process will continue as normal.

If no, or insufficient improvement has been made, the teacher will be invited to a transition meeting to determine whether formal capability proceedings will be invoked.

Transition to Capability

Performance concerns should be dealt with through the staff appraisal policy but if progress towards addressing performance concerns is insufficient or the concerns are sufficiently serious, a 'transition meeting' should be held; the expectation is that this meeting will reduce the likelihood of invoking the capability procedure or triggering a prolonged period of sickness absence.

In this event, further support should be granted through the appraisal procedure or, alternatively, the employee will be advised to consider the relative merits of resigning their post before the formal capability procedure is invoked.

Capability Procedure

This procedure complies with the provisions of the ACAS code of practice.

The capability procedure applies only to teachers and head teachers where there are serious concerns about their performance that are not able to be addressed by the appraisal procedure.

The purpose of a capability meeting is to establish the facts and will usually be chaired by either the chair of governors or the head teacher. The subject of the capability meeting will be able to respond to concerns about their performance and to present any relevant evidence.

Formal Capability Meeting

At least 5 working days' notice will be given of the formal capability meeting. The notification will contain sufficient information about performance concerns and the possible consequences to enable the teacher to prepare to present their case at the meeting. The notification of a capability meeting will be accompanied by copies of written evidence, details of the date and time of the meeting and will confirm the teacher's entitlement to be accompanied by a companion who may be a work colleague or a trade union representative.

The chair of the capability meeting will aim to a) identify the teacher's professional shortcomings; b) give clear guidance on the improved standard of performance needed; c) explain any support that will be available to help the teacher improve to a point where they can be removed from the capability procedure; d) set out the timetable for improvement and explain how performance will be monitored and reviewed; and e) warn the teacher formally that failure to improve within the set period could lead to dismissal (in very serious cases, the warning could be a final written warning). Notes will be taken of the formal meeting and a copy sent to the member of staff.

Monitoring and Review Period following a Capability Meeting

A performance monitoring and review period will follow the formal capability meeting.

Formal Review Meeting

Following the conclusion of a monitoring and review period, the member of staff will be invited to a formal review meeting. At the formal review meeting, if the person conducting the meeting is satisfied that the teacher has made sufficient improvement, the capability procedure will end and the appraisal process will re-start. If some progress has been made and there is confidence that more is likely, it may be appropriate to extend the monitoring and review period. If no or insufficient improvement has been made during the monitoring and review period, the teacher will receive a final written warning.

Decision Meeting

At the decision meeting, if an acceptable standard of performance has been achieved during the monitoring and review period, the capability procedure will end and the appraisal process will re-start. If performance remains unsatisfactory, a decision, or recommendation to the Governing Body, will be made that the teacher should be dismissed or required to cease working at the school. In this event we would consult the Local Authority as this is ultimately the teacher's employer).

Dismissal

Once the decision to dismiss has been taken, the governing body will dismiss the teacher with notice or once the governing body has decided that the teacher should no longer work at the school, it will notify the local authority of its decision and the reasons for it. The local authority must dismiss the teacher within 14 days of the date of the notification.

Appeal

If a teacher feels that the decision to dismiss them is wrong or unjust, they may appeal in writing against the decision, setting out the grounds of the appeal. The teacher will be informed in writing of the results of the appeal hearing without unreasonable delay.

Appendices

Department
for Education

Teachers' Standards

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 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.

PART ONE: TEACHING

A teacher must:

1 Set high expectations which inspire, motivate and challenge pupils

- 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.

2 Promote good progress and outcomes by pupils

- 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.

3 Demonstrate good subject and curriculum knowledge

- 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 systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4 Plan and teach well structured lessons

- 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).

5 Adapt teaching to respond to the strengths and needs of all pupils

- 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 special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6 Make accurate and productive use of assessment

- 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.

7 Manage behaviour effectively to ensure a good and safe learning environment

- 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.

8 Fulfil wider professional responsibilities

- 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

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.

- 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.
- 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.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

Capability procedure

Management guidance: applying the procedures

Role of governors

Governors should not normally be involved with a capability procedure before the dismissal stage unless the head teacher is the subject of the capability procedure.

Role of the head teacher

The head teacher will be responsible for taking the decision to invoke the capability procedure, unless of course, they are the subject of the procedure.

Role of advisers

Local authority and other advisers may be invited to participate in the capability procedure or with the monitoring process or with providing support.

Employee representation

If the employee's chosen companion is not available at the time proposed for the interview, meeting or hearing and the employee proposes an alternative date and time that is reasonable and falls within 5 working days of the original date, this should be given careful consideration and advice should be sought to ensure that revised arrangements can be made.

Monitoring arrangements

Any monitoring undertaken should be across the range of principal job responsibilities so that a balanced view can be reached to support the evaluation of performance.

Written records

Formal warning should be disregarded after a specified period of satisfactory performance.

First written warning - 12 months

Final written warning - 24 months

Grievances

Where an employee raises a grievance that relates to the capability procedure and its management and/or implementation, it may be appropriate to suspend the capability procedure until the grievance can be considered but such a delay should only be considered where there is a strong indication that the employee has been mistreated.

Performance Management Target Setting: 2014-15



Appraisee	Colin Caruthers
Appraiser	Diane Detour

Date of meeting: 15th September 2014 (all the examples in red can be deleted – it's place holding text – please turn it black as normal!)

Job description has been reviewed to ensure it reflects current responsibilities: **yes / no** (please return signed copy to the office)

Teachers' Standards	Self-evaluation
<p>Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils. The DfE Teachers' Standards should be used when completing your self-evaluation.</p> <p>PART ONE: TEACHING</p> <ol style="list-style-type: none"> 1. 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>PART TWO: PERSONAL AND PROFESSIONAL CONDUCT</p> <p>A teacher is expected to demonstrate consistently high standards of personal and professional conduct.</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 • 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. • Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities. 	<p>This section is completed at the end of the year – i.e. July 2015 so it can be left blank when you start the year in September 2014.</p> <p>What you need to do:</p> <ul style="list-style-type: none"> • Make a judgment on the extent to which you have met the general statements that are part of the Teachers' Standards • Summarise evidence – this will be mainly from the TPSE (Teacher Profile Self Evaluation) process but also note other things you have done that meet specific aspects of the standards • You might find it easiest to address this using the eight aspects give and write a short para of a couple of sentences to each. • Change the name in the footer • And, obviously turn the text from red to black! <p>[Supporting Evidence: make a note of any supporting evidence in these square brackets – typically you will make good reference to the outcomes from the TPSE process (Teacher Profile Self Evaluation) as a principal source of evidence, but there may be external observations or notes from for example external moderation of assessments by the L.A.]</p>

Specific Personal Targets for 2014 - 2015		
<p>Target 1</p> <p>Children's progress/outcomes</p> <p>identify a significant group within your class or set that needs to make better progress and set appropriately challenging progress targets</p>	<p>Success criteria / actions</p> <p>You should decide on about half a dozen specific actions and outcomes/success criteria. Make sure these are as measurable as reasonably possible so you and your appraiser will be able to tell quickly and easily whether targets have been met, partially met or not met at the end of the year. The sort of actions/outcomes/success criteria you could consider might be based on the following bullets:</p> <ul style="list-style-type: none"> • Measurable improved rates of progress using Average Point Score • Meeting targets for the identified group of children • Planning that demonstrates that work has been targeted to meet the needs of the group • Targeted deployment of additional adults and use of intervention • Improve level of expertise through accessing CPD opportunities 	<p>Self-evaluation</p> <p>This section should be completed at the end of the year.</p> <p>Make a judgment on whether you consider you have met, partially met or not met the target.</p> <p>Summarise evidence related to the success criteria / actions in the listed bullet points</p> <p>[make a note of any supporting evidence in these square brackets – this might be a range of things such as lesson observations; Weekly and termly planning; Pupil interviews and discussion; Pupil assessment data showing rates of improvement, assessments; Documents or policies written; Evidence from involvement in a specific project such as a school self-evaluation, ...]</p>
<p>Target 2</p> <p>Teaching and curriculum linked to the SDP – something specific linked to your classroom practice</p>	<p>Success criteria/ actions</p> <ul style="list-style-type: none"> • Teacher knowledge of is developed • Training that you might access • Evidence in planning • Something you have changed in your classroom layout • Improved accuracy of assessment 	<p>Self-evaluation</p> <p>Make a judgement on whether you consider you have met, partially met or not met the target.</p> <p>Summarise evidence related to the success criteria / actions in the listed bullet points</p> <p>[make a note of any supporting evidence in these square brackets]</p>
<p>Target 3</p> <p>Wider contribution to the school – this could be your contribution to work in a faculty or specific projects – leadership and management of a team</p>	<p>Success criteria/ actions</p> <ul style="list-style-type: none"> • A specific action or task you have completed in the faculty action plan • Development of an initiative across the school or other schools • Leading a subject area and improvements you have made • Contributing to or leading whole school evaluations 	<p>Self-evaluation</p> <p>Judgment</p> <p>Summary of evidence</p> <p>[make a note of any supporting evidence in these square brackets]</p>
<p>Target 4</p> <p>Personal/CPD (this is optional)</p>	<p>Success criteria/ actions</p> <ul style="list-style-type: none"> • This is an opportunity for staff to have their individual aspirations for professional development met • This might relate to a longer course of professional study such as a higher degree 	<p>Self-evaluation</p> <p>Judgment and summary of evidence</p> <p>[make a note of any supporting evidence in these square brackets]</p>

Continuing Professional Development

This needs to be planned out for September 2014 and should link to your targets, success criteria and actions.
[Make a note of any CPD that might be necessary to support you in meeting your targets. This might be through courses, support from colleagues in school, involvement in a project, etc. The more specific you can be the better. You will need to liaise with BOA who co-ordinate all CPD requests and help to ensure that the CPD is in place. Any CPD that has a significant cost associated with it needs to be agreed by the Senior Leadership Team in line with budget plans]

These are the agreed targets, monitoring and plans for associated CPD resulting from the Performance Management process

Signed by Appraisee:

Signed by Appraiser:

Date: (tba before last week of October)

Performance management Process – next steps

Follow up to the initial meeting (tbc by the last week of October)

- Appraiser completes statement on the previous self-evaluation form that either confirms the appraisee’s self-evaluation and/or reflects the outcomes of the discussion.
- This target setting section of the proforma is finalised with success criteria, actions and CPD completed
- The completed form is returned to the appraisee for approval, dating and signing
- Appraisee passes on PM document and new set of actions with CPD file to BAO.

Mid-year review (suggestion that this takes place in the early/mid-March 2015 but could be on-going depending on the nature of the targets)

- This is simply a short meeting to consider whether agreed actions are on track and whether the appraisee needs any additional guidance, support or help.

End of year review (July 2015)

- Appraisee collects evidence and completes the self-evaluation pro-forma
- The appraisee should reflect on targets, ensure that relevant evidence is in the CPD folder ready for feeding into the next self-evaluation and initial review meeting at the start of the next academic year
- End of PM cycle between appraisee and appraiser takes place and a comment by the appraiser on the self-evaluation is made.

End of performance management review Improved accuracy of assessment This should be completed at the end of the P.M. cycle – July 2015

Areas to be considered for future performance management targets (drafted by appraisee)

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Comment by Appraiser on the self-evaluation

(to be completed following the end of PM cycle review meeting. A signed copy and an electronic copy to be passed to AK)

Signed by Appraisee:

Signed by Appraiser:

Date: