



Appraisal Policy & Procedure for School Staff

Adopted from BMDC policy PACT HR

July 14 NB. This guidance will be retained for a period of 7 years from replacement.

Signed by Chair of Governors: Sally Birkbeck

Sally Birkbeck

Agreed by Governors on 17.07.17

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Safe Happy Learning

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1. Introduction

Revised appraisal arrangements come into force with effect from 1 September 2012. They are set out in the Education (School Teachers' Appraisal) (England) Regulations 2012 (the Appraisal Regulations) which replace the Education (School Teacher Performance Management) (England) Regulations 2006 (the 2006 Regulations). The 2006 Regulations

continue to apply to any performance management cycle which is in progress on 1 September 2012, unless the Governing Body or local authority decides to end that cycle early and to begin a new appraisal period starting on or after that date.

The Appraisal Regulations set out the principles that apply to teachers in all maintained schools and unattached teachers employed by a local authority, in each case where they are employed for one term or more. They retain the key elements of the 2006 Regulations but allow schools more freedom to design arrangements to suit their own individual circumstances. They provide the minimum national framework within which schools should operate and say nothing, or very little, on many subjects on which the 2006 Regulations made detailed provision. If they wish, schools may include in their own policies details that are no longer covered by the Appraisal Regulations.

Schools and local authorities must stay within the legal framework set out in the Appraisal Regulations and in other relevant legislation that affects all employers (for example legislation on equality, employment protection and data protection).

Schools and local authorities must have an appraisal policy for teachers and a policy, covering all staff, which deals with lack of capability.

The model policy covers appraisal and should be used as a reference point by schools and others as they review their policies to reflect the Appraisal Regulations.

2. Model Policy

The Governing Body of Delius Special School adopted this policy and procedure and after consultations with the recognised trade unions. It will be reviewed annually.

Appraisal in this school will be a supportive and developmental process designed to ensure that all staff have the skills and support they need to carry out their role effectively. It will help to ensure that staff are able to continue to improve their professional practice and to develop in their professional roles.

The Governing Body is committed to ensuring consistency of treatment and fairness in the operation of performance management.

Purpose

The Governing Body believes that the school can only be fully effective in delivering a service to pupils and the community if it has well trained, motivated, committed and competent staff.

In support of these aims this policy and procedure sets out the framework for a clear and consistent assessment of the overall performance of support staff and teachers, including the Head teacher, and for supporting their development within the context of the school's plan for improving educational provision and performance, and the standards expected of teachers and other occupational groups. In the case of support staff, these members of staff will be assessed against the relevant job description for their post in school and the context in which they work in school.

It also sets out the arrangements that will apply when staff are experiencing difficulties in meeting the standards that are expected of them.

The appraisal procedure will be used also to address any concerns that are raised about a member of staff's performance.

Where teachers are eligible for pay progression, the assessment of performance throughout the cycle, against the performance criteria specified in the statement, will be the basis on which the recommendation is made by the appraiser.

Application of the policy

This policy applies to the Head teacher and other members of the Leadership Team, to teachers and to all other staff employed by the school, except those on contracts of less than one term, those undergoing induction (*i.e.* NQTs) and those who are subject to capability procedures.

The Appraisal Period

The appraisal period will run for twelve months, normally from September 1st to 31st August.

Staff who are employed on a fixed term contract of less than one year will have their performance managed in accordance with the principles underpinning this policy. The length of the period will be determined by the duration of their contract.

There is flexibility to have a longer or shorter appraisal period when the staff member begins or ends employment with a school or local authority or when unattached teachers change post within the same authority. Where a teacher starts their employment at the school part-way through a cycle, the Head teacher or, in the case where the employee is the head teacher, the Governing Body shall determine the length of the first cycle for that teacher, with a view to bringing his/her cycle into line with the cycle for other teachers as soon as possible. The appropriate manager will inform the staff member of the arrangement where this applies.

Appointing Appraisers

The role of the Appraiser in school will involve the managing of all aspects of the Appraisal Cycle for the members of staff for which they are responsible. This will include where appropriate, pay progression recommendations being made to the relevant school leader.

As part of their role, the Appraiser at the start of the appraisal review period will complete a planning statement for each member of staff. Schools should create their own planning statements in school; these should include the following information;

1. The number of formal lesson observations to take place within the appraisal cycle.
2. The duration of the formal lesson observations to take place within the appraisal cycle.

3. The person that will act as the member of staff's appraiser during the appraisal cycle.
4. The focus of the observations over the appraisal cycle.
5. When during the appraisal cycle the observations will take place.
6. The objectives which the member of staff will work towards achieving over the appraisal period.
7. The support/training that will be in place over the appraisal cycle for the member of staff to help them to develop and achieve their objectives.

For Head teachers

The task of appraising the Head teacher, including the setting of objectives, will be delegated to sub-Committee consisting of a minimum of two and a maximum of three members of the Governing Body. The nomination of the Governor Appraisers will be approved and minuted by a quorate meeting of the whole Governing Body.

Where a Head teacher is of the opinion that any of the governors appointed by the Governing Body is unsuitable to act as his/her appraiser, s/he may submit a written request for that governor to be replaced, stating the reasons for the request. A quorate meeting of the Governing Body will decide on the matter.

The process of appraising the Head teacher will be supported by a suitably skilled and/or experienced external adviser who has been appointed by the Governing Body for that purpose.

For Teachers

All appraisers of teachers, other than those appraising Head teachers, will be teachers who have qualified teacher status, will be suitably trained and, preferably, will have current or recent teaching experience. The Head teacher will appraise members of the school's Leadership Team and will decide who will appraise other teachers and staff.

Where a staff member has an objection to the Head teacher's choice, their concerns will be carefully considered by the Head teacher and, where both possible and appropriate, an alternative appraiser will be offered.

Where it becomes apparent that the appraiser appointed by the head teacher will be absent for the majority of the appraisal cycle, the head teacher may perform those duties herself/himself or delegate those duties to another teacher for the duration of that absence.

For all other staff

The appraiser of all other staff will be an appropriate manager, as determined by the Head teacher.

For staff experiencing difficulties

Where a staff member is experiencing difficulties and the Head teacher is not the appraiser, the Head teacher may undertake the role of appraiser or delegate this role to a Deputy Head teacher. (See also section on Staff Experiencing Difficulties).

Setting Objectives

The Head teacher's objectives will be set by the Governor Appraisers appointed by the Governing Body after consultation with the Head teacher and the external adviser.

Objectives for each member of staff will be set before, or as soon as practicable after, the start of each appraisal period and unless there are exceptional circumstances (e.g. maternity/paternity leave or sickness absence), no later than the end of October. The objectives set for each member of staff, will be:

Specific, Measurable, Achievable, Realistic and Time- bound

and will be appropriate to the staff member's role and level of experience. Whole school objectives may be set.

The appraiser and the staff member will seek to agree the objectives but, if that is not possible, the appraiser will determine the objectives. Objectives may be revised if circumstances change. Should the objectives not be agreed, the final decision on allocation of objectives rests with the Head teacher.

The objectives set for each staff member including the Headteacher will, if achieved, contribute to the efficient management of the school and its plans for improving the school's educational provision and performance and improving the education of pupils at that school. This will be ensured by quality assuring all objectives against the school improvement plan and the school's organisational needs. Well designed objectives should also take into account the professional aspirations of the staff member and will have regard to the time available to fulfil the objectives and his or her well-being and work/life balance.

The agreed objectives will contain a description of what success may look like. Where use of numerical targets is appropriate, these will be reasonable, in the circumstances in which the staff member works and it will be recognised that factors outside the staff member's control may significantly affect success.

Setting too many objectives, or, for example, using sub-targets, can lead to staff experiencing unreasonable workload and pressure, making the objectives more difficult to achieve. Therefore, other than in exceptional circumstances, no staff member will normally be given more than three objectives but the number of targets may vary between staff members taking account of the difficulty and/or complexity the targets set.

The appraiser will take into account the effects of an individual's circumstances, including any disability, when agreeing objectives. For example, this might include a reasonable adjustment to allow an individual slightly longer to complete a task than might otherwise be the case. When staff return from a period of extended absence, objectives may be adjusted to allow them to readjust to their working environment.

The performance management cycle is annual, but on occasions it may be appropriate to set objectives that will cover a period over more than one cycle. In such cases, the basis on which the progress being made towards meeting the performance criteria for the objective will be assessed at the end of the first cycle and will be recorded in the planning and review statement at the beginning of the cycle.

Before, or as soon as practicable after, the start of each appraisal period, each staff member will be informed of the standards against which performance in that appraisal period will be assessed. Teachers will be assessed against the appropriate set of standards contained in the document "Teachers' Standards" published in July 2011. During the appraisal period, assessment against the Teachers' Standards will start from the premise that all teachers are meeting the Teachers' Standards, and the Delius' Career Progression Standards and they will be assessed on progress towards set objectives. **At the end of the appraisal cycle, providing the teacher has proved competent in the relevant teacher standards and Delius Career Progression Standards, then the performance management cycle will be deemed to be a successful one unless clear, compelling evidence to the contrary is provided and any concerns have been raised, in writing, at the time with the teacher and appropriate support has been identified and provided.**

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

Moderation

The school will operate a system of moderation to ensure that all appraisers are working to the same standards. The Head teacher will be responsible for ensuring that targets are moderated across the school to ensure that they are consistent between staff with similar experience and levels of responsibility. Additionally, the Head teacher will ensure that all appraisal processes comply with this policy, the relevant regulations and the requirements of equality legislation.

All appraisers will be provided with training to enable them to discharge all aspects of their role appropriately and effectively, including the conduct of performance management reviews, objective setting, classroom observation, and providing quality feedback to appraisees.

The Governing Body will review the quality assurance processes when the performance policy is reviewed.

Reviewing Performance

Performance will be reviewed on an on-going basis, evaluating information from a range of sources and not just the appraisal meetings.

Observation

For teachers and other staff working with children, this school believes that observation of classroom practice and other associated responsibilities is important both as a way of assessing performance in order to identify any particular strengths and areas for development they may have and also to gain useful information which can inform school improvement more generally. All observations will be carried out in a supportive fashion.

The **teaching** observation sheet, the Appraisal Cycle and Delius' Teacher Career Progression Standards are all available for staff on the shared area.

In this school, teachers' performance will be observed on an appropriate and reasonable number of occasions but the amount and type of **teaching** observation will depend on the individual circumstances of the teacher and the overall needs of the school. Formal **teaching** observations should not normally exceed 3 hours per academic year. **Teaching** observation will be carried out by those with QTS. In addition to formal observation, Head teachers or other leaders with responsibility for teaching standards may "drop in" in order to evaluate the standards of teaching and to check that high standards of professional performance are established and maintained. The length and frequency of "drop in" or other observations, and the notice to be given, may vary depending on specific circumstances but will be in accordance with the school's **teaching** observation and drop-in policy. Delius also uses Interactive Learning Walks (ILW) to help support good and outstanding practice by helping to monitor and evaluate the typicality of teaching over time. Several ILWs will be conducted each year and the timetable and focus are shared with staff. Ofsted require the school to know the typicality of teaching.

In the observation process, account will be taken of any particular factors which might affect performance on that day.

Teachers (including the Head teacher) and other staff who have responsibilities outside the classroom should also expect to have their performance of those responsibilities observed and assessed.

Training and Support

Appraisal is a supportive process which will be used to inform continuing professional development. All staff will be encouraged to learn and develop so that they can perform their roles to a high standard and the appraisal process will play an important part in this process. The school wishes to encourage a culture in which all teachers and other staff take responsibility for improving their practise through appropriate professional development, through peer observation for example.

The school's CPD programme will be informed by the training and development needs identified as part of the appraisal process. The Governing Body will ensure in the budget planning that, as far as possible, resources are made available in the school budget for appropriate training, and support agreed for appraisees, maintaining access on an equitable basis.

An account of the training and development needs of staff including the instances where it did not prove possible to provide any agreed CPD, will form a part of the Head teacher's annual report to the Governing Body about the operation of the appraisal process in the school.

With regard to the provision of CPD, in the case of competing demands on the school budget, a decision on relative priority will be taken with regard to the extent to which:

- the training and support will help the school to achieve its priorities; and

- the CPD identified is essential for an appraisee to meet their objectives.

Account will be taken in a review meeting of where it has not been possible for staff members to fully meet their performance criteria because the support recorded in the planning statement has not been provided.

Professional development will be linked to school improvement priorities and to the ongoing professional development needs and priorities of individual teachers and other staff.

Feedback during the Appraisal Year

Staff will receive feedback on their performance throughout the year and as soon as practicable after observations, have taken place, **as ILWs and teaching observations are 'interactive'** or other evidence has come to light. Where matters require discussion with the staff member there is no reason why this must wait until the next appraisal review meeting. The feedback will be constructive and will highlight particular areas of strength as well as any areas that need attention and what needs to be done to develop areas of weakness.

Annual Assessment

Each staff member's performance will be formally assessed in respect of each appraisal period and, in the case of assessing the performance of the Head teacher, the Governing Body's delegated sub-Committee must consult the external adviser.

This assessment is the end point to the annual appraisal process, but performance and development priorities will be reviewed and addressed on a regular basis throughout the year in interim meetings as and when necessary, but does not preclude the need for ongoing dialogue with members of staff throughout the year.

The staff member will receive a written appraisal report as soon as practicable following the end of each appraisal period, and have the opportunity to comment in writing on it. In this school, staff members will receive their written appraisal reports by 31 October (31 December for the Head teacher), or by the end of the term in which the annual assessment was completed. The appraisal report will be drawn up in discussion with both the appraiser and appraisee and will include:

- details of the staff member's objectives for the appraisal period in question;
- an assessment of the staff member's performance of their role and responsibilities against their objectives, in the context of the relevant standards;
- an assessment of the staff member's training and development needs and identification of any action that should be taken to address them;
- a recommendation on pay where that is relevant for staff covered by teachers' conditions of service

NB. To move up the main pay range, teachers will need to show that they have been judged as having a successful performance appraisal. This will include competency in the Teachers' Standards and good progress towards set objectives. Where a teacher has had exceptional performance during the appraisal period, the Governing Body will consider using its discretion to award enhanced pay progression. However where the appraisal process has raised concerns about performance, which have been shared with the teacher in writing at the time, and these have not been sufficiently addressed, the performance appraisal will be judged as unsuccessful and no pay progression will be awarded. Where an individual has been unable to achieve a successful appraisal cycle and the reasons for this are beyond the control of the member of staff, or there have been extenuating circumstances, the governing body has the discretion to award an increment if they so wish.

Pay recommendations need to be made by 31 December for Head teachers and by 31 October for other teachers.

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

Appeals

Staff will have the right to comment on the appraisal report and through discussion the need to appeal may be avoided.

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 teacher or from the school Governing Body. The first line of appeal will be by making representations at a meeting with the appraiser or the Governing Body sub-committee in the case of the Head teacher. If the matter is still unresolved after this stage the matter will be heard by the Appeals Committee of the Governing Body using the school's grievance procedures.

Where the Head teacher has not been recommended for pay progression he/she will be informed by the appropriate governor. The Head teacher will notify any staff member 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 Head teacher when the head has not been recommend for pay progression) may exercise the right of appeal, assisted by a companion who may be a colleague, a trade union official or a trade union representative. Appeals on matters relating to pay progression will be dealt with under the procedure set out in the school's pay policy.

Confidentiality

The whole performance management process and the statements generated under it, in particular, will be treated with strict confidentiality at all times. Only the appraisees' line manager or, where he or she has more than one, each of his or her line managers, will be provided with access to the appraisees plan recorded in his or her statement, upon request, where this is necessary to enable the line manager to discharge his or her line management responsibilities. Appraisees will be told who has requested and who has been granted access.

Retention of Statements

Performance management planning and review statements will be retained for a minimum period of six years.

3. Staff Experiencing Difficulties During the Appraisal Cycle

The approach taken with the appraisal cycle is to encourage staff to develop their skills and expertise. Whilst it is perfectly normal for progress through the appraisal cycle to be monitored and additional support provided where necessary, occasionally a staff member may be identified as having particular difficulties in achieving a satisfactory standard of performance.

Meeting to discuss difficulties and additional support

If an appraiser identifies through the appraisal process that the staff member is experiencing difficulties in reaching the expected standard of performance, and that the use of capability procedures could be necessary if the situation is not rectified, a meeting will be arranged to discuss the situation. Concerns may arise through appraisal monitoring, observations of performance or via other sources of information (for example parental complaints).

At least 5 working days' notice of the meeting will be given and the staff member will be informed that he/she has the right to be assisted by a representative of an independent trade union or workplace colleague at the meeting.

The meeting will be conducted by the appraiser, the Head teacher, or a member of the leadership team. The purpose of the meeting will be to:

- give clear feedback about the nature and seriousness of the concerns;
- give the opportunity to comment and discuss the concerns;

Possible outcomes of this discussion

- it is agreed that the concerns do not merit special support over and above the normal arrangements for all staff and that normal appraisal arrangements should continue *or*
- it is decided that special support under an Action Plan would be beneficial *and*

- in all cases the staff member will be advised that the school's capability procedure may be used if under-performance continues and that the aim was to avoid such an eventuality

Preparing the Action Plan

- discuss targets for improvement;
- agree an Action Plan in consultation with the staff member, which includes any possible forms of support (e.g. coaching, training, in-class or on the job support, mentoring, structured observations, opportunities to observe outstanding practitioners and discussions with outside experts), that will be provided to help address those specific concerns;
- make clear how, and by when, the appraiser will review progress and set dates for Review Meetings (see flow-chart).
- It may be appropriate during the process to revise objectives, and it will be necessary to allow sufficient time for improvement. The amount of time is up to the school but should reflect the seriousness of the concerns:
- explain the implications and process if no, or insufficient, improvement is made, including the possible use of capability procedures;
- where it is apparent that a staff member's personal circumstances or health are contributing to the difficulties at school, appropriate support including access to occupational health, will be offered as soon as possible, without waiting for the formal annual assessment.
- date for a final review meeting should be set reflecting the time allowed for improvement and that the outcome of this meeting could result in:
 - the staff member has improved performance so that this is no longer a concern
 - continued support where good progress towards improvement is being made
 - the use of capability procedures is considered
- The outcome of the meeting will be confirmed in writing including details of the Action Plan, the expected standards of performance and the timescale for improvement.

When dealing with a staff member experiencing difficulties, the objective is to provide support and guidance through the appraisal process in such a way that the staff member's performance improves and the problem is, therefore, resolved and the use of capability procedures becomes unnecessary.

The staff member also has a responsibility to engage with the support programme and to discuss with the appropriate manager any other forms that may be of assistance.

If sufficient progress is made such that the staff member is performing at a level that indicates there is no longer a possibility of capability procedures being invoked then he or she should be informed of this at a formal meeting with the appraiser or Head teacher and confirmed in writing. Following this meeting the appraisal process will continue as normal.

Where concerns about the staff member's progress persist, he or she will continue to be monitored as part of the appraisal process and a reasonable time given for their performance to improve. The amount of time allowed for improvement will depend upon the circumstances with appropriate support as agreed in the Action Plan, in order that the aim of recovering and improving performance can be achieved. During this monitoring period the staff member will be given regular feedback on progress and arrangements will be made to modify the support programme if appropriate.

NB A decision not to award a pay increment should not be made unless concerns about standards of performance have been raised in writing and discussed with the teacher as part of the normal appraisal cycle and also where the concerns raised have not been sufficiently addressed through appropriate support provided by the school.

4. General Principles Underlying This Policy

Consistency of Treatment and Fairness

The Governing Body is committed to ensuring consistency of treatment and fairness and will abide by all relevant equality legislation.

Sickness

If long term sickness absence appears to have been triggered by the commencement of the appraisal monitoring or a formal capability procedure, the case will be dealt with in accordance with the school's absence policy and will normally be referred to the occupational health service to assess the member of staff's health and fitness for continued employment and the appropriateness or otherwise of continuing with monitoring or formal procedures. In some cases it may be appropriate for formal procedures to continue during a period of sickness absence. However, the views of the occupational health physician will always be taken into account before a decision is reached.

Grievances

Where a member of staff raises a grievance during the appraisal process, the process may be temporarily suspended in order to deal with the grievance.

Confidentiality & Professional Relationships

The appraisal processes will be treated with confidentiality. Only the appraiser's line manager or, where he or she had more than one, each of his or her line managers will be provided with access to the appraisee's plan recorded in his or her statements. This will be done upon request and only where this is necessary to enable the line manager to discharge his or her line management responsibilities. Appraisees will be consulted on requests for access to statements in the context of this policy.

The process of gathering evidence for performance review will not compromise normal professional relationships between staff. The governing body recognises that the appraiser will consult with, and seek to secure the agreement of, the appraisee before seeking information from other colleagues about his or her work.

However, the desire for confidentiality does not override the need for the Head teacher and governing body to quality-assure the operation and effectiveness of the appraisal system. The Head teacher or appropriate colleague might, for example, review all staff members' objectives and written appraisal records personally – to check consistency of approach and expectation between different appraisers. The Head teacher must be made aware of any pay recommendations that have been made.

Monitoring and Evaluation

The governing body and Head teacher will monitor the operation and effectiveness of the school's appraisal arrangements.

The Head teacher will provide the governing body with a written report on the operation of the school's appraisal and capability policies annually. The report will not identify any individual by name. The report will include an assessment of the impact of these policies on:

- Race
- Sex
- Sexual Orientation
- Disability

- Religion and Beliefs
- Age
- Part-time Status
- Maternity and Pregnancy

The Head teacher will report on whether there have been any appeals or representations on an individual or collective basis on the grounds of alleged discrimination.

Retention

The governing body and Head teacher will ensure that all written appraisal records are retained in a secure place for six years and then destroyed.

Teacher Standards and Career Progression

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in their work, conduct and progress for pupils. Teachers at all levels will act with honesty and integrity; have strong subject /aspect /leadership and SEN knowledge, and keep knowledge and skills as teachers up-to-date .We are self-reviewing; forge positive professional relationships; and work with parents in the best interests of our pupils. We expect all teaching and leadership to be consistently and typically good or better. Teaching and leadership, day to day, in teaching observations, drop ins, interactive learning walks (ILWs) is expected to meet the appropriate standards set out in the teaching observation sheet and to meet the agreed standards , according to experience, post and pay level. If our quality assurance measures indicate that expected teaching/leadership standards, are not being met, then a support and development programme will be put in place. A teacher who receives a “Requires Improvement” judgment on a teaching observation, will be offered guidance on how to improve and offered the opportunity to be observed again to demonstrate improved teaching. Teachers wishing to move to the next pay range will be given opportunities to demonstrate success in aspects of the next pay range if at all possible to develop their skills and to support their career development and the school’s succession planning.

Part 1 - Teaching				
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<p><i>Italics indicate the OFSTED 2013 recommendations</i></p> <p>A teacher must perform to their Job description A teacher must:</p>	<p>Point 1-2 (NQT/QTS/UQT)</p> <p>Development through M1-2 to consistently good teaching (some strengths, few weaknesses)</p> <p>NQTs (M1)</p> <p>Develop consistently good teaching by the end of the second term</p> <p>UQTs & RQTs (M2)</p> <p>Consistently good teaching by the end of the first term</p>	<p>Point 3-6 (QTS/UQT)</p> <p>Development through M3 to M6 to consistently good (some strengths, few weaknesses) to aspects of outstanding teaching (mainly strengths, with no weaknesses)</p> <p>Those wishing to progress to the next standard must demonstrate a significant proportion of the Upper Pay Range 1-2/TLR , as well as contributing to meeting all the OFSTED recommendations and School Improvement plan.</p>	<p>Upper Pay Range 1- 3/TLR</p> <p>Development from consistently good plus to outstanding teaching (mainly strengths, with no weaknesses)</p> <p>UP3 : should demonstrate how they contribute to effectively to meeting all aspects of the Ofsted recommendations, the School Improvement Plan, and make a strong contribution to all aspects of school life.</p> <p>Those wishing to progress to the next pay scale or standard must demonstrate a significant proportion of the Upper Pay 3/Leadership , as well as contributing significantly to meeting all the OFSTED recommendations and leading effectively on aspects of School Improvement Plan</p>	<p>Leadership</p> <p>Evidence of development (if a teaching role) to consistently good plus and outstanding teaching (mainly strengths, with no weaknesses)</p> <p>The headteacher must meet standards for headteachers. Other leaders should meet aspects of any leadership posts and headteacher standards. Leaders’ judgements on teaching observations, interactive learning walks and drop ins, across the school day, must be moderated and validated by the Head teacher and /or external professional/peer head teacher or inspector.</p> <p>The headteacher’s judgements on teaching observations, interactive learning walks and drop ins, across the school day, and overall performance must be moderated and validated by external professionals such as Inspectors, School 2 School consultants, peer heads etc.</p> <p>UP3 and leadership significantly contribute to meeting all the OFSTED recommendations • effective and sustained leadership of several areas of the School Improvement Plan</p> <ul style="list-style-type: none"> • effective and sustained leadership across all areas school life
				<ul style="list-style-type: none"> • a significant and sustained contribution to school improvement , year on year

<p>1.Set high expectations which inspire, motivate and challenge pupils</p> <ul style="list-style-type: none"> • establish a safe and stimulating environment for pupils, rooted in mutual respect • set targets and learning objectives that stretch and challenge pupils of all backgrounds, abilities and dispositions • demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils. 	<p>Teaching observations ,ILWs, and drop ins across the school day consistently demonstrate</p> <ul style="list-style-type: none"> • a calm, ordered teaching environment • pupils being engaged and increasingly challenged and inspired • clear routines and expectations being established • pupil feedback about their learning is often positive 	<p>Teaching observations, ILWs and drop ins, across the school day, consistently demonstrate</p> <ul style="list-style-type: none"> • a consistently calm, ordered teaching environment • the vast majority of pupils being engaged, challenged and inspired <ul style="list-style-type: none"> • pupils enjoying their learning • clear routines and high expectations are established • pupil feedback about their learning is positive 	<p>Teaching , ILWs and drop ins, pupil progress ,across the school day, consistently demonstrate</p> <ul style="list-style-type: none"> • a consistently calm, purposeful ,ordered teaching environment with a high level of motivation • pupils of all abilities being consistently engaged, challenged and inspired • pupil enjoyment and independence in learning • clear routines and high expectations are embedded • pupil feedback about their learning is consistently positive 	<p>Teaching observations ,ILWs and drop ins across the school day , consistently demonstrate</p> <p>All of UP1-3/TLR (as appropriate to teaching or non teaching role) use the UP3 standard for teaching.</p> <p>Leaders must model and/or guide or lead excellent practice and outcomes, effective CPD , monitoring and evaluation of these standards across school, as appropriate to their responsibilities and Appraisal targets in Part 1-8 , and record the impact in each standard.</p>
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<p>2.Promote good progress and outcomes by pupils</p> <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 	<p>Planning records and pupil outcome data demonstrate</p> <ul style="list-style-type: none"> • most pupils achieve good levels of progress • learning outcomes are visible throughout lesson, explained and contextualised • planning takes into account the needs of all pupils • pupils know their target /levels and these referred to within the lesson • pupils are given opportunities to reflect on their learning 	<p>Planning records and pupil outcome data demonstrate</p> <ul style="list-style-type: none"> • Pupil progress meetings and evaluations of IEPs and moderation activities demonstrate accurate assessment and SMART target setting ability • Interventions improve learning • Many pupils achieve above the expected level of progress 	<p>Planning records and pupil outcome data demonstrate</p> <ul style="list-style-type: none"> • Pupil progress meetings and evaluations of IEPs and moderation activities demonstrate accurate assessment and SMART target setting ability • Specific Interventions improve learning • Leaders of core subjects and/or priority subjects on the SIP evaluate progress across school and lead on CPD to promote higher standards 	<p>List examples and impact</p>
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<p>pupils learn and how this impacts on teaching encourage pupils to take a responsible and conscientious attitude to their own work and study.</p>	<ul style="list-style-type: none"> • activities are planned to take into account the different learning styles and needs of the pupils • pupils are encouraged to take responsibility for their own learning and planning facilitates independent learning activities • trackers , assessment files and Progress over time displays follow guidance and evidence good progress 	<p>relative to their ability & starting points planning takes into account the needs of all pupils</p> <ul style="list-style-type: none"> • the use of target levels with pupils is an integral part of planning and teaching activities • pupils reflect on their learning and demonstrate how they can improve a wide range of activities are used to stimulate and motivate pupils • pupils take responsibility for their own learning and planning facilitates independent learning activities • trackers , assessment files and Progress over time displays follow guidance and evidence good or better progress for most pupils 	<ul style="list-style-type: none"> • many pupils of all abilities consistently achieve above the expected level of progress and some make exceptional progress • planning takes into account the needs of all pupils the use of target levels with pupils is an integral part of planning and teaching activities a wide range of activities are used to stimulate and motivate pupils • pupils are independent learners who reflect on their progress and talk/feedback about their learning • trackers , assessment files and Progress over time displays follow guidance and evidence good or better progress for most pupils 	
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<p>3. Demonstrate good subject and curriculum knowledge</p> <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 	<p>Teaching observations interactive learning walks & drop ins, pupil progress and collaborative team work demonstrate</p> <ul style="list-style-type: none"> • a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and the ability to address misunderstandings 	<p>Teaching observations interactive learning walks & drop ins, pupil progress and collaborative team work demonstrate</p> <ul style="list-style-type: none"> • a thorough knowledge of the relevant subject(s) and curriculum areas, a creative approach to and maintaining pupils' interest in the subject, and to 	<p>Teaching observations , interactive and learning walks & drop ins, pupil progress and collaborative team work consistently demonstrate</p> <ul style="list-style-type: none"> • a thorough knowledge of the relevant subject(s) and curriculum areas, with pupils motivated and inspired to learn the subject, • a critical understanding of developments in the subject and curriculum areas, with a positive and creative 	<p>List examples and impact</p>
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<ul style="list-style-type: none"> • subject and curriculum areas demonstrate an understanding of and take responsibility for promoting high standards of literacy, CCL, articulation and the correct use of standard English, if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics <i>ensures all adults use signs and symbols consistently to aid the communication of pupils if teaching early mathematics, provides more opportunities for pupils to practice and improve their mathematical skills , particularly in shape, space and measures in other subjects</i> 	<ul style="list-style-type: none"> • a critical understanding of developments in the subject and curriculum areas an understanding of and a responsibility for promoting high standards of literacy, <i>CCL and communication</i>, articulation and the correct use of standard English, if teaching early reading, a clear understanding of systematic synthetic phonics <i>ensures all adults use signs and symbols consistently to aid the communication of pupils</i> if teaching early mathematics, provides more opportunities for pupils to practice and improve their mathematical skills , particularly in shape, space and measures in other subjects and shows clear understanding of appropriate teaching strategies. <i>Have a developing understanding of SEN and EYFS approaches to learning</i> 	<ul style="list-style-type: none"> • addressing misunderstandings a critical understanding of developments in the subject and curriculum areas <i>and a love for learning</i> an understanding of and the use of strategies for promoting high standards of literacy, <i>CCL and communication</i> articulation and the correct use of standard English, <i>if teaching early mathematics, provides more opportunities for pupils to practice and improve their mathematical skills , particularly in shape, space and measures in other subjects and shows clear understanding of appropriate and creative teaching strategies</i> • <i>Coaches all adults in the use of signs and symbols consistently to aid the communication of pupils and models good practice</i> *leads on and provides CPD in 	<ul style="list-style-type: none"> • <i>response to new development and opportunities the use of effective strategies for promoting high standards of literacy, CCL and communication</i> ,articulation and the correct use of standard English, whatever the teacher's specialist subject if teaching early reading, <i>an expert</i> understanding of systematic synthetic phonics <i>if teaching early mathematics, provides more opportunities for pupils to practice and improve their mathematical skills , particularly in shape, space and measures in other subjects and has an expert understanding of range of appropriate and creative teaching strategies.</i> • <i>Coaches all adults in the use of signs and symbols consistently to aid the communication of pupils and models good practice and provides specific intervention strategies</i> • Leads on, provides CPD, monitors, evaluates and improves standards in relevant areas /subjects 	
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			/aspects	
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| | | <ul style="list-style-type: none">• relevant areas
/subjects /aspects
Have a good
knowledge of SEN & | | |
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		EYFS approaches to learning		
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<p>4. Plan and teach well structured lessons/sessions</p> <ul style="list-style-type: none"> impart knowledge and develop understanding through effective use of lesson time <i>ensure lessons are conducted at a pace that maintains pupil interest</i> 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). if teaching early mathematics, shape, space and measures demonstrate a clear understanding of appropriate teaching strategies. 	<p>Teaching observations, interactive learning walks & drop ins, across the school day and, pupil progress and collaborative team work demonstrate</p> <ul style="list-style-type: none"> effective use of lesson time ensures that learning outcomes are met <i>ensure lessons are conducted at a pace that maintains pupil interest</i> pupils enjoy their learning and are increasingly able to work independently homework and outside the classroom learning opportunities are used to enhance and develop learning systematic reflection and dialogue on the effectiveness of lessons and approaches to teaching a contribution to the design and provision of an engaging curriculum within the relevant subject area(s). <i>if teaching early mathematics, shape, space and measures, a clear understanding of appropriate teaching strategies.</i> 	<p>Teaching observations and interactive learning walks & drop ins across the school day and pupil progress and collaborative team work consistently demonstrate</p> <ul style="list-style-type: none"> lesson time ensures that challenging learning outcomes are met <i>*ensure lessons are conducted at a pace that maintains pupil interest to support good and outstanding learning and behaviour</i> pupils enjoy their learning, recognise the pace of their learning and are able to work independently homework tasks and outside the classroom learning opportunities are used to enhance and develop learning that they begin to lead systematic reflection and dialogue on the effectiveness of lessons and approaches to teaching, a significant contribution to the design and provision 	<p>Teaching observations and interactive learning walks & drop ins, across the school day and pupil progress and collaborative team work consistently demonstrate</p> <ul style="list-style-type: none"> appropriate, rigorous and challenging learning outcomes are met by all pupils highly motivated students enjoy learning, recognise the quality of it and work independently innovative homework tasks and outside the classroom learning opportunities are used to enhance and develop learning that they are leaders of systematic reflection and dialogue on the effectiveness of lessons and approaches to teaching, a significant contribution to the design and provision of an engaging curriculum within the relevant subject area(s), sharing expertise and best practice <i>if teaching early mathematics, shape space and measures, an expert understanding of range of appropriate and creative teaching strategies.</i> ensure lessons are conducted at a pace, and different paces according to pupil need, that maintains pupil interest to support good and 	<p>List examples and impact</p>
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		of an engaging curriculum within the	<i>outstanding learning and behaviour</i>	
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		<ul style="list-style-type: none">• relevant subject area(s), sharing expertise and best practice <i>if teaching early mathematics, shape , space and measures, a clear understanding of appropriate and creative teaching strategies.</i>	<ul style="list-style-type: none">•	
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<p>5.Adapt teaching to respond to the strengths and needs of all pupils</p> <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 special educational needs; those of high ability; those with English as an additional language; those with disabilities; 	<p>Teaching observations , interactive learning walks & drop ins, across the school day and pupil progress and collaborative team work demonstrate</p> <ul style="list-style-type: none"> • knowing when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively • a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these • 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 • 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 the 	<p>Teaching observations, interactive learning walks & drop ins across the school day and pupil progress collaborative team work consistently demonstrate</p> <ul style="list-style-type: none"> • consistent approaches to differentiation, which enable pupils to be taught effectively • a secure understanding of how a range of factors can inhibit pupils' ability to learn, and using strategies to overcome these • an awareness of the physical, social and intellectual development of children, and consistently adapting teaching to support pupils' education at different stages of development • a thorough understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with 	<p>Teaching observations, interactive learning walks & drop ins across the school day, and pupil progress and collaborative team work consistently demonstrate</p> <ul style="list-style-type: none"> • expert approaches to differentiation, which enable pupils to be taught effectively and achieve beyond target level • an expert understanding of how a range of factors can inhibit pupils' ability to learn, and the use of a wide range of effective strategies to overcome these • an awareness of the physical, social and intellectual development of children, and consistently adapting teaching to support pupils' education at different stages of development • a thorough 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; having a wide range of effective strategies to engage and support them. • Share of best practice and lead staff development 	<p>List examples and impact</p>
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<ul style="list-style-type: none"> and be able to use and evaluate distinctive teaching approaches to engage and support them. <i>Increase the effectiveness and use of support staff</i> 	<ul style="list-style-type: none"> ability to use and evaluate distinctive teaching approaches to engage and support them. <i>Increase the effectiveness and use of support staff; Coach and mentor support staff in class meetings on ICT, AFL, Communication and other areas as required</i> 	<p>English as an additional language; those with disabilities; <i>having a wide range</i> of effective strategies to engage and support them</p> <ul style="list-style-type: none"> <i>Increase the effectiveness and use of support staff; Coach and mentor support staff in class meetings on ICT, AFL, Communication and other areas as required.</i> <i>Provide dedicated support programmes if required, evaluating and monitoring support staff progress</i> <i>Provide inclusive campus sessions that support learning</i> 	<ul style="list-style-type: none"> <i>Increase the effectiveness and use of support staff; Coach and mentor support staff in class meetings on ICT, AFL, Communication and other areas as required.</i> Provide dedicated support programmes if required, evaluating and monitoring support staff progress and guidance to colleagues <i>Provide inclusive campus sessions that support learning and track this progress</i> 	
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<p>6. 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 	<p>Teaching observations, interactive learning walks & drop ins, work scrutiny, pupil progress and collaborative team work demonstrate</p> <ul style="list-style-type: none"> knowledge and understanding of how to assess the relevant subject and curriculum areas, including statutory assessment requirements, maintaining accurate and up to date records of assessments the use of formative and summative assessment in planning and teaching to secure pupils' progress the use of relevant data to monitor progress, set 	<p>Teaching observations and learning walks / drop ins, work scrutiny, pupil progress and collaborative team work consistently demonstrate</p> <ul style="list-style-type: none"> thorough knowledge of how to assess the relevant subject and curriculum areas, including statutory assessment requirements, maintaining accurate and up to date records of assessments the consistent and effective use of formative and summative assessment in 	<p>Teaching observations and learning walks / drop ins, work scrutiny, pupil progress and collaborative team work consistently demonstrate</p> <ul style="list-style-type: none"> expert knowledge of how to assess the relevant subject and curriculum areas, including statutory assessment requirements, maintaining accurate and up to date records of assessments the consistent and effective use of formative and summative assessment in planning and teaching to secure pupils' progress above the expected level the consistent and effective use of relevant data to monitor progress, set 	<p>List examples and impact</p>
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<p>encourage pupils to respond to the feedback.</p>	<ul style="list-style-type: none"> • targets, and plan subsequent lessons regular, feedback to pupils , both orally and through accurate marking, and encouraging pupils to respond to the feedback. Plenaries /mini plenaries support self , peer and staff assessment and • support future learning (next steps) Delius assessment processes are followed accurately e.g. Pupil assessment Files and Trackers Actions form Pupil progress meetings are effective , including interventions Begin to analyse data for own classe/groups to inform learning, targets and interventions 	<ul style="list-style-type: none"> • planning and teaching to secure pupils' progress the consistent and effective use of relevant data to monitor progress, set targets, and plan subsequent lessons regular, effective feedback to pupils both orally and through accurate marking, which ensures pupils know how to improve and encourages pupils to respond to the feedback. Plenaries /mini plenaries support self , peer and staff assessment and support future Delius assessment processes are followed accurately e.g. Pupil assessment Files and Trackers Actions form Pupil progress meetings are effective , including specific interventions Begin to analyse data for own classes /groups, areas and subjects of responsibility, to inform whole school 	<p>targets, and plan subsequent lessons</p> <ul style="list-style-type: none"> • regular, effective feedback to pupils, both orally and through accurate marking, which ensures pupils know how to improve and pupils respond instinctively to the feedback. • Plenaries /mini plenaries support self , peer and staff assessment and support future learning (next steps) and are consistently accurate • Delius assessment processes are followed accurately e.g. Pupil assessment Files and Trackers and develop practice • Help lead actions from Pupil progress meetings , for specific priority and core subjects meetings are effective , including specific interventions • Analyse data for own class/groups, areas and subjects of responsibility, to lead on whole school learning, targets and interventions 	
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		learning, targets and interventions		
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7. Manage behaviour effectively to ensure a good and safe learning environment	Teaching observations, ILWs, drop ins, across the school day , pupil progress and behaviour data, and	Teaching observations, ILWs, drop ins, across the school day, pupil progress and behaviour data and	Teaching observations, ILWs, drop ins, across the school day, pupil progress and behaviour	List examples and impact
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<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>collaborative team work demonstrate</p> <ul style="list-style-type: none"> • there are clear rules and routines for behaviour in classrooms, and responsibility is taken for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy • there are high expectations of behaviour, and an established framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly • classes are managed effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them • good relationships are maintained with pupils, appropriate authority is exercised and the teacher acts decisively when necessary. 	<p>collaborative team demonstrate</p> <ul style="list-style-type: none"> • there are clear rules and routines for behaviour in classrooms, and responsibility is taken for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy • there are high expectations of behaviour, and an established framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly • classes are managed effectively, using strategies and approaches which are appropriate to pupils' needs in order to involve and motivate them • excellent relationships are maintained with pupils, appropriate authority is exercised and the teacher acts decisively when necessary. • Judgements on 	<p>data and collaborative demonstrate</p> <ul style="list-style-type: none"> • there are clear rules and routines for behaviour in classrooms, and responsibility is taken for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy • there are high expectations of behaviour, and an established framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly • classes are managed effectively, using a wide range of approaches which are appropriate to pupils' needs in order to involve and motivate them • excellent relationships are maintained with pupils, appropriate authority is exercised and the teacher acts decisively when necessary. • Excellent use of positive strategies, praise and rewards • Participation is evident and enhances learning • appropriate pace • Transitions within lessons and to other activities are learning journeys 	
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| | | | <ul style="list-style-type: none">• Learning and BFL are referenced to support learning very effectively | |
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		<p>Behaviour for learning (BFL) are consistently good to</p>	<ul style="list-style-type: none">• Environments are highly suited to pupils' needs• Judgements on BFL are consistently good plus to outstanding	
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		aspects of outstanding		
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<p>8. 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. • <i>Work with the adjoining primary schools to make the best use of resources to enhance the quality of pupils' learning</i> <p>Teachers are not "victims" : they have presence, "umpf" and confidence. They articulate and model the craft of</p>	<p>Teaching observations, ILWs, drop ins, across the school day , pupil progress and behaviour data, and collaborative team work demonstrate</p> <ul style="list-style-type: none"> • a positive contribution to the wider life and ethos of the school • effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support • support staff are effectively deployed • responsibility is taken for improving teaching through appropriate professional development, responding to advice and feedback from colleagues. The teacher is open to coaching and mentoring • effective communication with parents with regard to pupils' achievements and well-being. • <i>Work with the adjoining primary schools to make the best use of resources to enhance the quality of pupils' learning</i> 	<p>Teaching observations, ILWs, drop ins, across the school day , pupil progress and behaviour data, and collaborative team work demonstrate</p> <ul style="list-style-type: none"> • a positive contribution to the wider life and ethos of the school and involvement in a range of whole school initiatives • effective professional relationships with colleagues, drawing on advice and specialist support as necessary and offering support as required • support staff work in partnership with the teacher to secure positive learning outcomes for pupils • responsibility is taken for improving teaching through appropriate professional development, responding to advice and feedback from colleagues, and offering advice and support as necessary. • The teacher is open to coaching and mentoring and seeks opportunities to lead in sharing best 	<p>Teaching observations, ILWs, drop ins, across the school day , pupil progress and behaviour data, and collaborative team work demonstrate</p> <ul style="list-style-type: none"> • a positive and effective contribution to the wider life and ethos of the school and involvement in a range of whole school initiatives, often taking a leading role • effective professional relationships with colleagues, drawing on advice and specialist support as necessary, and offering support (both formal and informal) to a range of colleagues as required • support staff work in partnership with the teacher to secure positive learning outcomes for pupils • responsibility is taken for improving teaching through appropriate professional development, responding to advice and feedback from colleagues, and offering advice and support as necessary. The teacher is open to coaching and mentoring and leads the sharing of best practice and the development of others through involvement in delivering CPD • effective communication with parents with regard to pupils' achievements and well-being. 	<p>List examples and impact</p>
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teaching and assessment and				
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<p>its positive impact on learning and progress to a range of audiences, including</p>		<p>practice and developing others</p>	<ul style="list-style-type: none">• <i>Work with the adjoining primary schools to make the best use of resources to enhance the quality of pupils'</i>	
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pupils, parents, professionals and the public.		<ul style="list-style-type: none"> effective communication with parents with regard to pupils' achievements and well-being. Work with the adjoining primary schools to make the best use of resources to enhance the quality of pupils' learning *.Take part in inclusive sessions 	<i>learning *Lead on, monitor and evaluate the impact of inclusive sessions on pupils' learning</i> <ul style="list-style-type: none"> Contribute to the School Improvement and evidence this Contribute to relevant aspects of the School Self Evaluation Process Any appropriate Leadership standards met Be an active member of the Friends of Delius Be an active member of the DAP (if reflected in responsibilities) Be an active member of the BD3 LAP (if reflected in responsibilities) 	
Part 2 – Personal and Professional Conduct		UPS and Leaders must model (or guide) excellent practice and outcomes in Part 2		
	<p>Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:</p> <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 and actively promoting them (UPS and Leadership) ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law. Ensure the highest standards in safeguarding children including safeguarding from extremism 			
	Teachers must have proper and professional regard for the ethos, policies and practices of the school and maintain high standards in their own attendance, appearance and punctuality and behaviour			
	Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.			

Are Appraisal targets met?	Yes	Partially	Not met	Comment
Are Career Progress Standards met?	Yes	Partially	Not met	Comment
Is a pay increase recommended?	Yes	How much?	No	Comment

Appraiser name

and signature

Appraisee name

and signature

DATE

DRAFT DELIUS APPRAISAL CYCLE**2015-2016**

Term	Teachers	Business Support Team	HLTAs/cover supervisor	Support Staff Band 5/6 (may be bi annual)	Governors
Autumn 1 /1	Interactive triangulated teaching observation * (ITTO) w/c 5/10/15 Set new targets by 16.10.15 (S2SR 21/10/15)	Review past targets by 16/10.15		Review old & set new targets Interactive Learning Walk w/c 30/11/15	Review Appraisal Policy Review Career Progression Targets Review Pay Policy & Staffing Structure Appraisal Report for 2014 – 2015
Autumn 1/2	HT Review old & set new targets by 21.12.15 to finish in by 31.10.16 Interactive Learning Walk (ILW) w/c 30/11/15	Set new targets by 20.11.15	Interactive triangulated teaching observation (ITTO) w/c 23/11/15 Review and set new targets Interactive Learning Walk w/c 30/11/15		
Spring 2/1	ITTO * w/c 01/02/16		ITTO w/c 08/02/16		
Spring 2/2	Half yearly review including HT ILW Wed 09/03/16 (CPD 02/03/16) (2SR 15&16/03/16)	Half yearly review 24.03.16	Half yearly review by 24.03.16 ILW Wed 09/03/16	Half yearly review by ILW Wed 09/03/16	
Summer 3/1	ITTO * w/c 23/05/16				

Summer 3/2	ILW w/c 13 or 20/06/15 (Via School to School Review or Inspection TBC) Review Targets by 1/07/16				Teacher pay recommendations to governors by 08/07/16
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ITTO * = formal interactive triangulated teaching observation for teachers : may be paired observations to validate judgments of observers (Not NQTs) . New staff to be included on cycle after approximately 6 weeks .