

Be the Best that you can be



Medina House School

TEACHER
APPRAISAL & CAPABILITY POLICY

SEPTEMBER 2016

Adopted by *Governors* on

Signed
Chair of *Governors*

Review Date: September 2017

TEACHER APPRAISAL & CAPABILITY

Part A: Policy for Appraising Teacher's Performance

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Policy for Appraising Teacher Performance

Medina House School is committed to promoting equality and has high expectations of all pupils. As such we expect all pupils irrespective of their age, disability, gender, ethnicity, religious beliefs/faith, sexual orientation or any other recognised protected characteristic under the Equality Act 2010 to do their best to achieve the highest level of personal achievement. In return the school will ensure that there is equality of access to all aspects of school life and that every staff member will be a good, positive role model in his/her approach to all issues relating to equality of opportunity.

1 Purpose

- 1.1 This policy sets out the framework for a clear and consistent assessment of the overall performance of teachers, including the head teacher, and for supporting their development within the context of the school's plan for improving educational provision and performance, and the standards expected of teachers. It also sets out the arrangements that will apply when teachers fall below the levels of competence that are expected of them.

2 Application of the policy

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

3 Teacher appraisal

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

3.2 The appraisal period

The appraisal period will run for twelve months from 1 October to 30 September.

- 3.2.1 The annual audit against national standards and Career Stage profile audit will be completed and exchanged by the appraisee and appraiser no later than five working days before the scheduled meeting. Time will be given in recognition of this requirement. In the event that the teacher and appraiser (where the appraiser is not the head teacher) cannot agree whether or not the standard is met, the matter should be referred to the head teacher, who will discuss the issue with the teacher and will consider all the evidence available and make a decision. If the teacher is dissatisfied with the head teacher's decision there will be a right of appeal for Governors.

- 3.2.2 Teachers 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.
- 3.2.3 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 Board, shall determine the length of the first cycle for that teacher, with a view to bringing his/her cycle into line with the cycle of other teachers as soon as possible.
- 3.2.4 Where a teacher transfers to a new post within the school part way through a cycle, the head teacher, or if the employee is the head teacher, the Governing Board, will review the objectives to ensure accurate reflection of the new post.

3.3 Appointing Appraisers

- 3.3.1 The head teacher will be appraised by the Governing Board, supported by a suitably skilled and/or experienced external adviser who has been appointed by the Governing Board for that purpose.
- 3.3.2 In this school, the task of appraising the head teacher, including the setting of objectives, will be delegated to a sub-group consisting of three members of the Governing Board. Where the head teacher is of an opinion that any of the governors appointed by the Governing Board are unsuitable to act as an appraiser, he/she may submit a written request to the chair of governors, or if the chair is a rotating member of the sub-group, the vice-chair, for that governor to be replaced, clearly stating the reasons for the request. The chair of governors will make the final decision.
- 3.3.3 The head teacher will decide who will appraise other teachers and ensure they have received appropriate training. In this school, this will normally be:
- the head teacher;
 - a member of the senior leadership team;

Where teachers have an objection to the head teacher's choice, their concerns will be carefully considered but ultimately it will be the head teacher's decision.

3.4 Setting objectives

- 3.4.1 The head teacher's objectives will be set by the Governing Board after consultation with the external adviser. It is the Governing Board's responsibility to select a suitably qualified external advisor. Objectives will be focused on key school priorities and take account of the National Standards for Head Teachers (2004).
- 3.4.2 Objectives for each teacher, including the head teacher, will be set before, or as soon as practicable after, the start of each appraisal period. The objectives set for each teacher will be linked to the relevant standards, will be Specific, Measurable, Achievable, Realistic and Time-bound and will be appropriate to the teacher's role and level of experience. The appraiser and teacher will seek to agree the objectives but, if that is not possible, the appraiser will determine the objectives, and the teacher may record their comments in writing as an appendix to the appraisal statement. Objectives may be revised if circumstances change.

3.4.3 The objectives set for each teacher, including the head teacher, will, if achieved, contribute to the school's plans for improving the school's educational provision and performance and improving the education of pupils at that school. This link will be made by ensuring:

- that the pupil progress objective (all teachers) addresses the key attainment priority identified by the school improvement plan;
- that the professional development objective (all teachers) addresses the key development priority identified by the annual audit against teacher standards (see Appendices A and B);
- that the leadership and management objective (all teachers with paid leadership responsibilities) addresses the key development priority identified by consideration of the leader's effectiveness - with reference to any relevant leadership standards - in addressing key school improvement plan priorities. Where no national standards currently exist (e.g. for assistant and deputy head teachers), the head teacher will develop appropriate standards for these roles by reference to the draft national standards produced by the NCTL. See Appendix G.

A whole school objective for all teachers will be set each year in an area designated by the Headteacher.

3.4.4 Under normal circumstances teachers will have a maximum of 3 objectives. However, in exceptional circumstances where teachers who are found not to be meeting standards at the appropriate level for their career stage (Appendix B) by the annual standards audit (Appendices A and B), (prior to transition to the capability procedure see Appendix E) they may be given a reasonable number of additional objectives and corresponding support. The appraiser will take into account the effect 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 a teacher returns from a period of extended absence, objectives may be adjusted to allow them to re-adjust to their working environment. An extended absence is deemed to be four consecutive weeks or more (usually working weeks).

3.4.5 Before, or as soon as practicable after the start of each appraisal period, each teacher will be informed of the standards against which that teacher's performance in that appraisal period will be assessed. All teachers will be assessed against the set of standards contained in the document called "Teachers' Standards" published in May 2012. In addition, all teachers will be assessed in line with their career stage profile (See Appendix B). It is expected that both teacher and appraiser will assess to determine where they think they are.

Assessments will also be conducted (if appropriate) against the National Head Teacher Standards 2004 (Head and Deputies).

3.4.6 The head teacher will be responsible for ensuring that the appraisal process operates consistently, that objectives are focused on school priorities and that they take account of the standards audit. All objectives will be referred to the head teacher prior to the commencement of the cycle of monitoring. Where the head teacher has concerns about the relevance of the objectives set, these concerns will be discussed with the appraiser. The objectives may require amendment following discussion with the teacher.

3.4.7 Pay Progression

Where teachers are eligible for pay progression, decisions will be based on the assessment of their performance against the agreed objectives. Teachers may choose to submit additional evidence. The decision made by the relevant decision making body will be based on the statutory criteria and guidance set out in the School Teachers' Pay and Conditions Document (STPCD) and the relevant Teachers' Standards. The Governing Board has agreed the pay policy of the school and has considered the implications of the appraisal policy with respect to the arrangements relating to teachers' pay in accordance with the School Teachers' Pay and Conditions Document. The Governing Board will ensure the decisions on pay progression are made by 31st December for head teachers and 31st October for other teachers.

3.5 Reviewing performance

3.5.1 Observation

3.5.2 This school believes that observation of classroom and leadership practice is important both as a way of assessing teachers' performance in order to identify any particular strengths and areas for development they may have and of gaining useful information which can inform school improvement more generally. All observation will be carried out in a supportive fashion by those with qualified teacher status.

3.5.3 Detailed arrangements for the observation of classroom and leadership practice are set out in Appendix C

3.5.4 Development and support

3.5.5 Appraisal is a supportive process which will be used to inform continuing professional development. The school wishes to encourage a culture in which all teachers take responsibility for improving their teaching through appropriate professional development. Professional development will be linked to school improvement priorities and to the ongoing professional development needs and priorities of individual teachers as detailed in the section on "Setting objectives" above.

3.5.6 The school's CPD programme will be informed by the training and development needs identified as part of the appraisal process and will, where possible, be linked to the school's improvement priorities. The governing board 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 appraises, maintaining access on an equitable basis.

3.5.7 Feedback

3.5.8 Teachers will receive constructive feedback on their performance throughout the year and as soon as practicable after observation has taken place or other evidence has come to light. Feedback will include discussion with the teacher, will highlight particular areas of strength as well as any areas that need attention and could determine any appropriate action required. Following an observation verbal feedback will be provided within 24 hours and written feedback within five working days.

3.5.9 Where, following the audit against teacher standards or during the review cycle, there are concerns about any aspects of the teacher's performance these will be addressed via the procedure set out in Appendix D

3.5.10 When progress is reviewed, if the appraiser is satisfied that the teacher has made, or is making, sufficient improvement, the appraisal process will continue as normal, with any remaining issues continuing to be addressed through that process.

3.6 Transition to capability

3.6.1 If the appraiser is not satisfied with progress following consultation with the head teacher (if the head teacher or governors are not the appraisers), the teacher will be notified in writing that the appraisal system will no longer apply and that their performance will be managed under the school's capability procedure. This notification will trigger the commencement of the formal capability procedure. 'Not satisfied with progress' in this case refers to a teacher not meeting the teachers' standards or not making sufficient progress towards meeting previously set objectives. If the appraiser has concerns, these will be raised with the head teacher who will make the decision to cease appraisal and move to capability.

3.7 Annual assessment

3.7.1 Each teacher's performance will be formally assessed in respect of each appraisal period. In assessing the performance of the head teacher, the Governing Board will consult the external adviser.

3.7.2 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 by means of:

- lesson observations;
- planning and work scrutiny, including work moderation;
- termly meeting with appraiser;
- mid-cycle review meeting with appraiser;
- observation / scrutiny of leadership and management activities where appropriate;
- other feedback obtained during the cycle relevant to the teacher's overall performance.

3.7.3 Within 10 working days of each appraisal period, the teacher will receive and have the opportunity to comment in writing on, a written appraisal report. The appraisal report will include:

- details of the teacher's objectives for the appraisal period in question;
- an assessment of the teacher's performance of their role and responsibilities against their objectives and the relevant standards;
- an assessment of the teacher'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.
- a space for the teacher's own comment.

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

3.7.5 Any recommendations on pay will be referred to the head teacher before being referred on to the Governing Board.

3.8 Confidentiality

- 3.8.1 Access to the written appraisal report will normally be limited to the appraisee, the appraiser, the head teacher and / or nominated member of the senior management team and where appropriate the school's human resources advisors. Please note that Ofsted may request anonymised performance management documentation.

3.9 Equality and consistency

- 3.9.1 As outlined in paragraph 3.4.6 above, the head teacher will have overall responsibility for the quality assurance of the appraisal process across the school. This will include ensuring the consistency and equality of application of the process throughout the school. The head teacher may delegate responsibility for monitoring consistency and equality of application of the process by a member of senior management.
- 3.9.2 The head teacher will be responsible for reporting at least annually to the Governing board on any relevant issues, including those of underperformance, arising from the annual review cycle and on any action required to address those issues. The report will enable governors to receive an overall general report of the process, but will not include specific details relating to individual members of staff.
- 3.9.3 The Governing Board is committed to ensuring consistency of treatment and fairness and will abide by the school's single equalities scheme.

3.10 Appeals

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 board. 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 teacher who has not been recommended for pay progression of the date when the governing board meets to consider pay recommendations, following which the teacher (and head teacher when the head has not been recommended for pay progression) may exercise the right of appeal, assisted by a companion who may be colleague, a trade union official or a trade union representative.

3.11 Retention of statements

- 3.11.1 The Governing Board and head teacher will ensure that all written appraisal records are retained in a secure place for six years and then destroyed.

APPENDIX B CAREER STAGE PROFILE AUDIT

Professional Area	Teacher Standard	NQT	Teacher	Established Teacher	Accomplished Teacher	Expert Teacher (UPS)	Exceptional Teacher (UPS 3)
Point Range		1	2 - 3	4 - 5	6	UPS 1 - 2	UPS 3
Practice	1.1 a; 1.2 b,c,e; 1.3 a,c; 1.4 a,b,c; 1.5; 1.6 a; 1.7 a,b,c; 1.8 c; 2.1 b, d; Preamble	Many, but not all aspects of teaching are good over time.		Very large majority of teaching is good over time.	All teaching at least good.	All teaching good; some outstanding.	All teaching good; much outstanding.
Outcomes	1.1 b; 1.2 a,b,c; 1.5 a; 1.6 c,d; Preamble	Most students achieve in line with school expectations.		Almost all students achieve in line with school expectations.	Almost all students achieve in line with school expectations; some exceed them.	Almost all students achieve in line with school expectations, many exceed them.	
Relationships	1.1 a; 1.6 d; 1.7 d; 1.8 b,c, e; 2.1 a,c,d; Preamble	There are positive working relationships with students, colleagues and parents.		Positive working relationships with students, parents and colleagues are securely focused on improving provision for students.	Professional relationships with students, colleagues and staff lead to excellent provision and outcomes.	Takes a proactive role in working with colleagues to improve provision or outcomes within a Key Stage or Department. Takes a lead in identifying areas for professional development of others and acting on them.	Takes a proactive role in school wide teams to improve provision and outcomes. Leads the professional development of others so that their practice significantly improves.
Self Development	1.2 d,e; 1.3 a,b,d,e; 1.4 e; 1.5 b,c,d; 1.6 a; 1.8 d; 2.1 b; 2.3; Preamble	Develops professional practice in line with advice from more experienced colleagues.		Takes a proactive role in accessing relevant support and professional development from colleagues.	Fully competent practitioner able to keep up to date with changes and adapt practice accordingly. Takes a lead in identifying own areas for professional development and acting on them.	Takes a proactive role in the professional development of colleagues within a Key Stage or department through, for example, coaching and mentoring, providing advice and feedback.	Takes a proactive role in the professional development of colleagues across the school through, for example, coaching and mentoring, providing advice and feedback.
Conduct	Meets the standards for professional conduct set out in the Teacher's Standards						

Teacher Signature

Appraiser Signature

Date

Appendix C

Observation of teaching and leadership practice protocol

For appraisal purposes

1. It is recommended that teachers have one formal lesson observation every term with a minimum of three formal lesson observations during the school year (other than for those teachers who are taking part in the support programme in Appendix E).
2. A minimum of five working days' notice should be given.
3. A teacher may request that all observations are unannounced.
4. A teacher with responsibilities outside the classroom will have those responsibilities observed and assessed as part of the appraisal process and for the reasons stated below.
5. Oral feedback will be given as soon as possible in a suitable environment after the observation and no later than the end of the following working day (unless this is not practicable). Written feedback will normally be provided within five working days.

For monitoring and evaluation purposes

1. Head teachers (or leaders with the responsibility for monitoring learning and teaching standards) may 'drop in' or undertake additional observations for the purpose of:
 - evaluating and monitoring teaching and learning standards (which might include work scrutiny, analysis of assessment results and examination of lesson planning records);
 - ensuring that high standards of professional performance are established and maintained.
2. Wherever possible notice will be given of these additional observations but it will depend on the circumstances whether or not notice is given as will the length and duration of the 'drop-in' or observations and the feedback given as some may be 'light-touch' and relatively informal.
3. The information gathered during the observations and drop-ins may be used, as appropriate for a variety of purposes (for example, subject area reviews and school improvement strategies with the aim of minimising the total number of occasions that teachers are observed).

Other leadership visits to lessons

1. Those teachers with leadership responsibilities (and who have Qualified Teacher Status) may need to carry out observations to enable them to understand what activities are taking place in the classrooms which will help them to identify how curriculum and support procedures can be improved.
2. Because these are not formal lesson observations, feedback is likely to be verbal but may be written.
3. Should any part of the classroom practice observed during leadership visits result in concern, the teacher will be informed and where necessary, any further investigation is undertaken and or further lesson observations arranged. If then it is identified that a national standard is not met at the appropriate career stage the special support arrangements under Appendix D will apply.
4. The school will put in place external validation of the school's leadership practice and this will be used as part of the head teacher's performance review. It is the responsibility of governors to ensure that external validation is carried out by a suitable person and recorded in the head teacher's report to governors.

Appendix D

Provision of additional support where national standards are not met (National Standards Support Programme)

If it is identified that a national standard has not been met at the appropriate career stage expectation arrangements will be made for appropriate support to be provided which may include:

- the appointment of a reviewer from the senior leadership team;
- the setting of an appropriate number of additional appraisal objectives above the school norm;
- additional formal lesson observations, some of which may be unannounced.

When a decision has been made by the head teacher that a situation has arisen that, during an appraisal cycle, a standard at the appropriate career stage expectation has not been met, these new arrangements, including changing the reviewer if appropriate, will begin as soon as possible after the decision has been made.

As a consequence of the identification that a national standard has not been met at the appropriate career stage expectation (by whatever means) appraisal objectives will be set through an action plan to a significantly shorter timescale – for example one term but this may be a shorter timescale if the head teacher feels that the circumstances warrant such a decision.

At the end of the period decided upon progress will be reviewed and one of the following decisions should be taken:

- the support programme should end and the normal appraisal arrangements should resume;
- the support programme should continue. Further reasonable and short-term objectives should be set;
- suspend the support programme and move immediately into the capability procedure.

Appendix F

PLANNING & REVIEW STATEMENT 2016-17 SECTION 1

OUTCOMES OF STANDARDS AUDIT Sept 2016
PM PROFESSIONAL DEVELOPMENT OBJECTIVE PRIORITIES 2016-17

Section 1 - Audit Outcomes 2016

Confidential

Standard	Met	Not Met
1 Preamble		
2. Personal and Professional Conduct		

Standard	Meets CSE*	Below CSE*	Meets ASL*	Not Yet At ASL*
1.1 Set high expectations which inspire, motivate and challenge pupils				
1.2 Promote good progress and outcomes by pupils				
1.3 Demonstrate good subject and curriculum knowledge				
1.4 Plan and teach well structured lessons				
1.5 Adapt teaching to respond to the strengths and needs of all pupils				
1.6 Make accurate and productive use of assessment				
1.7 Manage behaviour effectively to secure a good and safe learning environment				
1.8 Fulfil wider professional responsibilities				

*CSE = Career Stage Expectations as defined in school documentation

*ASL = Aspirational Skill Level (if applicable - eg for potential threshold applicants)

Section 2 - PM Professional Development Objective Priorities 2016-17

Either Standards Not Met

With support, develop professional expertise to meet the following standards

Standard	Key elements to be addressed

Or All Relevant Standards Met

With support, deepen and develop professional expertise in the following area

Standard	Key developmental activity



APPENDIX A – TEACHERS’ STANDARDS AUDIT

NAME..... PAY POINT..... DATE.....

Audit Carried out by:

Standard	+*	-*
<p>1.1. Set high expectations which inspire, motivate and challenge pupils</p> <ol style="list-style-type: none"> 1. Establish a safe and stimulating environment for pupils, rooted in mutual respect 2. Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions 3. Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils 		
<p>1.2. Promote good progress and outcomes by pupils</p> <ol style="list-style-type: none"> 1. Be accountable for pupils' attainment, progress and outcomes 2. Plan teaching to build on pupils' capabilities and prior knowledge 3. Guide pupils to reflect on the progress they have made and their emerging needs 4. Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching 5. Encourage pupils to take a responsible and conscientious attitude to their own work and study 		
<p>1.3. Demonstrate good subject and curriculum knowledge</p> <ol style="list-style-type: none"> 1. Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject and address misunderstandings 2. Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship 3. 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 4. If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics 5. If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies 		
<p>1.4. Plan and teach well structured lessons</p> <ol style="list-style-type: none"> 1. Impart knowledge and develop understanding through effective use of lesson time 2. Promote a love of learning and children's intellectual curiosity 3. Set homework and plan out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired 4. Reflect systematically on the effectiveness of lessons and approaches to teaching 5. Contribute to the design and provision of an engaging curriculum within the relevant subject area(s) 		

<p>1.5. Adapt teaching to respond to the strengths and needs of all pupils</p> <ol style="list-style-type: none"> 1. Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively 2. Have a secure understanding of how a range of factors can inhibit pupils' ability to learn and how best to overcome these 3. Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development 4. Have a clear understanding of the needs of all pupils, including those with special educational needs; those with high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them 		
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Standard	+	-
<p>1.6. Make accurate and productive use of assessment</p> <ol style="list-style-type: none"> 1. Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements 2. Make use of formative and summative assessment to secure pupils' progress 3. Use relevant data to monitor progress, set targets, and plan subsequent lessons 4. Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback 		
<p>1.7 Manage behaviour effectively to ensure a good and safe learning environment</p> <ol style="list-style-type: none"> 1. Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy 2. Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly 3. Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them 4. Maintain good relationships with pupils, exercise appropriate authority and act decisively where necessary 		
<p>1.8 Fulfil wider professional responsibilities</p> <ol style="list-style-type: none"> 1. Make a positive contribution to the wider life and ethos of the school 2. Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support 3. Deploy support staff effectively 4. Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues 5. Communicate effectively with parents with regard to pupils' achievements and well-being 		

Part 2 Personal and Professional Conduct The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career	+**	-**
<p>2.1. Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:</p> <ol style="list-style-type: none"> 1. Treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position 2. Having regard to the need to safeguard pupils' well-being, in accordance with statutory provisions 3. Showing tolerance of and respect for the rights of others 4. Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs 5. Ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law <p>2.2 Teachers must have a proper and professional regard for the ethos, policies and practice of the school in which they teach, and maintain high standards in their own attendance and punctuality</p> <p>2.3 Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities</p>		
<p>Preamble</p> <ul style="list-style-type: none"> • 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 	+**	-**



Appendix E Teacher Appraisal Objectives

Teacher's Name:

Date:

PUPIL PROGRESS/PROFESSIONAL DEVELOPMENT/LEADERSHIP & MANAGEMENT/CAREER DEVELOPMENT OBJECTIVE

OBJECTIVE	•
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AGREED EVENT (Reviewee responsibility)	BY	RECORD
AGREED SUPPORT (Reviewer responsibility)		RECORD
IMPACT MEASURES (inc. observation details)		RECORD

Teacher signature:

Appraiser signature:

Date:

Appendix G. Leadership Standards – for Deputy Head Performance Management

Key areas of the National Standards for School Leadership Leading strategically Creating and delivering a shared, corporate strategic vision, which motivates and inspires pupils, staff, governors and all members of the school community is critical to school leadership. The vision should be underpinned by shared values, moral purpose and principles of sustainability. It should drive the strategic plan and subsequent actions to secure continuous school improvement and quality outcomes for all pupils.

Knowledge and understanding of

Descriptor	Strength	Area of Development
Knowledge and understanding of		
developments in education at local, national and global levels		
models of effective leadership and organisational structures		
new technologies and their potential impact		
strategic planning processes, tools and techniques		
ways of achieving stakeholder and community engagement		
leading change, creativity and innovation		
ways of achieving social inclusion, diversity and access		

Descriptor	Strength	Area of Development
Skills		
think strategically, analytically and creatively		
build capacity and achieve sustainability		
deal with complexity and uncertainty		
build a vision and communicate clear purpose and sense of direction		
model the vision and values of the school		
anticipate, lead & manage change		
use research to support and challenge practice		
inspire, challenge, motivate		

& empower others to attain challenging outcomes		
work strategically with governing body		
celebrate achievement and acknowledge excellence		

Leading teaching and learning

With the whole school workforce, school leaders play a central role in raising standards of teaching and learning. School leaders have a responsibility to set high expectations, create the conditions for effective teaching and learning to flourish and to evaluate the effectiveness of learning outcomes. Leaders acknowledge the high status, value and importance of teaching and learning and in creating a learning culture which enables pupils to become effective, enthusiastic and independent, life-long learners.

Descriptor	Strength	Area of Development
Knowledge and understanding of		
curriculum design and management		
principles of quality learning, teaching and assessment including school review and self evaluation		
ways of applying effective practice and research evidence to improve outcomes		
use of external support and expertise		
behaviour and attendance management		
new technologies to support learning and teaching		
political impact of external, community or family factors on learning		
strategies for improving outcomes and achieving excellence for all		
tools for data collection and analysis		

Descriptor	Strength	Area of Development
Skills		
design, develop and deliver the curriculum		
demonstrate equality and diversity in teaching and learning		

achieve the best possible learning outcomes for all		
use developmental models for teaching and learning		
engage parents in children's teaching and learning		
manage and use performance data		
develop whole school culture of best practice in teaching and learning create flexible and comprehensive learning opportunities for all pupils		
capitalise on appropriate sources of external support and expertise		
deploy technology to support teaching and learning		
develop and use effective assessment and moderation systems		
evaluate, review and develop systems and structures		

Leading people

As school leaders work with and through others, building and sustaining effective relationships and communication strategies are important. School leaders seek to improve their own performance through professional development. To enable others to develop and improve by creating a professional learning culture within the school. Through performance management and effective professional development practice, school leaders support all staff to achieve high standards. School leaders take account of issues surrounding work-life balance and recognise and value all staff and teams in the school.

Descriptor	Strength	Area of Development
Knowledge and understanding of		
significance of interpersonal relationships, including impact on teacher performance and pupil learning		
performance management		

continuous professional development and sustained school improvement building motivation, including the importance of celebrating achievement		
building and sustaining a learning community within a diverse workforce		
own performance, ways of obtaining feedback and how to improve		
support and development systems for individuals and teams		

Descriptor	Strength	Area of Development
Skills		
create a culture which encourages ideas and contributions from others		
develop self awareness, self-management and self confidence and use effectively		
listen, reflect and communicate effectively		
negotiate and manage conflict, providing appropriate support		
give feedback and provide support to improve performance		
hold people to account and challenge under performance		
develop a culture of learning and continuous professional development		
receive and act on feedback to build on strengths and improve personal performance		
foster an open, fair and equitable culture		
motivate, develop, empower and sustain individuals and teams		