



# HALL GREEN SCHOOL

## APPRAISAL FOR TEACHERS October 2017

<b>Adopted:</b>	4 October 2017
<b>Next Review:</b>	4 October 2018
<b>Governing Committee:</b>	Full Governing Body
<b>Responsibility:</b>	Mr D Adams - Headteacher Mrs J Owen - Chair of Governing Body

## Hall Green School Appraisal Policy

### Contents :

- 1 Purpose
- 2 Application of the Policy
- 3 Principles
- 4 Appraisal Process
- 5 Setting Objectives
- 6 Reviewing Performance
- 7 Annual Assessment
- 8 Confidentiality
- 9 Equality and Consistency
- 10 Retention of Statements

### Appendices:

- Appendix A: Audit form against The National Standards
- Appendix B: Hall Green Lesson Objective Proforma
- Appendix C: Objective Setting Proforma
- Appendix D: Objective Reviewing Proforma
- Appendix E: Appraisal Summary

## **Policy for appraising teacher performance**

**The Governing Body of Hall Green School adopted this policy on 4 October 2017**

**The policy will be annually reviewed. Therefore its next review will take place at the beginning of the autumn term 2017.**

### **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.

### **2 Application of the policy**

2.1 The policy covers appraisal, applies to the head teacher and to all teachers employed by the school, except those on contracts of less than one term, those undergoing induction (i.e. NQTs) and those who are subject to the school's capability policy.

2.2 Throughout this policy, unless indicated otherwise, all references to 'teacher' include the head teacher.

### **3 Principles**

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 and responsibilities effectively. This will include the extra responsibilities for which Teaching and Learning payments are made. It will help to ensure that teachers are able to continue to improve their professional practice and to develop as good and outstanding teachers.

3.2 Appraisal should be based on the principles of

- Clarity of expectation
- Fairness and reasonableness
- Consistency
- Balance
- Enablement including supportive development
- Confidentiality

3.3 Teachers must know what is expected of them in order to support the school improvement plan as well as benefit from the appraisal process.

- 3.4 The methods of assessment against standards and objectives should be fair, thorough and non-discriminatory. A variety of methods should be used and discussed with teachers in the school.
- 3.5 To ensure consistency any teacher to whom the appraisal of other teachers is delegated should be suitably prepared to discharge that responsibility, not only through knowledge of the appraisal regulations and process but also with the appropriate skills and confidence, whether by training within the school or by a suitable external organisation. Appraisers should be qualified teachers with relevant experience.
- 3.6 Consistency and balance should also be achieved by appropriate moderation and monitoring for quality assurance. The head teacher should report to the governing body annually on the appraisal process.
- 3.7 An assessment of a teacher's professional development needs and any action which should be taken to address them should be an integral part of the assessment and used to enable teachers to achieve their professional potential.
- 3.8 The records of each teacher's appraisal will be confidential. The use of information from appraisal reports to monitor fairness, inform the planning of professional development, ensure overall quality and report to the governing body should not compromise individual confidentiality.
- 3.9 If it becomes apparent during the appraisal period that the teacher's overall performance is below accepted standards the line manager/appraiser should address the situation **without delay**, as described in the appraisal process, with a thorough assessment of the apparent deficiencies and possible causes (including any personal circumstances) and implement any necessary support. There should be a clear explanation to the teacher of what will happen if the necessary improvement does not take place. See 6.10 – 6.13 for additional detail.

#### **4 The appraisal process**

##### **4.1 Publication of the process**

The Head Teacher will be responsible for publishing this process to all teachers in the school, together with the Teachers' Standards, to be used in accordance with the Appraisal Regulations. The Head Teacher will also be responsible for ensuring that the appraisal process is published to each teacher newly appointed to the school.

##### **4.2 Committee for appraising the head teacher**

The Governing Body will appoint a committee to appraise the head teacher and delegate to this committee the responsibility to appoint an external adviser for the purposes of providing it with advice and support in relation to the appraisal of the head teacher. It will expect the committee to choose an adviser who is suitably skilled and experienced, ideally someone who has leadership experience in a school in the same phase but is not personally connected with the head teacher.

#### 4.3 The appraisal period

4.3.1 The Governing Body has agreed that there will be a common twelve-month appraisal period for teachers in this school and that it will run from 1 September to 31 August each year.

4.3.2 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.

#### 4.4 Appointing appraisers

4.4.1 The head teacher will be appraised by the Governing Body, supported by a suitably skilled and/or experienced external adviser who has been appointed by the Governing Body for that purpose.

4.4.2 In this school the task of appraising the head teacher, including the setting of objectives, will be delegated to a sub-group consisting of two members of the Governing Body, supported by the external adviser identified in 4.4.1.

4.4.3 The head teacher will decide who will appraise other teachers. In this school, this will normally be:

- The head teacher
- A member of the Senior Management Team
- The teacher (for example the Head of Department) with a clear line management overview of a teacher's work
- A teacher specifically identified to undertake appraisal of other teachers in the school (this will be a teacher with management responsibility)

4.4.4 Where a teacher, including the headteacher, is of the opinion that the person to whom the teacher has delegated the appraiser's responsibilities is unsuitable for professional reasons, s/he may submit a written request to the headteacher for that appraiser to be replaced, stating those reasons.

4.4.5 All appraisers will be qualified teachers with relevant experience.

#### 4.5 Preparation

The head teacher will ensure that each appraiser is suitably prepared in accordance with the principles set out by the governing body and will ensure that the preparation includes discussion of moderation and quality assurance. The head teacher will also ensure that all teachers understand their own responsibilities and prepare for the first meeting, through self-reflection and evaluation of their own performance and development needs

## **5 Setting objectives**

- 5.1 As a valuable tool in preparing for objective setting, teachers have available the annual audit against National Standards (appendix A). It is recommended that the teacher uses this audit to inform the discussion between the teacher and the appraiser when establishing objectives for the year (see below).
- 5.2 The head teacher's objectives will be set by the Governing Body after consultation with the external adviser. Objectives will be focused on key school priorities and take account of the relevant head teacher standards.
- 5.3 Objectives for each teacher, including the head teacher, will be set at the start of each appraisal period, and by the end of the first autumn half term by the latest. The objectives set for each teacher will be linked to the Teacher Standards following the teacher's audit of their performance against the standards. The objectives will also be appropriate to the teacher's role and responsibility and level of experience and aligned to the current School, Department or Pastoral Development Plans. Objectives will be Specific, Measurable, Achievable, Realistic and Time-bound.
- 5.4 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.
- 5.5 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.
- 5.6 Under normal circumstances teachers will have three objectives.

### **5.7 Objectives**

- 5.7.1 The first objective should be actions related to the school's ambition for all pupils to make progress at least as good as national other pupils. An example of this objective might be: *To effectively apply school and departmental teaching and learning, assessment and intervention policies and utilise appropriate strategies to close the gap between disadvantaged and other*

*pupils to fully support the school's ambition for all pupils to make progress at least as good as national other pupils.*

The success criteria for this objective will be: *All pupils in my classes will make progress at least as good as national other pupils. Where pupils have not made this level of progress, it is clear from school quality assurance processes (lesson observations, book trawls and learning walks) that the teacher has applied school and departmental policies as required.*

This objective will be assessed through interim and end of year pupil performance data. Other sources of evidence include Pupil tracking sheets, Exam data from SISRA, Department KS4 analysis, Department termly review, Data review sheets, Learning conversation slips, Lesson observation feedback, Personal Development Folder

Worked example:

Objective	Teacher standard relevant to objective	How will the objective be achieved?	Assessment criteria	Suggested sources of evidence
To effectively apply school and departmental teaching and learning, assessment and intervention policies and utilise appropriate strategies to close the gap between disadvantaged and other pupils to fully support the school's ambition for all pupils to make progress at least as good as national other pupils.	1.2 Promote good progress and outcomes by pupils	Consistently good teaching and assessment Appropriate support and intervention Application of departmental and school teaching and learning, assessment and intervention strategies. Close liaison with pastoral team and parents where appropriate	All pupils in my classes will make progress at least as good as national other pupils. Where pupils have not made this level of progress, it is clear from school quality assurance processes (lesson observations, book trawls etc) that the teacher has applied school and departmental policies as required.	Pupil tracking sheets Exam data from SISRA Department KS4 analysis Department termly review Data review sheets Learning conversation slips Lesson observation feedback Personal Development Folder

5.7.2 The second objective focuses on a teacher's development in teaching and learning. It relates to their experience and level of pay on the unqualified teacher range, main pay range, upper pay range, lead practitioner range or leadership range. This objective should make use of the teacher standards, and be sufficiently challenging to enable each teacher to demonstrate development to the next point on the main pay range or to continue to demonstrate performance expected on the upper pay range.

Measurement of this objective will be through formal lesson observation and school records, such as department minutes. Teachers on the main pay range (MPR 1-6) will be expected to demonstrate that they are meeting the teacher standards and that the pupils in their classes are making expected progress, using the Hall Green lesson observation form in Appendix B. In addition, teachers on the upper pay range (UPR) will be expected to have a 'substantial and sustained' influence of teaching and learning beyond their classroom as defined by the Hall Green pay policy. See next page for some worked examples:

Level of experience	Objective	Teacher standard relevant to objective	How will the objective be achieved?	Assessment criteria	Suggested sources of evidence
Lower main pay range (MPR 1-3)	To respond to and prepare for changes in the exam specification in the relevant subject area	4.5 Contribute to the design and provision of an engaging curriculum within the relevant subjects area(s).	Research time to get to know new specifications and schemes of work Support from colleagues to develop plans Delivery of new schemes in the lesson	Teaching and learning in class at predominantly good level Successful delivery of a new scheme of work to pupils	Lesson observations Dept minutes Pupil exercise books Pupil tracking sheets Department termly review Data review sheets Personal Development Folder
Mid main pay range (MPR 4-6)	To contribute to the department development plan by reviewing and rewriting schemes of work for a key stage and sharing with department	4.5 Contribute to the design and provision of an engaging curriculum within the relevant subjects area(s).	Research time to get to know new curriculum Planning of new scheme of work Sharing of schemes with the department Delivery of new schemes in the lesson Evaluation of effectiveness of schemes	Teaching and learning in class at predominantly good to outstanding level New schemes of work presented to department Schemes of work taught in lessons Assessment data gathered for pupil performance in new schemes of work Minuted evaluation of effectiveness of schemes of work	Lesson observations Dept minutes Pupil exercise books Pupil tracking sheets Department termly review Data review sheets Personal Development Folder
Top of Main Pay Range and Upper pay range	To make a substantial and sustained impact to school progress by leading on Teaching and Learning for a key area/issue in the school development plan	4.5 Contribute to the design and provision of an engaging curriculum within the relevant subjects area(s).	Research into issue to be addressed (Ofsted papers; teacher journals; use of networks) Attendance at whole school T&L meetings Leading development of expertise in a department to tackle an issue Action planning to address the issue in a particular area Evaluating impact and	Teaching and learning in class at predominantly good to outstanding level Implementation of a cross-department initiative Measurable impact of actions	Lesson observations Pupil exercise books Dept minutes Action plans Evaluations Pupil voice Pupil tracking sheets Department termly review Data review sheets Personal

			reporting back		Development Folder
--	--	--	----------------	--	--------------------

5.7.3 The third objective should relate to a teacher’s additional paid roles and responsibility. Where a teacher does not have additional paid role or responsibility, an objective could focus on a whole school priority identified in the school development plan or be a developmental objective aimed at widening the teacher’s professional experience.

5.7.4 Worked example for a main scale teacher with no additional paid role or responsibility

Objective	Teacher standard relevant to objective	How will the objective be achieved?	Assessment criteria	Suggested sources of evidence
To develop teaching and learning strategies to stretch and challenge all pupils with particular focus on the MMA	1.2 Pupil progress 1.3 Subject knowledge	Attendance at whole school staff training for MMA Additional research in subject area to identify strategies to promote challenge Share findings with dept Implement teaching strategies in lesson Evaluate effectiveness of strategies and adapt approach	Shared approach and resources recorded in dept minutes Lesson observation of strategies in action Dept minutes record evaluation of effect	Pupil tracking sheets Lesson observation feedback Department termly review Dept minutes Personal Development Folder

5.7.5 Worked example for a TLR post holder within a department

Objective	Teacher standard relevant to objective	How will the objective be achieved?	Assessment criteria	Suggested sources of evidence
To develop KS3 departmental Moodle pages and co-ordinate department KS4 Moodle pages	1.2 Pupil progress 1.3 Subject knowledge	Audit departmental need for Moodle support Produce action plan for developing dept Moodle pages Lead development of Moodle pages Evaluate use of and impact of new Moodle resources	Published resources for staff and pupils on Moodle. Pupils and staff make use of new Moodle pages. Evaluation of use and impact of new Moodle pages	Pupil tracking sheets Exam data from SISRA Department KS4 analysis Department termly review Dept minutes Personal Development Folder

### 5.7.6 Worked example for a Head of Department

Objective	Teacher standard relevant to objective	How will the objective be achieved?	Assessment criteria	Suggested sources of evidence
To support all departmental staff to make every effort to ensure expected pupil progress.	1.2 Promote good pupil progress & outcomes	Promoting consistently good teaching, assessment and intervention across the department. Support or challenge colleagues as appropriate	All pupils in taught by staff in the department will make good or outstanding progress (where good equates to expected progress against national standards and outstanding equates to more than expected progress). Where pupils have not made expected progress, a record of support and/or challenge taken by the Head of Department demonstrates that the HoD has taken reasonable steps to address underperformance.	Pupil tracking sheets Exam data from SISRA Department KS4 analysis Dept minutes Departmental SoW Department termly review Data review sheets Records of line manager meetings Records of meetigns with post holders and dept staff Records of professional discussions relevant to the objectives Records of intervention logs Learning conversation slips Lesson observation feedback Personal Development Folder

### 5.7.7 Worked example for a TLR post holder with whole school responsibilities

Objective	Teacher standard relevant to objective	How will the objective be achieved?	Assessment criteria	Suggested sources of evidence
To address the need identified in the school development plan to raise achievement for X pupils/in X cross-curricular area	1.2 Promote good pupil progress & outcomes	Audit school needs in X area Consult with key personnel (HODs, HoHS, SMT) Develop action plan Implement action plan Monitor and evaluate effectiveness of plan	Completed school audit Minuted meetings with key personnel Action plan completed, implemented and evaluated Improved outcomes in X area	Pupil tracking sheets Action plan records and minutes of meetings Exam data from SISRA Personal Development Folder

5.7.9 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.

## **6 Reviewing performance**

### **6.1 Observation**

6.2 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 QTS.

6.3 Teachers will have no more than three lesson observations in the course of the school year. Observations over a period of time should cover the full range of ages, abilities and courses taught by that teacher. Observations by Ofsted do not count towards the total number of observations in the year. Teachers who teach in more than one department should expect to be observed in each department where they teach, unless that exceeds three. Normally, a line manager will inform the teacher one week in advance which lesson will be observed.

6.4 If at any point during the observation cycle it is considered that the teacher needs or the teacher seeks extra support, additional observation may be arranged in addition to the three observations referred to in 6.3 above.

6.5 On occasion, the line manager may request to observe the lesson jointly with another teacher. This is done for staff development. Whilst the second observer may take part in the feedback discussion, any final judgment would be made by the more senior observer. The teacher being observed may decline to have a second observer.

6.6 Oral feedback will be given as soon as possible after the end of the lesson and within 24 hours by the latest; written feedback will be provided within 5 working days.

### **6.7 Other Leadership Visits to Lessons**

There will be other occasions in the school year when those with leadership responsibilities are present in lessons (e.g. through a learning walk). The principal objective of these visits is to enable leaders to understand for themselves what is going on in classrooms and to identify any ways in which either the curriculum or everyday support procedures can be improved. Because these are not formal lesson observations, no written feedback can be expected and therefore no evidence from them will be used to inform performance review by a teacher's reviewer. A teacher, on the other hand, may request written feedback if a more senior colleague remains in the class for ten or more minutes. In such cases the teacher may choose to use this written feedback as evidence during their review meeting.

### **6.8 Development and support**

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 (5).

## **6.9 Feedback**

6.10 Teachers will receive constructive feedback on their performance throughout the year and as soon as practicable after observation has taken place (see 6.6) or other evidence has come to light. Opportunities for feedback could arise on a regular basis throughout the year as a result of:

- Lesson observations
- Planning and work scrutiny
- Planned and minuted meetings with appraiser
- Departmental termly reviews
- Mid-cycle review meeting with appraiser (mid-February)
- Observation / scrutiny of leadership and management activities where appropriate
- Other feedback received or obtained during the cycle relevant to the teacher’s overall performance.
- Monitoring of internal data on attainment, progress and student behaviour.

Feedback will include discussion with the teacher, will highlight particular areas of strength as well as any areas that need attention and will determine any appropriate action required.

6.11 In a case where a teacher’s performance is found to fall below the expected standards and which may impact on performance review, the teacher will be provided with written notice and the opportunity to improve following the ITAP (Improving Teacher Action Plan).

6.12 Similarly, where, following the audit against teacher standards during the review cycle, there are concerns about any aspects of the teacher’s performance, again the teacher will be provided with written notice and the opportunity to improve following the ITAP.

6.13 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.

## **6.14 Transition to capability**

This policy operates under the principle that appraisal is supportive and developmental. Should a teacher fall below expected standards as outlined above, the teacher will receive support and guidance to help achieve the expected standards, first of all through ITAP, and then with the involvement of a senior leader. However, if despite extensive support and guidance over a period of time, the appraiser and the senior leader are not satisfied with the progress of a teacher, 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.

## **7 Annual assessment**

- 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 Body will consult the external adviser.
- 7.2 This assessment is the end point to the annual appraisal process.
- 7.3 The assessment will take the form of a review of the teacher's audit against Teacher Standards and the three (or more) objectives set for the year. Assessment should take place following the end of the appraisal period and by the end of the first half term by the latest.

Following the review, the appraiser will forward the review document (Appendix D) and any recommendation for pay if appropriate (Appendix E) to the headteacher.

The headteacher will moderate all appraisal review documents to ensure consistency, and will also require to see a random sample of supporting evidence to ensure rigour.

Within one month of the end of each appraisal period, the teacher will receive – and have the opportunity to comment in writing on – a written appraisal report. In this school, teachers, including the head teacher, will receive their written appraisal reports no later than 30<sup>th</sup> November. 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 Teachers' Standards, and their appraisal / performance management objectives;
- 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. (Appendix E)

- 7.4 The assessment of performance and of training and development needs will inform the planning process for the following appraisal period.
- 7.5 Any recommendations on pay will be referred to the head teacher before being referred on to the Governing Body.

## **8 Confidentiality**

Access to the written appraisal report will normally be limited to the appraisee, the appraiser, the head teacher and / or nominated member of the senior management team.

## **9 Equality and consistency**

- 9.1 As outlined in paragraph 5.7.10 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 how the process is applied throughout the school. The head teacher may delegate responsibility for monitoring consistency and equality of application to members of the Senior Leadership Team.
- 9.2 The head teacher will be responsible for reporting annually to the Governing Body on any relevant issues, including those of underperformance, arising from the annual review cycle and on any action required to address those issues. The report will enable governors to receive an overall general report of the process but will not include specific details relating to individual members of staff.
- 9.3 The Governing Body is committed to ensuring consistency of treatment and fairness and will abide by all relevant equality legislation.

## **10 Retention of statements**

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

## Appendix A:

### Hall Green School Appraisal Process: Standards audit.

The standards audit should be carried out by the appraisee as part of their personal reflection in preparation for target setting (1.6 in the school Appraisal policy). The document should be shared with the appraiser in advance of the target setting meeting, who may use the document alongside their own evidence base in setting targets for the appraiser.

The reflection document gives the appraisee the opportunity to evaluate their own performance in preparation for selecting appropriate targets for the forthcoming cycle. It does not form a judgement within the appraisal process. Final judgements of the meeting of targets and the standards is the responsibility of the appraiser. Final responsibility lies with the Headteacher.

The appraisee may reflect on their current performance against three options:

**Standard Exceeded / led training:** For practice that exceeds the standard, such as leading colleagues in training or coaching in this area

**Standard Met:** Where the standard is securely met

**Standard to develop:** For standards not yet securely met. Development may involve receiving training / coaching from others

An evidence column allows brief notes on where supporting evidence can be located.

Appraisal targets can be informed by these reflections; insecure standards could be areas for appraisal targets to be set. Equally, good practice could be developed through a target requiring leadership of training across the relevant department or the school.

#### Preamble

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge; keep their knowledge and skills as teachers up-to-date and are self –critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

Standards Part 1: Teaching	Standard Exceeded / led training	Standard Met	Standard to develop	Evidence
<p><b>1. Set high expectations which inspire, motivate and challenge pupils</b></p> <ul style="list-style-type: none"> <li>• Establish a safe and stimulating environment for pupils, rooted in mutual respect</li> <li>• Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions</li> <li>• Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils</li> </ul>				
<p><b>2. Promote good progress and outcomes by pupils</b></p> <ul style="list-style-type: none"> <li>• Be accountable for pupils' attainment, progress and outcomes</li> <li>• Be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these</li> <li>• Guide pupils to reflect on the progress that they have made and their emerging needs</li> <li>• Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching</li> <li>• Encourage pupils to take a responsible and conscientious attitude to their own work and study</li> </ul>				

<p><b>3. Demonstrate good subject and curriculum knowledge</b></p> <ul style="list-style-type: none"> <li>• Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings</li> <li>• Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship</li> <li>• 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</li> <li>• If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics</li> <li>• If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies</li> </ul>				
<p><b>4. Plan and teach well-structured lessons</b></p> <ul style="list-style-type: none"> <li>• Impart knowledge and develop understanding through effective use of lesson time</li> <li>• Promote a love of learning and children's intellectual curiosity</li> <li>• Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils</li> </ul>				

<p>have acquired</p> <ul style="list-style-type: none"> <li>• Reflect systematically on the effectiveness of lessons and approaches to teaching</li> <li>• Contribute to the design and provision of an engaging curriculum within the relevant subjects area(s).</li> </ul>				
<p><b>5. Adapt teaching to respond to the strengths and needs of all pupils</b></p> <ul style="list-style-type: none"> <li>• Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively</li> <li>• Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these</li> <li>• 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</li> <li>• 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</li> </ul>				

<p>language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.</p>				
<p><b>6. Make accurate and productive use of assessment</b></p> <ul style="list-style-type: none"> <li>• know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements</li> <li>• Make use of formative and summative assessment to secure pupils' progress</li> <li>• Use relevant data to monitor progress, set targets, and plan subsequent lessons</li> <li>• Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.</li> </ul>				
<p><b>7. Manage behaviour effectively to ensure a good and safe learning environment</b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise,</li> </ul>				

<p>sanctions and rewards consistently and fairly</p> <ul style="list-style-type: none"> <li>• Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them</li> <li>• Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary</li> </ul>				
<p><b>8. Fulfil wider professional responsibilities</b></p> <ul style="list-style-type: none"> <li>• Make a positive contribution to the wider life and ethos of the school</li> <li>• Develop effective professional relationships with colleagues, knowing how and when to draw advice and specialist support.</li> <li>• Deploy support staff effectively</li> <li>• Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues</li> <li>• Communicate effectively with parents with regard to pupils' achievements and well being</li> </ul>				

<p>Part 2: Personal and Professional Conduct</p> <p><b>A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher’s career.</b></p>				
<p><b>Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:</b></p> <ul style="list-style-type: none"> <li>• Treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher’s professional position</li> <li>• Having regard for the need to safeguard pupils’ well-being, in accordance with statutory provisions</li> <li>• Showing tolerance of and respect for the rights of others</li> <li>• 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</li> <li>• ensuring that personal beliefs are not expressed in ways which exploit pupils’ vulnerability or might lead them to break the law.</li> </ul>				

<p>Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality</p>				
<p>Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.</p>				

Appendix B **Evaluating Teaching Over Time Form**

**Initial meeting**

Teacher:	Observer:	Meeting date:
Class to be observed:	Numbers in class: .....b .....g .....FSM6 .....MMA .....SEND	Targets/thresholds:
<b>Summary of current progress by pupils</b>		
<p><b>Summary of medium term plan</b></p> <ul style="list-style-type: none"> <li>• What are the main skills and knowledge you want pupils to master in this topic or sequence of lessons?</li> <li>• Outline (broadly) the content or learning objectives of the sequence of lessons and where the observed lesson will fit into this</li> </ul>		
<p><b>What are the main barriers to learning for this class?</b> (eg literacy, numeracy, understanding certain concepts or skills, attitude to learning, individual barriers)</p> <p>How are you seeking to address them?</p> <p>What would you want the observer to focus on in particular?</p> <p>Agreed details of the observation: Date:                      Period:                      Room:                      Duration:</p> <p>Style (standard lesson observation or other? (eg short visit(s) + pupil voice)</p> <p>Signed: Teacher..... Observer.....</p>		

<b>Subject:</b>		<b>Teacher's Name:</b>		<b>Observer:</b>
<b>Date:</b>	<b>Group:</b>		<b>Full lesson / Half lesson</b>	
<b>Focus of the observation:</b>				
<b>Objectives of the lesson:</b>				
<b>Is work challenging enough for all pupils and does it meet their individual needs?</b>				
<b>Do pupils' responses demonstrate sufficient gains in their knowledge, skills and understanding, including in literacy and numeracy?</b>				
<b>Does the teacher monitor pupils' progress in lessons and use the information well to adapt their teaching?</b>				
<b>Does the teacher use questioning and discussion to assess the effectiveness of their teaching and promote pupils' learning?</b>				
<b>Do pupils have a good understanding of how to improve their work?</b>				

--

**Examples seen of pupils' engagement, interest, concentration, determination, resilience and independence. (Not all will be seen in a single observation.)**

**Discussions with pupils about the work they have undertaken and their experience of teaching and learning over longer periods.**

**If applicable, evaluate the use of teaching assistants.**

**Particular strengths**

**Areas for development**

**Post-observation meeting**

**Scrutiny of pupils' work**

*Look at the work of two or three pupils, including, where possible, those who have been mentioned in discussions already. Comment on the following:*

Pupils' effort and success in completing their work

Evidence that the work is suitably challenging

Evidence of pupils acquiring over time, skills, knowledge and understanding relevant to the subject (including, if relevant, appropriate skills in literacy and/or numeracy)

Evidence of the impact of feedback and other AFL strategies if relevant

**Summary statements. Please indicate "yes" or "no". If "no", further steps should be detailed on an ITAP form.**

Pupils are making expected progress, with suitable measures in place where this is not the case	
---	--

Teacher standards are being met	
---------------------------------	--

**Summary of discussion**

Particular strengths in the work with this group of pupils (further to those already noted in the observation write-up)

Targets and areas to work on

Signed: Teacher.....

Observer.....



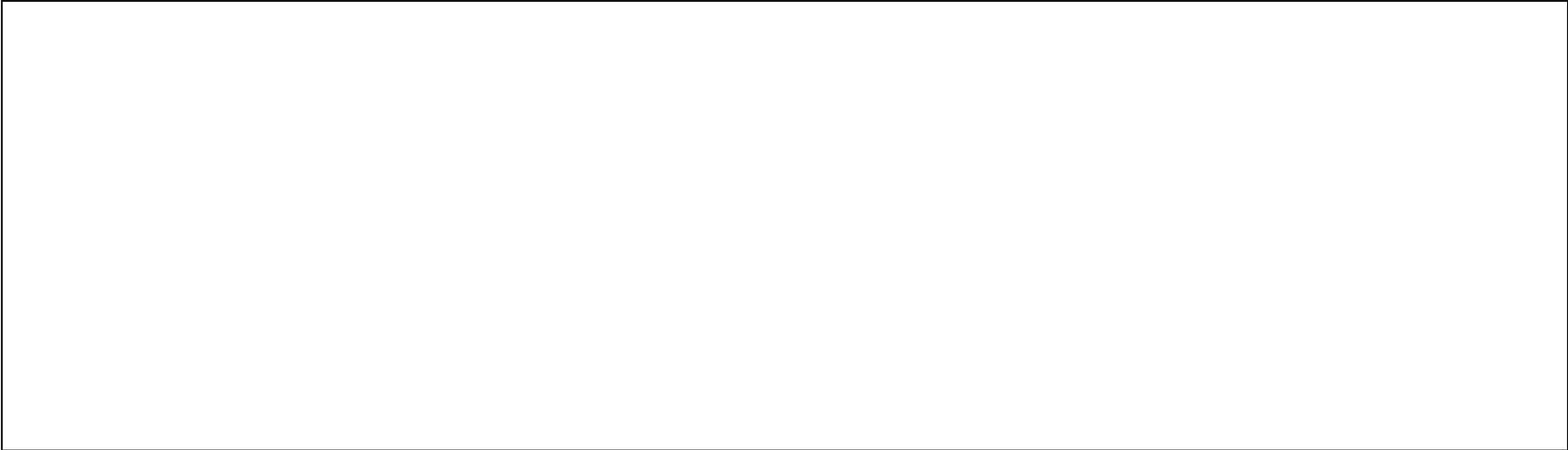
Appendix C

Teacher:

Appraiser:

Objective	Teacher standard relevant to objective	How will the objective be achieved?	Assessment criteria	Suggested sources of evidence
To effectively apply school and departmental teaching and learning, assessment and intervention policies and utilise appropriate strategies to close the gap between disadvantaged and other pupils to fully support the school's ambition for all pupils to make progress at least as good as national other pupils.	1.2 Promote good progress and outcomes by pupils	Consistently good teaching and assessment Appropriate support and intervention Application of departmental and school teaching and learning, assessment and intervention strategies. Close liaison with pastoral team and parents where appropriate	All pupils in my classes will make progress at least as good as national other pupils. Where pupils have not made this level of progress, it is clear from school quality assurance processes (lesson observations, book trawls etc) that the teacher has applied school and departmental policies as required.	Pupil tracking sheets Exam data from SISRA Department KS4 analysis Department termly review Data review sheets Learning conversation slips Lesson observation feedback Personal Development Folder

Professional development needs			Means by which these may be addressed	
Date for interim review and discussion of objectives:  Date for final review of objectives:				
Signed (appraiser)		Signed (teacher)		Date:
Matters arising from interim review meeting:				





Appendix D

Hall Green School Appraisal  
**Annual Review Statement**

**Date review meeting:**

**Teacher:**

**Appraiser:**

<b>Objectives</b>	<b>Outcomes/Evidence</b>	<b>Met</b>	<b>Not Met</b>
1.			
2.			
3.			

**Strengths & Achievements**

**Areas to be developed (Where target has not been met)**

**Staff development needs**

**Teacher comments**

Appraiser: .....

Signed .....

Date

Teacher: .....

Signed .....

Date





**HALL GREEN SCHOOL  
Appraisal Summary**

Reviewee: .....

Reviewer: .....

**For Unqualified and qualified Main Scale Teachers**

Having reviewed ..... performance for 2013-14, I am satisfied that he/she

- has provided sufficient evidence to show that he/she has met the teacher standards
- has **not** been able to demonstrate that he/she has met the teacher standards
  
- has provided sufficient evidence to show that he/she has met the performance management targets for 2013-14
- has **not** been able to demonstrate that she/he has met the performance management targets for 2013/14

For these reasons I am/**am not** recommending that he/she moves onto the next point of the main pay scale.

**For Upper Pay Scale Teachers**

..... has informed me that she/he wishes to be considered for movement onto the upper pay scale/ for movement to the next point on the upper pay scale.

Having reviewed ..... performance for 2013 -14, I am satisfied that he/she

- has provided sufficient evidence to show that he/she has met the teacher standards to the required level
- has **not** been able to demonstrate that he/she has met the teacher standards to the required level
  
- has provided sufficient evidence to show that he/she has met the performance management targets for 2013 -14
- has **not** been able to demonstrate that she/he has met the performance management targets for 2013/14
  
- has maintained a sustained and substantial contribution to school life for the last two years

as defined by the school's pay policy

- has **not** maintained a sustained and substantial contribution to school life for the last two years as defined by the school's pay policy

For these reasons I am/**am not** recommending that he/she moves onto the next point of the main pay scale.

Signed: \_\_\_\_\_

Date: \_\_\_\_\_