

WHITEHILLS PRIMARY SCHOOL

“...putting children first....”



TEACHER APPRAISAL
AND
CAPABILITY POLICY
October 2020

Part A Appraisal Procedure

1. Policy Statement

The Education (School Teachers' Appraisal) (England) Regulations 2012 came into effect on 1st September 2012 and place a responsibility upon schools to adopt a formal policy for undertaking teacher appraisal. The 2012 Regulations supersede the previous performance management model policy and guidance, which had been designed to support the 2006 Regulations. This document is the framework policy for the appraisal of teachers.

Appraisal in the 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 and will link to pay progression in accordance with the School Teachers' Pay and Conditions Document 2018 (STPCD). This policy should be read in conjunction with the STPCD and the School's Pay Policy.

This policy sets out the framework for 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.

The areas of the policy which are highlighted in **bold text** are statutory requirements taken directly from the Education (School Teachers' Appraisal) (England) Regulation 2012.

The policy has been consulted on with recognised Trade Unions. Where the Governing Body wishes to deviate from this proposed policy or adopt any other policy, it is the responsibility of the Governing Body to arrange consultation with appropriate representatives from recognised trade unions and professional associations. The Governing Body should be satisfied that any policy they adopt meets the new regulations.

2. Scope of Policy

Unless indicated otherwise, all references to "teacher" include the Head Teacher. The Regulations apply to any teacher employed for two school terms or more (based on a six term year) in a community, voluntary, foundation, community special or foundation special school or a maintained nursery.

The Regulations do not apply to:

- Any teacher undergoing an induction period in accordance with the Education (Induction Arrangements for School Teachers) (England) Regulations 2008
- Any teacher whilst that teacher is the subject of capability procedures

Whilst the policy will be written in the context of a school setting, it applies to unattached teachers employed by the Council and the Governing Body/Head Teacher responsibilities identified will apply in accordance with the levels of delegated authority within the Council and should be read in conjunction with the relevant pay policy for unattached teachers.

3. Legal background

The Education (School Teachers' Appraisal) (England) Regulations 2012 replace the Education (School Teacher Performance Management) (England) Regulations 2006.

The links to pay progression are in accordance with the School Teachers' Pay and Conditions Document 2018 (STPCD). Therefore, this policy should be read in conjunction with the STPCD and the Schools' Pay Policy.

The STPCD contains provisions relating to the statutory conditions of employment of school teachers in England and Wales and has been prepared by the Secretary of State for Education in anticipation of an order being made under section 122 of the Education Act 2002 ("the Act"). That Order refers to the Document and directs that its provisions have effect in accordance with it pursuant to section 124(3) of the Act.

4. Responsibilities - The Governing Body

In accordance with the regulations, the Governing Body must adopt and make available to teachers employed at the school a document which sets out the appraisal process for such teachers and which identifies the links to pay progression.

For the purposes of providing advice and support in relation to the appraisal of the Head Teacher, the Governing Body must appoint an external adviser.

The Governing Body must appraise the performance of the Head Teacher in respect of each appraisal period applying to that Head Teacher and consult the external adviser appointed in accordance with Regulation 4 and adhere to the responsibilities outlined within the school's pay policy.

The Governing Body must have in place a process for moderating pay progression recommendations and decisions across the school to ensure fairness and consistency.

The Governing Body will agree who will appraise teaching staff and as part of these considerations will ensure in terms of appraisals to be undertaken that the associated workload is distributed fairly and justifiably between appraisers.

The Governing Body will ensure the Head Teacher has a directed time budget available to teachers that shows the amount of directed time allocated to the appraisal process for each teacher.

5. Responsibilities - Appraiser/Moderator

Where the appraiser is the Head Teacher, the Governing Body will nominate a member of the Governing Body as the moderator.

Where the appraiser is not the Head Teacher, the Head Teacher or members of the Leadership Team will be the moderator.

The Appraiser and Moderator will adhere to the responsibilities outlined within the school's pay policy.

The role of the moderator is to:

- Ensure that appraisers and appraisees have been briefed and trained if necessary in undertaking/participating in appraisals.
- Ensure the appraisal process fits in with the school's development plan
- Meet with appraisers to:
 - Clarify the process
 - Confirm who is appraising whom
 - Confirm who is the moderator
 - Agree targets
- Ensure the outcomes are at the right level and SMART
- Collate the appraisal forms to look at the distribution, fairness and consistency of ratings

- Ensure no bias in ratings across aspects such as race, disability, or gender and investigate any anomalies
- Assist appraisers who appear to harsh or generous in their ratings
- Countersign and add overall comments to the appraisal form
- Handle any concerns or disputes arising from the appraisal process with a view to resolving to the satisfaction of all parties involved.

6. Teacher Responsibilities

The Role of Teachers is to:

- Take responsibility for participating in arrangements for their own appraisal in line with their school's appraisal policy including gathering evidence and ensure they understand the arrangements within their school.
- Keep records of their objectives and review them throughout the appraisal process.

Some teachers will have responsibilities to appraise the performance of other teachers (delegated by the head teacher).

7. The Appraisal Period

The appraisal period will run for a twelve-month period, normally starting from September. Appraisals will be held in the autumn term. It is intended that all teachers would have had their annual appraisal meeting and received their report by 31st October. Teachers who start or leave during the appraisal period can have longer or shorter appraisal period in that appraisal round.

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.**

The appraisal period will be adjusted accordingly when teachers begin or end employment or change post within the same authority. Reference should be made to the school's pay policy for further guidance.

8. Appointing Appraisers

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.

The task of appraising the Head Teacher, including the setting of objectives, may be delegated to a sub-group consisting of three members of the Governing Body.

The Head Teacher will decide who will appraise the performance of every other teacher employed at that school for a period of 2 terms in a 6 term year or more, in respect of each appraisal period applying in relation to that teacher and will have regard to the gravity of the role of appraiser in relation to its links with pay progression.

9. Setting Objectives

The Head Teacher's objectives will be set by the Governing Body after consultation with the external adviser.

Objectives for each teacher, including the Head teacher will be set before or as soon as practicable after, the start of each appraisal period. Teachers will have appropriate objectives which will be approved by the Head Teacher prior to the cycle of monitoring. Where possible, the appraiser and appraisee will seek to agree the objectives, but where agreement is not possible the appraiser will determine the objectives and the comments of the appraisee recorded accordingly.

The objectives set for each teacher, will be Specific, Measurable, Achievable, Realistic and Time-bound and will be appropriate to the teacher's role and level of experience both in terms of number of objectives and complexity. Where circumstances within the school alter, the objectives of all teachers, including the Head Teacher, may be subject to change.

The objectives set for each 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 will be ensured by quality assuring all objectives against the school improvement plan.

Before, or as soon as practicable after, the start of each appraisal period, each teacher will be informed of the standards against which their performance in that appraisal period will be assessed. All teachers should be assessed against the standards contained in the document "Teachers' Standards" published in July 2011. The Head Teacher or Governing Body (as appropriate) will determine whether certain teachers should also be assessed against other sets of standards published by the Secretary of State that are relevant to them and ensure that those teachers are aware of those standards and their requirements. An overview of the Standards can be found in Appendix A.

Upper Pay Range teachers and Lead Practitioners will be required to meet the criteria set out in paragraph 17 of the Document, namely that:

- the teacher is highly competent in all elements of the relevant standards; and
- the teacher's achievements and contribution to the school are substantial and sustained.

In this school, this means:

"highly competent": the teacher's performance is assessed as having excellent depth and breadth of knowledge, skill and understanding of the Teachers' Standards in the particular role they are fulfilling and the context in which they are working.

"substantial": the teacher's achievements and contribution to the school are significant, not just in raising standards of teaching and learning in their own classroom, or with their own groups of children, but also in making a significant wider contribution to school improvement, which impacts on pupil progress and the effectiveness of staff and colleagues.

"sustained": the teacher must have had two consecutive successful appraisal reports in this school and have made good progress towards their objectives during this period (see exceptions, e.g. maternity/sick leave, in the introduction to this section). They will have been expected to have shown that their teaching expertise has grown over the relevant period and is consistently good to outstanding.

10. Reviewing Performance

Teachers' performance will be assessed against the relevant standards as well as against their objectives. Head teachers will set out what will be considered in making judgements about whether teachers have met their objectives and the relevant standards. These will include:

- impact on pupil progress
- impact on wider outcomes for pupils
- improvements in specific elements of practice, such as behaviour management or lesson planning
- impact on effectiveness of teachers or other staff

- wider contribution to the work of the school

Objectives provide an important basis for assessing performance but they are not the sole criteria.

Assessment may be based on evidence from a range of sources – for example, self-assessment, peer review, tracking pupil progress, lesson visits, work scrutiny.

Observation Protocol:

This school believes that observation of classroom practice and other responsibilities is important both as a way of assessing teachers' performance in order to identify any particular strengths which can help us identify areas of good practice which can be shared 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.

The observation of classroom practice and other responsibilities is an important factor in assessing teacher performance. In this school teachers' performance will be regularly observed but the amount and type of classroom observation will depend on the individual circumstances of the teacher and the overall needs of the school. Classroom observation will be carried out by those with QTS and relevant experience and training.

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 learning and to check that high standards of professional performance are established and maintained. The length and frequency of "drop in" observations will vary depending on specific circumstances but should not normally be longer than 10-15 minutes. The frequency will depend on the individual teacher and the school's needs at the time.

We can also carry our 'drop-in' observations where fellow teachers observe a lesson for their own professional development and this would not be used as part of the appraisal process.

Teachers can also request additional observations.

If there are concerns that the teacher's performance is not up to standard identified by poorly performing or badly-behaved pupils there may be additional lessons observations.

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

Recording the appraisal and assessment

The appraisal and assessment of all teachers must be robust and transparent. It will be an evidence-based process only, therefore teachers and assessors should ensure that appropriate paper-based evidence is available to support the outcomes.

A model teacher appraisal form is available at appendix A

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 on-going professional development needs and priorities of individual teachers. Teachers are expected to self-audit against the teachers' standards to identify their strengths and areas to develop.

Feedback

Constructive written feedback on performance will be provided to teachers on a timely basis throughout the year and as soon as practicable after observation has taken place. Feedback will highlight particular areas of strength as well as any areas that need attention.

Where performance falls below the standards set out in the Standards for Teachers it may be appropriate to revise objectives, in which case it will be necessary to allow sufficient time for improvement. The amount of time allowed will be determined by the school but will reflect the seriousness of the concerns. Where support in achieving agreed levels of performance is required, the process outlined within Part B - Capability Procedure should be followed.

11. Annual Assessment

A teachers' performance will be reviewed on a regular basis. For Head Teachers this will include a formal mid-year review. **All teachers will be formally assessed in respect of each appraisal period.**

This assessment is the point at which the annual appraisal process is linked to pay, but performance and development priorities will be reviewed and addressed on a regular basis throughout the year in interim meetings which will take place as determined by the Head Teacher.

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

- Review the relevant evidence
- Assess performance in the appraisal period against the relevant standards
- Assess performance in the appraisal period against objectives
- Discuss the teacher's professional development needs and identify action that should be taken
- Discuss the teacher's wellbeing, career aspirations and any difficulties they may be facing
- If necessary, discuss the teacher's underperformance and put a plan in place to address it. They should also inform the teacher that if performance does not improve, capability proceedings may begin, where applicable

The teacher will receive a written appraisal report with 5 working days – of the appraisal meeting and have the opportunity to comment in writing upon it. Teachers will sign the appraisal report to say they have seen it and agree with its content. Teachers can appeal to the headteacher, and the headteacher can appeal to the governing board, if they disagree with the contents of the report and the pay recommendation it makes.

The appraisal report will include:

- details of the agreed 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/criteria;**
- **an assessment of the teacher's training and development needs and identification of any action that should be taken to address them;**
- **a rating of their performance through self-audit against the teaching standards**
- **a recommendation on pay where that is relevant**

The assessment of performance and of training and development needs will inform the planning process for the following appraisal period. A model Teacher Appraisal form can be found at Appendix A.

12. Pay Progression

Prior to commencing the pay progression assessments, the Governing Body must decide how pay progression will be determined and have outlined this within the schools pay policy for teachers, which must have been formally adopted.

The Pay Committee will be subject to the following guidelines as outlined within the STPCD:

- a. The decision whether or not to award pay progression must be related to the teacher's performance, as assessed through the school or authority's appraisal arrangements in accordance with the 2012 regulations in England or the 2011 regulations in Wales;
- b. A recommendation on pay must be made in writing as part of the teacher's appraisal report, and the relevant body must have regard to this recommendation in making their decision;
- c. Where a teacher is not subject to either the 2012 or the 2011 regulations, the relevant body must determine through what process the teacher's performance will be assessed and a pay recommendation made for the purposes of making its decision, except in the case of newly qualified teachers, in respect of whom the relevant body must do so by means of the statutory induction process set out in The Education (Induction Arrangements for School Teachers) (England) Regulations 2012.
- d. Pay decisions must be clearly attributable to the performance of the teacher in question;
- e. Continued good performance as defined by the school's pay policy should give a classroom or unqualified teacher an expectation of progression to the top of their respective pay range;
- f. A decision may be made not to award progression whether or not the teacher is subject to capability proceedings but the reasons should be made clear to the employee at the appraisal meeting.

Confidentiality

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

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

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

13. Other Considerations

Appeals

Should a teacher not agree with their pay progression recommendation, the appeals process can be found as an appendix to the school's Pay Policy.

Part B – Capability Procedure

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

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

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

The concerns may be of a nature that would usually involve beginning the capability procedure. Before a teacher reaches the level of formal proceedings then a number of stages will have already been undertaken. These are:

1. If a lesson observed gives evidence that the teacher is not meeting the teacher standards then no more than 3 points from the 10 High Quality Teaching strands (HQT) will be identified as points for improvement and an action plan created between SLT and the teacher. Part of this action plan must be to observe another member of staff who has a strength in the identified areas.
2. A member of SLT will complete a follow up observation within 10 working days. If this lesson demonstrates the teacher is meeting all the teacher standards then no additional measures need to be taken.
3. If the second observation shows no improvement then the action plan and identified improvement points will be revised as necessary. A demonstration lesson will be provided by a member of SLT.
4. With five working days a third observation will take place. If this lesson has evidence that the teacher standards are being met then no additional measures will take place. If this lesson is graded as requires improvement then the school will move to formal capability procedures.

This procedure applies only to teachers or head teachers about whose performance there are serious concerns that the appraisal process has been unable to address.

At least five working days' notice will be given of the formal capability meeting. The notification will contain sufficient information about the concerns about performance and their possible consequences to enable the teacher to prepare to answer the case at a formal capability meeting. It will also contain copies of any written evidence; the details of the time and place of the meeting; and will advise the teacher of their right to be accompanied by a companion who may be a colleague, a trade union official, or a trade union representative who has been certified by their union as being competent.

Formal capability meeting

This meeting is intended to establish the facts. It will be conducted by the Chair of Governors (for head teacher capability meetings) or head teacher (for other teachers). The meeting allows the teacher, accompanied by a companion if they wish, to respond to concerns about their performance and to make any relevant representations. This may provide new information or a different context to the information/evidence already collected.

The person conducting the meeting may conclude that there are insufficient grounds for pursuing the capability issue and that it would be more appropriate to continue to address the remaining concerns through the appraisal process. In such cases, the capability procedure will come to an end. The person conducting the meeting may also adjourn the meeting if further time is needed for investigation.

In other cases, the meeting will continue. During the meeting, or any other meeting which could lead to a formal warning being issued, the person conducting the meeting will:

- identify the professional shortcomings, usually related to the standards for teaching;
- give clear guidance on the improved standard of performance needed to ensure that the teacher can be removed from formal capability procedures;
- explain any support that will be available to help the teacher improve their performance;
- set out the timetable for improvement and explain how performance will be monitored and reviewed. The timetable will depend on the circumstances of the individual case but in straightforward cases could be eight weeks; and warn the teacher formally that failure to improve within the set period could lead to dismissal. In very serious cases, this warning could be a final written warning.

Notes will be taken of formal meetings and a copy sent to the member of staff. Where a warning is issued, the teacher will be informed in writing of the matters covered in the bullet points above and given information about the timing and handling of the review stage and the procedure and time limits for appealing against the warning.

Monitoring and review period following a formal capability meeting

A performance monitoring and review period will follow the formal capability meeting. Formal monitoring, evaluation, guidance and support will continue during this period. The member of staff will be invited to a formal review meeting, unless they were issued with a final written warning, in which case they will be invited to a decision meeting (see below).

Formal review meeting

As with formal capability meetings, at least five working days' notice will be given and the notification will give details of the time and place of the meeting and will advise the teacher of their right to be accompanied by a companion who may be a colleague, a trade union official, or a trade union representative who has been certified by their union as being competent.

If the person conducting the meeting is satisfied that the teacher has made sufficient improvement, the capability procedure will cease and the appraisal process will re-start. In other cases:

If some progress has been made and there is confidence that more is likely, it may be appropriate to extend the monitoring and review period;

If no, or insufficient improvement has been made during the monitoring and review period, the teacher will receive a final written warning.

As before, notes will be taken of formal meetings and a copy sent to the member of staff. The final written warning will mirror any previous warnings that have been issued. Where a final warning is issued, the member of staff will be informed in writing that failure to achieve an acceptable standard of performance (within the set timescale), may result in dismissal and given information about the handling of the further monitoring and review period and the procedure and time limits for appealing against the final warning. The teacher will be invited to a decision meeting.

Decision meeting

As with formal capability meetings and formal review meetings, at least five working days' notice will be given and the notification will give details of the time and place of the meeting and will advise the teacher of their right to be accompanied by a companion who may be a colleague, a trade union official, or a trade union representative who has been certified by their union as being competent.

If an acceptable standard of performance has been achieved during the further monitoring and review period, the capability procedure will end and the appraisal process will re-start. If performance remains

unsatisfactory, a decision, or recommendation to the Governing Body, will be made that the teacher should be dismissed or required to cease working at the school.¹

Before the decision to dismiss is made, the school will discuss the matter with the local authority.

The teacher will be informed as soon as possible of the reasons for the dismissal, the date on which the employment contract will end, the appropriate period of notice and their right of appeal.

Decision to dismiss

The power to decide that members of staff should no longer work at this school has been delegated to the head teacher acting with the chair and vice-chair and one other governor.

Dismissal

Once the head teacher and both governors have decided that the teacher should no longer work at the school, it will notify the Local Authority of its decision and the reasons for it. Where teachers work solely at this school, the Local Authority must dismiss them within fourteen days of the date of the notification. Where they work in more than one school, the local authority must require them to cease to work at this school.

Appeal

If a teacher feels that a decision to dismiss them, *or* other action taken against them, is wrong or unjust, they may appeal in writing against the decision within five days of the decision, setting out at the same time the grounds for appeal. Appeals will be heard without unreasonable delay and, where possible, at an agreed time and place. The same arrangements for notification and right to be accompanied by a companion will apply as with formal capability and review meetings and, as with other formal meetings, notes will be taken and a copy sent to the teacher.

The appeal will be dealt with impartially and, wherever possible, by managers or governors who have not previously been involved in the case.

The teacher will be informed in writing of the results of the appeal hearing as soon as possible.

Consistency of Treatment and Fairness

The Leadership Team and the Governing Body are committed to ensuring consistency of treatment and fairness and will abide by all relevant equality legislation seeking advice where appropriate or necessary.

Monitoring and Evaluation

The Governing Body and Head Teacher will monitor the operation and effectiveness of the school's appraisal and pay progression arrangements.

Retention

The Governing Body and Head Teacher will ensure that all written appraisal and pay progression records are retained in a secure place for six years and then destroyed.

Review

This Appraisal and Capability Policy will be reviewed before end of September 2020 to ensure it meets school needs and supporting documentation is effective and appropriate.

Signed Headteacher: Natalie James – October 2020

Appraisal timeline

<u>WHITEHILLS PRIMARY SCHOOL</u> <u>PROFESSIONAL GROWTH TIMELINE</u>	
September – personal reflection and analysis	<ul style="list-style-type: none"> • Analysis of the previous year’s results, progress and data • Analysis of current class/pupils to ascertain issues or needs
September/October – preparation for Professional Growth discussion with line manager	<ul style="list-style-type: none"> • Independent reflection on the Teachers’ Standards using the audit sheet • Draft your Professional Growth Plan prior to meeting with line manager
October 31st Professional Growth discussion with line manager	<ul style="list-style-type: none"> • Share the audit and reflection on Teachers’ Standards and subsequent next steps • Establish the Professional Growth Plan focus and finalise this year’s plan
November/December/January – research, practice, feedback	<ul style="list-style-type: none"> • Initiate research, complete reading, attend training, observe colleagues, seek expertise and practise your professional growth plan focus within your classroom. • Seek guidance, feedback or support from line manager as necessary or required. • Line manager to complete progress check-in(s) as appropriate to provide feedback directly linked to the focus of the Professional Growth Plan.
February – mid-year review – reflect, review and share	<ul style="list-style-type: none"> • An opportunity to meet with line manager to reflect and review against Professional Growth Plan focus • Share successes and decide future actions/research/support/practise needed

<p>March/April/May – research, practice, feedback</p>	<ul style="list-style-type: none"> • Continue research and practice of Professional Growth Plan focus • Carry out next steps from mid-year review • Seek professional feedback from at least one other colleague – this could be the line manager or another colleague from within school. Be prepared to give feedback to others as well. • Line manager to complete progress check-in(s) as appropriate to provide feedback directly linked to the focus of the Professional Growth Plan.
<p>June/July – end of cycle review, reflect share recommendations</p>	<ul style="list-style-type: none"> • Complete and write up the review of your Professional Growth Plan prior to meeting with line manager • Meet with line manager to share the review and reflect • Share your findings and recommendations with other staff at a staff or phase meeting.
<p>September</p>	<ul style="list-style-type: none"> • Line manager to complete paper work to complete cycle

Appendix 1



WHITEHILLS PRIMARY SCHOOL – PROFESSIONAL GROWTH

Reflection on the Teacher Standards

Post Holder:			
Job Title:		Salary Point:	
Reviewer:			
Date:			
Is the post holder moving through main pay scale?	Yes	No	
Is the post holder applying for UPS?	Yes	No	
Is the post holder applying for progression through UPS?	Yes	No	

TEACHERS' STANDARDS

These standards are to be maintained to ensure movement from the M1 through to M6. They must also be maintained to ensure movement through the upper pay range.

Post Holder:

This reflection should initially be completed by the post holder. Use the scale after each standard to reflect on how well you are doing against each standard and, most importantly, what you might do next to become even better. This can then be shared with your reviewer as a prompt for the review discussion and the subsequent setting of goals for further growth.

Reviewer:

Use the post holder's reflections on the standards to inform next steps and a possible focus for the 'professional growth plan'

PART ONE: TEACHING

A teacher must:

Set high expectations which inspire, motivate and challenge pupils	
Establish a safe and stimulating environment for all pupils, rooted in mutual respect.	0 1 2 3 4 5 6 7 8 9 10
Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions.	
Demonstrate consistently the positive attitudes, values and behaviours which are expected of pupils.	
Next step(s):	

Promote good progress and outcomes by pupils	
Be accountable for pupils' attainment, progress and outcomes.	0 1 2 3 4 5 6 7 8 9 10
Be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these.	
Guide pupils to reflect on the progress they have made and their emerging needs.	
Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching.	
Encourage pupils to take a responsible and conscientious attitude to their work and study.	
Next step(s):	

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Demonstrate good subject and curriculum knowledge	
Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject and address misconceptions.	0 1 2 3 4 5 6 7 8 9 10
Demonstrate a critical understanding of the developments in the subject and curriculum areas, and promote the value of scholarship.	
Demonstrate a critical understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of Standard English, whatever the teacher's specialist subject.	
If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics.	
If teaching early maths, demonstrate a clear understanding of appropriate teaching strategies.	
Next step(s):	

Plan and teach well-structured lessons	
Impart knowledge and develop understanding through effective use of lesson time.	0 1 2 3 4 5 6 7 8 9 10
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).	
Next step(s):	

Adapt teaching to respond to the strengths and needs of all pupils	
Know when and how to differentiate appropriately, using approaches which enables pupils to be taught effectively.	0 1 2 3 4 5 6 7 8 9 10
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 the 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 with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.	
Next step(s):	

Make accurate and productive use of assessment	
Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements.	0 1 2 3 4 5 6 7 8 9 10
Make use of formative and summative assessment to secure pupil's progress.	
Use relevant data to monitor progress, set targets, and plan subsequent lessons.	
Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.	
Next step(s):	

Manage behaviour effectively to ensure a good and safe learning environment	
Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy.	0 1 2 3 4 5 6 7 8 9 10
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 involved and motivate them.	
Maintain good relationships with pupils, exercise appropriate authority, and act decisively where necessary.	
Next step(s):	

Fulfil wider professional responsibilities	
Make a positive contribution to the wider life and ethos of the school.	0 1 2 3 4 5 6 7 8 9 10
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.	
Next step(s):	

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher must:

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:	
treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher’s professional position.	0 1 2 3 4 5 6 7 8 9 10
having regard for the need to safeguard pupils’ wellbeing, 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 beliefs and faith	
ensuring that personal beliefs are not expressed in ways which exploit pupils’ vulnerability or might lead them to break the law	
Teachers must have proper and professional regard for ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.	
Teachers must have understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.	
Next step(s):	

Appendix 3

WHITEHILLS PRIMARY SCHOOL – PROFESSIONAL GROWTH

Professional Growth Plan: Review

The impact of my work this year



Name:

Date:

REFLECTIONS:

What did you intend to achieve this year?

What did you do to move towards achieving this aim?

IMPACT:

What has been the impact of this work on the students' learning?

RECOMMENDATIONS FOR COLLEAGUES:

What would you recommend colleagues to do if they focus on this area of development?

How could your findings be successfully implemented in other contexts?

Appendix 4

**Whitehills Primary School
Training and Development Annex**

Performance Management



Continuous professional development and other support sought for the forthcoming year	
	Reviewer comment – rationale for CPD and outcomes sought

A copy of this Annex should be passed to the person who co-ordinates professional development in the school.

Appendix 5



**WHITEHILLS PRIMARY
PERFORMANCE MANAGEMENT – MID YEAR REVIEW completed by March 31st**

NAME:

Dialogue between reviewer and reviewee

DATE	OBJECTIVE HEADLINE	PROGRESS TO DATE



APPRAISAL END OF CYCLE REVIEW SHEET

REVIEWEE'S NAME:

REVIEWER'S NAME:

Main Scale..... Post-Threshold..... UPS.....

LEADERSHIP or MANAGEMENT OBJECTIVE

PERSONAL DEVELOPMENT OBJECTIVE

PUPIL PROGRESS OBJECTIVE

Overall Performance:
Please make reference to the Standards for Teachers (Strengths and Area for development next year) and when all evidence taken into account make an overall performance judgement.

Reviewer's pay recommendation		Head teacher pay recommendation	
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The employee confirms that they have completed and agree with the review discussions.
All signatures are required to complete the Appraisal process.

Employee's Comments

Signature

Name:Signature:

Date:

Manager's Comments

Name:Signature: Date:

