

**Policy for appraising teacher performance**  
**July 2017 V1**

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## **Policy for appraising teacher performance**

In formulating its policy, the governing body has taken account of the principles set out in the Introduction to the national model policy and retained all text in bold from the main body of the model policy itself. This policy should be read in conjunction with the Pay Policy. This policy should be read in conjunction with the school's pay policy.

### **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 support that will apply when any concerns are raised about a teachers performance. If concerns are such that they cannot be resolved via the appraisal process and support plans then the capability procedure will be commenced. The school follows the Local Authority Capability process. Once agreed it will be shared with staff and presented to the Governing Body of The Milestone School for ratification.

### **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 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 September to 31 August.

3.2.1 The new appraisal process, begun in 2012, includes an audit against National Standards (July 2016). For existing staff, this audit will be revisited and updated annually as part of the appraisal process.

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.

#### **3.3 Appointing appraisers**

3.3.1 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.

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 two or three members of the Governing Body.

3.3.3 The head teacher will decide who will appraise other teachers. In this school, this will be members of the SMT.

#### **3.4 Setting objectives**

3.4.1 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

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 development plan [SDP] including Department targets
- By ensuring that the professional development objective (all teachers) addresses any key development priority identified by the annual audit against teacher standards (see Appendices A and B)
- By ensuring 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 development plan priorities. Where no national standards currently exist (e.g. for Assistant and Deputy Heads), the headteacher will develop appropriate standards for these roles by reference to the draft national standards produced by NCSL.

3.4.4 Under normal circumstances teachers will have a maximum of 3 objectives. However, teachers who are found not to be meeting national standards may be given additional objectives as part of a support plan, to ensure that the most appropriate support can be provided.

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 July 2011. Assessments may also be conducted (if appropriate) against :

- National Head Teacher Standards (2004)
- National Standards for Subject Leaders (1998)
- Excellent Teacher Standards
- Advanced Skills Teacher Standards
- SENCO standards
- National Standards for School Leaders.(NCSL)
- The school's own Leadership Standards

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.

## 3.5 Reviewing performance

### 3.5.1 Observation

3.5.2 This school believes that observation of classroom and leadership practice is an important as a way of: assessing teachers' performance in order to identify any particular strengths that can be utilised to support other teacher; identifying areas for development a teacher may have; gaining useful information to inform school improvement more generally. All observations will be carried out in a supportive fashion by those with QTS. The focus will be to support teachers by objectively evaluating teaching and will take account of any particular circumstances which may affect performance on the day.

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

### 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 are supported to take responsibility for improving their teaching through appropriate professional development, including support from colleagues. 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. To assist with this process, all teachers will have a Teacher development Plan drawn up in conjunction with their HoD. This will focus on areas identified through Performance management, lesson observations and monitoring.

### 3.5.6 Feedback

3.5.7 Teachers will receive constructive feedback on their performance throughout the year and as soon as practicable after an observation, work scrutiny or monitoring 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 will determine any appropriate action required.

3.5.8 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 E.

3.5.9 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 though that process.

### **3.6 Transition to capability**

3.6.1 If the appraiser is not satisfied with progress following procedures set out in Appendix E, 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.

### **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 Body 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, learning walks and SLT monitoring weeks
- Mid-cycle review meeting with appraiser, where appropriate
- 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 two months 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 will receive their appraisal no later than 31 October.

Written copies of the Appraisal meeting will be received within 2 weeks of the meeting. Head teacher will receive their written appraisal report no later than December 31<sup>st</sup>. The appraisal report will include:

- details of the teacher's objectives for the appraisal period in question
- a self assessment of the teacher's performance of their role and responsibilities against their objectives and the relevant main scale, UPS or leadership standards, including evidence, this will include feedback from line managers as relevant
- 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

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 Body.

### **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.

### **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 to a member of the senior management team.

3.9.2 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.

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

### **3.10 Retention of statements**

3.10.1 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.

Reviewed: July 2017  
Next review: July 2018

# Appendix A – National Standards

**CONFIDENTIAL**

## TEACHERS' STANDARDS AND PROFESSIONAL DEVELOPMENT OBJECTIVE PLANNER

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

Standard	+*	-*
<b>1.1. Set high expectations which inspire, motivate and challenge pupils</b> 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		
<b>1.2. Promote good progress and outcomes by pupils</b> 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		
<b>1.3. Demonstrate good subject and curriculum knowledge</b> 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		

\*+ area where you may be able to help others; - area where you may need help from others

Standard	+	-
<b>1.3 (cont'd)</b> 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		
<b>1.4. Plan and teach well structured lessons</b> 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)		
<b>1.5. Adapt teaching to respond to the strengths and needs of all pupils</b> 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		

\*+ area where you may be able to help others; - area where you may need help from others

Standard	+	-
<b>1.6 . Make accurate and productive use of assessment</b> <ol style="list-style-type: none"> <li>1. Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements</li> <li>2. Make use of formative and summative assessment to secure pupils' progress</li> <li>3. Use relevant data to monitor progress, set targets, and plan subsequent lessons</li> <li>4. Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback</li> </ol>		
<b>1.7 Manage behaviour effectively to ensure a good and safe learning environment</b> <ol style="list-style-type: none"> <li>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</li> <li>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</li> <li>3. Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them</li> <li>4. Maintain good relationships with pupils, exercise appropriate authority and act decisively where necessary</li> </ol>		
<b>1.8 Fulfil wider professional responsibilities</b> <ol style="list-style-type: none"> <li>1. Make a positive contribution to the wider life and ethos of the school</li> <li>2. Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support</li> <li>3. Deploy support staff effectively</li> <li>4. Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues</li> <li>5. Communicate effectively with parents with regard to pupils' achievements and well-being</li> </ol>		

\*+ area where you may be able to help others; - area where you may need help from others

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><b>2.1. Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:</b></p> <ol style="list-style-type: none"> <li>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</li> <li>2. Having regard to the need to safeguard pupils' well-being, in accordance with statutory provisions</li> <li>3. Showing tolerance of and respect for the rights of others</li> <li>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</li> <li>5. Ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law</li> </ol> <p><b>2.2</b> 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><b>2.3</b> Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities</p>		
Preamble	+**	-**
<ul style="list-style-type: none"> <li>• 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</li> </ul>		

\*\* + performance in line with expectations - performance may be below expectations

## **Appendix B - Potential framework for collecting evidence of progress towards objectives and of wider performance**

In accordance with the Appraisal Regulations 2012, an appraisal of any teacher must –

(a) assess the teacher's performance of their roles and responsibilities during the appraisal period in question against:

- the standards applicable to that teacher; and
- the teacher's objectives

(b) assess the teacher's professional development needs and identify any action that should be taken to address them

(c) where relevant, in accordance with the School Teachers' Pay and Conditions Document 2012, include a recommendation relating to the teacher's pay.

The following framework is not prescriptive, but is in accordance with legislation and is intended to collect the evidence that is necessary for an appraisee's particular career stage:

As the appraisal should be based on evidence collected during the appraisal cycle, such evidence must relate to the objectives but may be drawn more widely to provide information about the teacher's discharge of their roles and responsibilities, especially where this relates to the relevant standards –

### **1. Teacher paid on M2 to M3, during the cycle:**

Evidence should relate to:

- meeting the teachers' standards;
- the teacher's objectives;
- performance of the teacher's specific roles and responsibilities, such as subject or pastoral co-ordination, whether or not they have been awarded a TLR or SEN allowance (accountability for outcomes in relation to subject co-ordination, for example, is limited to TLR post holders).

### **2. Teacher paid on M4 to M6, during the cycle, who may therefore be intending to apply for threshold when they reach M6:**

Evidence should relate to:

- meeting the teachers' standards;
- the teacher's objectives;
- performance of the teacher's specific roles and responsibilities, such as subject or pastoral co-ordination, whether or not they have been awarded a TLR or SEN allowance (accountability for outcomes in relation to subject co-ordination, for example, is limited to TLR post holders);
- meeting the 10 post-threshold (P) standards

to enable evidence from relevant appraisal statements to be submitted as evidence for threshold assessment.

### **3. Teacher paid on UPS1 or 2, during the cycle, who will be eligible for pay progression at the end of the current or the next cycle.**

Evidence should relate to:

- meeting the teachers' standards;
- the teacher's objectives;
- performance of the teacher's specific roles and responsibilities, such as subject or pastoral co-ordination, whether or not they have been awarded a TLR or SEN allowance (accountability for outcomes in relation to subject co-ordination, for example, is limited to TLR post holders)
- continuing to meet the post-threshold (P) standards;
- growing professionally by developing their teaching expertise post-threshold

to enable the appraiser to assess, at the end of the second cycles on UPS1 or UPS2, whether or not "the achievements of the post-threshold teacher and their contribution to the school have been substantial and sustained".

### **4. Teacher paid on UPS3**

Evidence should relate to:

- meeting the teachers' standards
- the teacher's objectives
- performance of the teacher's specific roles and responsibilities, such as subject or pastoral co-ordination, whether or not they have been awarded a TLR or SEN allowance (accountability for outcomes in relation to subject co-ordination, for example, is limited to TLR post holders)
- continuing to meet the post-threshold (P) standards;
- growing professionally by developing their teaching expertise post-threshold

to enable the appraiser to assess whether or not the achievements of the post-threshold teacher and their contribution to the school(s) has continued to be substantial and sustained.

### **5. Teacher paid as an AST**

Evidence should relate to:

- meeting the teachers' standards;
- the teacher's objectives;
- performance of the teacher's specific roles and responsibilities
- continuing to meet the post-threshold (P) standards
- continuing to meet the advanced skills teacher (A) standards

to enable the appraiser to assess whether or not the AST has demonstrated a sustained high quality of performance.

## Appendix C – Procedure for Conducting National Standards Audits

- C1 The aim of the annual audit against national standards, as required by the regulations, will be to identify – through professional dialogue - the standards which represent the most appropriate areas for professional development for individual teachers in the forthcoming appraisal cycle. Wherever possible, these audits will take place in the Summer Term, so that the most helpful professional development performance management objectives can be identified – and any necessary arrangements made – in good time for the new school year. The annual audit will also identify areas of strength and expertise in which teachers may be prepared to offer support to colleagues in school.
- C2 The 2012 Appraisal Regulations [Para 6 (a)] require head teachers “to inform the teacher of the standards against which the teacher’s performance in that appraisal period will be assessed”. It follows from this that the school needs to adopt a fair and evidence-based procedure for deciding whether or not standards are met. The head teacher has a key role to play in ensuring that judgments are consistent across the school.
- C3 The key stages of the procedure are as follows:
- Time will be provided for teachers to conduct a self-audit against the National Standards (Preamble, Part 1 and Part 2).
  - Each teacher’s appraiser paired with the head teacher/appropriate senior leadership team member will complete the audit in exactly the same way. Wherever this pair indicates that performance may not be at the level required, it will need to be in a position to back this up by reference either to written evidence previously shared with the teacher suggesting a standard is not met or to a lack of evidence allowing a judgment to be made that it is.
  - The audits will then be exchanged. At least a week will be allowed for the teacher to assemble any necessary evidence
  - Teacher and appraiser will then attend a Professional Dialogue meeting. The aim of the meeting will be to agree the standards against which the teacher’s performance will be supported and assessed in the next appraisal cycle. Where the initial audit (or examination of evidence at the Professional Dialogue meeting) results in agreement that all relevant standards are met, the teacher will be free to identify the national standard against which he or she would like to be assessed by means of the professional development objective. Where the initial audit (or examination of evidence at the Professional Dialogue meeting) results in agreement that particular standards are not met, these standards will become those against which the teacher’s performance will be supported and assessed in the next appraisal cycle

- Where teacher and appraiser cannot reach agreement on whether or not a standard is met, the matter will be referred to the head teacher, who will meet with the teacher, consider all available evidence, and inform the teacher of his or her decision
- A teacher dissatisfied with the head teacher's decision will have the right of appeal to governors under existing procedures.

## **Appendix D – Observation of Teaching and Leadership Practice**

### **D1 Formal Lesson Observations.**

The effective and efficient operation of the appraisal process requires lesson observation to be a process of constructive engagement within an atmosphere of support and co-operation.

- D1.1 Teachers (other than those who are part of the National Standards Support Programme set out in Appendix E) will have up to 3 lesson observations in the course of the appraisal cycle, some will be booked in advance with the teacher and some may be unannounced.
- D1.2 An individual teacher is free to request that all general lesson observations be unannounced
- D1.3 Oral feedback will be given as soon as possible after the end of the lesson; written feedback will be provided within 5 working days

### **D2 Other Leadership Visits to Lessons**

- D2.1 There will be other occasions in the school year when those with leadership responsibilities are present in lessons. 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
- D2.2 Because these are not formal lesson observations, no written feedback will be given, and therefore no evidence from them will be used to inform performance review.
- D2.3 If any aspect of classroom practice seen during leadership visits gives cause for concern, the teacher will be informed so that, if necessary, further investigation may be undertaken or additional lesson observations arranged. If this further investigation leads to a decision that a national standard is not met at the appropriate career stage, the special support arrangements set out in Appendix E will apply.

### **D3 Formal Observation of Leadership Practice**

- D3.1 Leaders (other than those who are part of the National Standards Support Programme set out in Appendix E) may have up to 3 leadership observations in the course of the appraisal cycle, some announced and some unannounced.

## **Appendix E: Provision of Additional Support Where National Standards Are Not Met (National Standards Support Programme)**

When dealing with a teacher experiencing difficulties, the objective is to provide support and guidance through the appraisal process in such a way that the teacher's performance improves and the problem is, therefore, resolved.

- E1 Where national standards are found not to be met at the appropriate career stage, special arrangements will be made to ensure that the appropriate support can be provided. A support plan will be implemented and appraisal objectives will be planned to a much shorter timescale – typically one term, but less if the head decides the situation warrants this. This process may include:
- A meeting to agree a support plan that clearly states objectives for improvement and support that the school will action. This may include the identification of any appropriate training, peer observations and mentor to support the plan.
  - If appropriate - the setting of an appropriate number of additional appraisal objectives above the school norm
  - Additional informal or formal lesson observations, some of which may be unannounced
- E2 Where information comes to light in the course of an appraisal cycle that leads the head to conclude that national standards are not met at the appropriate career stage expectation level, these new arrangements, including a change of reviewer, will come into force as soon as possible after the decision has been made
- E3 At the end of the support plan process progress will be reviewed – and a decision made on whether:
- To end the support plan and resume normal appraisal arrangements
  - To continue to provide support within appraisal by setting further short-term objectives as part of a reviewed support plan
  - To suspend appraisal and move into the formal capability procedure. The school will adopt the LA model capability procedure.

**APPENDIX F  
UPS TEACHER APPRAISAL STATEMENT 2017-18**

**Confidential**

**Name:**

**UPS Level: .....**

**Date of Meeting:**

**SECTION 1 REVIEW OF 2016-17**

<b>Targets</b>	<b>Met</b>	<b>Partially met</b>	<b>Not met</b>	<b>Comments / Actions</b>
<b>Professional Development:</b>				
<b>Pupil-progress:</b>				
<b>Leadership &amp; Management (where applicable):</b>				

**Summary of discussion (2016-17):**

**Professional Development:**  
**What courses have you been on during the last year?**  
**What did you learn on each course?**  
**What impact has each course had on your professional practice?**

How have you ensured that information from the course has been cascaded to colleagues?

## SECTION 2

### A - PROFESSIONAL DEVELOPMENT OBJECTIVE PRIORITIES / TARGETS 2016-17

#### 1. Audit Outcomes:

Standard	Met	Not Met	Comments / Actions
<b>1 Preamble</b>			
<b>2. Personal and Professional Conduct</b>			

Standard	Met	Not Met	Comments / Actions
<b>P1: Contribute significantly, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their implementation.</b>			
<b>P2: Have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential.</b>			
<b>P3: Have an extensive knowledge and well-informed understanding of the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those related to public examinations and qualifications.</b>			
<b>P4: Have up-to-date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs.</b>			
<b>P5: Have a more developed knowledge and understanding of their subjects/ curriculum areas and related pedagogy including how learning progresses within them.</b>			
<b>P6: Have sufficient depth of knowledge and experience to be able to give advice on the</b>			

development and well-being of children and young people.			
P7: Be flexible, creative and adept at designing learning sequences within lessons and across lessons that are effective and consistently well-matched to learning objectives and the needs of learners and which integrate recent developments, including those relating to subject/curriculum knowledge.			
P8: Have teaching skills which lead to learners achieving well relative to their prior attainment, making progress as good as, or better than, similar learners nationally.			
P9: Promote collaboration and work effectively as a team member.			
P10: Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback.			

**2. Either    Standards Not Met**

**With support, develop professional expertise to meet the following standards:**

**TARG ET:**

<b>Standards:</b>	
<b>Key elements to be addressed (Target):</b>	
<b>By when:</b>	
<b>Agreed Support:</b>	
<b>Achievement / Impact Indicators:</b>	
<b>Link to School Improvement Plan:</b>	

**Or    All Relevant Standards Met**

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

**TARGET:**

<b>Standard:</b>	
<b>Key developmental activity (Target):</b>	
<b>By when:</b>	
<b>Agreed Support:</b>	
<b>Achievement / Impact Indicators:</b>	
<b>Link to School Improvement Plan:</b>	

**B - PUPIL PROGRESS OBJECTIVE PRIORITIES / TARGETS 2017-18:**

<b>Pupil Target:</b>	
<b>By when:</b>	
<b>Agreed Support:</b>	
<b>Achievement / Impact Indicators:</b>	
<b>Link to Standards / School Improvement Plan:</b>	

**C - LEADERSHIP & MANAGEMENT OBJECTIVE PRIORITIES / TARGETS 2017-18  
(where applicable):**

<b>Leadership &amp; Management Target:</b>	
<b>By when:</b>	

<b>Agreed Support:</b>	
<b>Achievement / Impact Indicators:</b>	
<b>Link to Standards / School Improvement Plan:</b>	

**D – SUMMARY 2017-18**

**Summary of discussion 2017-18):**

**In line with the School Development Plan priorities, in which areas do you need to improve your professional knowledge or practice?**

**Date and time booked for lesson observation:**

**Lesson observation foci (note: 1 is whole school, 2 is individual)**

- 1.
- 2.

*(to be linked to any area of development identified in last lesson observation)*

**Comments:**

**Signed:**

**Teacher:**.....

**Date:**.....

**Team Leader:**.....

**Date:**.....

**APPENDIX G****TEACHER APPRAISAL STATEMENT 2017-18****Confidential****Name:****MPS Pt.:****UPS Level: .....****Date of Meeting:****SECTION 1 REVIEW OF 2016-17**

Targets	Met	Partially met	Not met	Impact	Evidence
Professional Development:					
Pupil-progress:					
Leadership & Management (where applicable):					

**Summary of discussion (2016-17):****What have you done to fulfil your UPS role?****Professional Development:****What courses have you been on during the last year?**

What did you learn on each course?

What impact has each course had on your professional practice?

How have you ensured that information from the course has been cascaded to colleagues?

## SECTION 2

### A - PROFESSIONAL DEVELOPMENT OBJECTIVE PRIORITIES / TARGETS 2016-17

#### 1. Audit Outcomes:

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

Standard	Met	Not Met	Evidence
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			
2.4 Plan and teach well structured lessons			
2.5 Adapt teaching to respond to the strengths and needs of all pupils			
2.6 Make accurate and productive use of assessment			

<b>2.7 Manage behaviour effectively to secure a good and safe learning environment</b>			
<b>2.8 Fulfil wider professional responsibilities</b>			

**2. Either Standards Not Met**

**With support, develop professional expertise to meet the following standards:**

**TARGET:**

<b>Standards:</b>	
<b>Key elements to be addressed (Target):</b>	
<b>By when:</b>	
<b>Agreed Support:</b>	
<b>Achievement / Impact Indicators:</b>	
<b>Link to School Improvement Plan:</b>	

**Or All Relevant Standards Met**

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

**TARGET:**

<b>Standard:</b>	
<b>Key developmental activity (Target):</b>	
<b>By when:</b>	

<b>Agreed Support:</b>	
<b>Achievement / Impact Indicators:</b>	
<b>Link to School Improvement Plan:</b>	

**B - PUPIL PROGRESS OBJECTIVE PRIORITIES / TARGETS 2017-18:**

<b>Pupil Target:</b>	
<b>By when:</b>	
<b>Agreed Support:</b>	
<b>Achievement / Impact Indicators:</b>	
<b>Link to Standards / School Improvement Plan:</b>	

**C - LEADERSHIP & MANAGEMENT OBJECTIVE PRIORITIES / TARGETS 2017-18  
(where applicable):**

<b>Leadership &amp; Management Target:</b>	
<b>By when:</b>	
<b>Agreed Support:</b>	
<b>Achievement / Impact Indicators:</b>	
<b>Link to Standards / School Improvement Plan:</b>	

**D – SUMMARY 2017-18**

**Summary of discussion2017-18):**

**In line with the School Development Plan priorities, in which areas do you need to improve your professional knowledge or practice?**

**Date and time booked for lesson observation:**

**Lesson observation foci (note: 1 is generic, whole school, 2 is individual):**

3. Evidence of how pupil premium children are progressing in comparison to other pupils in the class.
- 4.

*(to be linked to any area of development identified in last lesson observation)*

**Comments:**

**Signed:**

**Teacher:**.....

**Date:**.....

**Team Leader:**.....

**Date:**.....

# Appendix H

## The Milestone School

### MINIMUM CAREER STAGE EXPECTATIONS

Professional Area	Relevant Standards	M2	M4	M6	UPS 1	UPS 3
		Emerging teacher	> >	> >	Accomplished	> > >
<b>PROFESSIONAL PRACTICE</b>	Preamble; 1.1;1.3;1.4;1.5; 1.6;1.7; 2	Teaching satisfactory as a result of pupil needs being clearly understood; many lessons judged to be good or better	Teaching good or better as a result of careful planning to meet individual needs	Teaching good; with some outstanding elements. Differentiation a key real strength.	Teaching all good; much outstanding. Teacher able to demonstrate a range of effective strategies	Teaching all good; most outstanding. Teacher has a deep knowledge and expertise in at least one key area.
<b>PROFESSIONAL OUTCOMES</b>	Preamble; 1.1;1.2	Most pupils achieve in line with school expectations and individual targets	Almost all pupils achieve in line with school expectations and individual targets	Almost all pupils achieve in line with school expectations and individual targets; some exceed them	Almost all pupils achieve in line with school expectations and individual targets; many exceed them	Almost all pupils achieve in line with school expectations and individual targets; most exceed them
<b>PROFESSIONAL RELATIONSHIPS</b>	Preamble; 1.1;1.2;1.4;1.7;1.8; 2	Positive working relationships with pupils, colleagues and parents; able to establish role of teacher whilst acting on advice from class colleagues	Professional credibility fully established and works well with support staff and other agencies	Professional classroom leadership fully established and drives improved provision and outcomes in liaising with a range of agencies and other professionals	Plays a proactive and effective role in building key stage or departmental teams which improve provision and outcomes	Plays a proactive and effective role in building wider teams which improve provision and outcomes
<b>PROFESSIONAL DEVELOPMENT</b>	Preamble; 1.3;1.5;1.8;2	Able to identify key professional development needs and accept advice and feedback to demonstrate reflective practice.	Takes a proactive role in identifying professional development needs and accesses relevant support and professional development from colleagues and, with support, from outside agencies	Fully competent practitioner able to keep up-to-date with changes and adapt practice accordingly; able to reflect upon advice and make independent judgements to improve provision and outcomes for pupils	Plays a proactive role in supporting the professional development of key stage or departmental colleagues. Plays an emerging role in the coaching of colleagues	Plays a proactive role in leading the professional development of colleagues across the school. Plays an active role in the coaching of colleagues across the school, in at least one key area.
<b>PROFESSIONAL CONDUCT</b>	Preamble; 2	Meets all standards	Meets all standards	Meets all standards	Meets all standards	Meets all standards

# Appendix I

## Teacher Development Plan 2016-1

Name:

TDP Overseen by:

### Areas Informing development Plan

Performance Management Targets	Areas of strength and development from lesson observations	Work scrutiny feedback (strengths and areas for developemnt)	Planning and assessment	TLR

### Areas of Priority

Target	Actions	Timescale	Anticipated Outcome / Impact