



Appraisal Policy

2017/18

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1.0 PURPOSE

- 1.1 This policy sets out the framework for a clear and consistent assessment of the overall performance of teachers, including the CEO, Head teachers/Principals, non-teaching and support staff within the Trust.
- 1.2 This policy is also the framework for supporting staff development within the context of the Trust's plan for improving educational provision and performance, and the standards expected of all employees. It also sets out the arrangements that will apply when employees fall below the levels of competence that are expected of them.

2.0 APPLICATION OF THE POLICY

- 2.1 The policy covers appraisal and links to the capability policy and applies to the Chief Executive, Head Teachers/Principals and to all teaching staff employed by the trust, except those on contracts of less than one term, those undergoing induction (i.e. NQTs) and those who are subject to the Trust's capability policy.
- 2.2 This policy will also be used with non-teaching and support staff so that a consistent approach in the management of staff is effective across the whole trust. The Head teacher/Principal will consider whether it's appropriate to use the appraisal policy for other temporary staff or those subject to probationary period arrangements.
- 2.3 Throughout this policy, unless indicated otherwise, all references to 'teacher' include the Chief Executive, Head teachers/Principals.

3.0 APPRAISAL

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

3.1 THE APPRAISAL PERIOD

The appraisal period will run for twelve months from 1 September to 31 August. The appraisal and Pay Review by the Resources Committee will be completed by 31st December for CEO/Head teacher/Principal by 31st October for all other staff.

- 3.1.1 The annual audit against national standards for teachers will be completed by no later than 30 September in each appraisal period.

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

3.2 APPOINTING APPRAISERS

3.2.1 The Chief Executive will be appraised by the Chair of the Trust Board and at least one other Trustee, supported by suitably skilled and experienced expert advisers from Education and Human Resources who have been appointed by the Trust for that purpose.

3.2.2 In this trust, the task of appraising the Head Teachers/ Principals, including the setting of objectives, will be delegated to the Chief Executive. In the case of a Head Teacher/Principal, the Chief Executive will be supported by Human Resources and advised by the external School Improvement Partner, as appropriate.

3.2.3 The Chief Executive and Head Teachers/Principals will decide who will appraise other teachers and support staff.

Staff member	Appraiser
Chief Executive	Chair of the Trust Board and at least one other Trustee
Head teacher/Principal	Chief Executive
Leadership	Head teacher/Principal
Teachers/support staff	As determined by the Head teacher/Principal

3.3 OBJECTING TO AN APPRAISER

Chief Executive

3.3.1 Where the Chief Executive is of the opinion that any of the Trustees appointed by the Trust Board is unsuitable for professional reasons to act as his/her appraiser, s/he may submit a written request to the Chair of the Trust board for that Trustee to be replaced, stating those reasons.

Teachers/Support Staff

3.3.2 The choice of appraiser is for the Head Teacher/Principal to make. Where an employee is of the opinion that the person to whom the Head Teacher/ Principal has delegated the appraiser's, duties is unsuitable for professional reason s/he may submit a written request to the Head Teacher/ Principal for that appraiser to be replaced, stating those reasons.

- 3.3.3 Where it becomes apparent that the appraiser appointed by the Head Teacher/ Principal will be absent for the majority of the appraisal cycle, the Head Teacher/ Principal may perform those duties herself/himself or delegate those duties to another member of staff for the duration of that absence.
- 3.3.4 If the Head Teacher/Principal appoints an appraiser who is not the employees line manager, the appraiser to whom she/he delegates those duties will have an appropriate position in the staffing structure, together with the necessary background knowledge, skills and training to undertake the role.
- 3.3.5 Where a teacher is experiencing difficulties and the Head Teacher/Principal is not the appraiser, the Head Teacher/Principal may undertake the role of appraiser. See also section on Teachers Experiencing Difficulties.
- 3.3.6 An appraisal cycle will not begin again in the event of the reviewer being changed.

3.4 SETTING OBJECTIVES

- 3.4.1 The Chief Executive's objectives will be set by the Chair of the Trust Board. Objectives will be focused on key Trust priorities and take account of the relevant standards.
- 3.4.2 Objectives for each employee, including the Chief Executive and Head Teacher/Principals will be set before, or as soon as practicable after, the start of each appraisal period. The objectives set for teachers and support staff will be linked to the relevant standards, will be Specific, Measurable, Achievable, Realistic and Time-bound (SMART) and will be appropriate to the employee's role and level of experience.
- 3.4.3 Objectives set for support staff will have regard to those standards that have been identified as relevant to their role; for example, Standards for Higher Level Teaching Assistants, or the National Occupational Standards for supporting teaching and learning in schools. Staff will be advised of the standards relevant to their role for each appraisal period.
- 3.4.4 The appraiser and employee will seek to agree the objectives but, if that is not possible, the appraiser will determine the objectives, and the employee may record their comments in writing as an appendix to the appraisal statement. Objectives should be reviewed and may be revised if circumstances change.
- 3.4.5 The objectives set for each employee, including the Chief Executive and Head Teacher/ Principal, will, if achieved, contribute to the Trust's or Academy's plans for improving educational provision, performance and outcomes. The objectives will fall into three categories:

- Whole Academy or Trust
- Teaching and Learning
- Employee specific according to role and responsibility

3.4.4 Under normal circumstances teachers will have a maximum of 3 objectives. However, teachers who are found not to be meeting standards at the appropriate level for their career stage (Appendix B) by the annual standards audit (Appendices A and B) may be given as many additional objectives as are required 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. The Teachers' Standards can be found on the GOV.UK website: <https://www.gov.uk/government/publications/teachers-standards>

Assessments will also be conducted (if appropriate) against:

- National Standards of Excellence for Head teachers (January 2015) – applicable to the Chief Executive and all Trust Head Teachers/ Principals
- National Standards for Subject Leaders (1998)
- Upper Pay Spine
- SENDCO standards
- School Leadership Standards

3.4.6 The Chief Executive and Head Teachers/ Principals 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 Chief Executive and Head Teacher/Principals prior to the commencement of the cycle of monitoring. Where the Head Teacher/Principal 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 (Teachers)

3.5.1 Observation

This trust 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.

3.5.2 Formal Lesson Observation

Teachers (other than those who are part of the National Standards Support Programme set out in Appendix D) will have up to a maximum of three hours of lesson observations in the course of the appraisal cycle.

Oral feedback will be given as soon as possible after the end of the lesson and by no later than the end of the working day; written feedback will be provided within 5 working days

3.5.3 Formal Observation of Leadership practice

Leaders (other than those who are part of the National Standards Support Programme set out in Appendix D) will have up to three hours of leadership observations in the course of the appraisal cycle.

3.5.4 Voluntary Request for additional observations – teacher experiencing difficulties

Teachers experiencing difficulties can if they wish as part of the appropriate support offered during this stage of the appraisal process voluntarily request additional classroom observations.

3.6 **REVIEWING PERFORMANCE (Support Staff)**

3.6.1 Appropriate mechanisms will be used to review performance for non-teaching staff. The overall approach will include the principles set out above but will need to be relevant to the role. Performance review may include:

- Review of produced work
- Classroom observations of classroom support staff
- Observation in meetings or service delivery
- Peer Review
- Discussion and other feedback

3.7 **Other Evidence**

3.6.1 Where it is agreed for performance management purposes other evidence may be used to support the appraisal process such as analysis of pupil progress, work scrutiny, surveys, scrutiny of planning and evaluation records and participation in whole academy life (in line with an individual's job description) this will be highlighted in the performance management planning document.

3.7 Feedback

- 3.7.1 Employees will receive constructive feedback on their performance throughout the year and as soon as practicable after observation has taken place or other evidence has come to light. Feedback will include discussion with the employee, will highlight particular areas of strength as well as any areas that need attention and will determine any appropriate action required.
- 3.7.2 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 **Appendix D** of this policy.

3.8 Development and support

- 3.8.1 Appraisal is a supportive process, which will be used to inform continuing professional development. The Trust wishes to encourage a culture in which all employees take responsibility for improving their performance through appropriate professional development. Professional development will be linked to school improvement priorities and to the ongoing professional development needs and priorities of individual employees as detailed in the section on "Setting Objectives" above.
- 3.8.2 Employees should not be held accountable for failing to make good progress towards meeting their performance criteria or overall assessment against the relevant standards where the support recorded in the planning statement has not been provided.

4.0 TEACHERS EXPERIENCING DIFFICULTIES (TED)

- 4.1 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.
- 4.2 Where it is apparent that a teacher's personal circumstances are leading to difficulties at work, support will be offered as soon as possible, without waiting for the formal annual assessment.
- 4.3 If an appraiser identifies through the appraisal process, or via other sources of information, for example parental complaints, that the difficulties experienced by a teacher are such that, if not rectified, they could lead to capability procedures, the appraiser, the Head Teacher/ Principal, or another member of the executive leadership team, will, as part of the appraisal process:
- meet the teacher to give clear written feedback to the teacher about the nature and seriousness of the concerns;
 - give the teacher the opportunity to comment on and discuss the concerns;

- give the teacher at least 5 working days' notice that a meeting will be held to discuss targets for improvement alongside a programme of support, and inform the teacher that he/she has the right to be assisted by a representative of an independent trade union or work place colleague, and at any future meetings where capability will be discussed;
- in consultation with the teacher at the above meeting, establish an action plan with support (for example coaching, training, in-class support, mentoring, structured observations, visits to other classes or schools or discussions with advisory teachers), that will help address those specific concerns;
- make clear how progress will be monitored and when it will be reviewed;
- explain the implications and process if no – or insufficient – improvement is made.

4.4 The teacher's progress will continue to be monitored as part of the appraisal process and a reasonable time given for the teacher's performance to improve. This will depend upon the circumstances, but will be for a period of no more than 12 weeks, with appropriate support as agreed in the Action Plan, in order that the aim of recovering and improving performance can be achieved. During this monitoring period, the teacher will be given regular feedback on progress and arrangements will be made to modify the support programme if appropriate.

4.5 If sufficient progress is made such that the teacher is performing at a level that indicates there is no longer a possibility of capability procedures being invoked, the teacher should be informed of this fact at a formal meeting with the appraiser or Head Teacher/Principal. Following this meeting the appraisal process will continue as normal.

5.0 TRANSITION TO CAPABILITY

5.1 If the appraiser is not satisfied with performance and progress, the employee will be notified in writing that the appraisal system will no longer apply and that their performance will be managed under the Trust's capability procedure. This move will immediately trigger the commencement of the Trust's formal capability procedure.

6.0 ANNUAL ASSESSMENT

6.1 Each teacher's performance will be formally assessed in respect of each appraisal period. This approach applies similarly to non-teaching support staff. The Chief Executive's appraisal will be conducted annually by a panel consisting of the Chair of the Trust board, one other Trustee and an appropriate external expert advisor from Education with external HR support. A report containing their recommendations will be considered by the Resources Committee.

6.2 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
- Mid-cycle review meeting with appraiser
- Observation / scrutiny of leadership and management activities where appropriate
- Other feedback obtained during the cycle relevant to the employees overall performance.

6.3 The employee will receive feedback as soon as practicable following the end of each appraisal period and have the opportunity to comment in writing on a written appraisal report. The appraisal report will include:

- details of the employee's objectives for the appraisal period in question;
- an assessment of the employee's performance of their role and responsibilities against their objectives and the relevant standards;
- an assessment of the employees training and development needs and identification of any action that should be taken to address them;
- a recommendation on pay where that is relevant (N.B pay recommendations need to be made by 31st December for Head Teachers/Principals and by 31st October all other employees).

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

6.5 Other than for the CEO, any recommendations on pay will be referred to the Pay Review Board before being referred on to the Resources Committee.

7.0 APPEAL

7.1 Appraisee's have a right of appeal against any of the entries in the written appraisal report. Where the Head Teacher/Principal has not been recommended for pay progression he/she will be informed by Chief Executive. The Head Teacher/Principal will notify any teacher/support staff (where applicable) who has not been recommended for pay progression of the date when the Resources Committee meets to consider pay recommendations, following which the employee (and Head Teacher/Principal when the Head has not been recommend for pay progression) may exercise the right of appeal, assisted by a companion who may be a colleague, a trade union official or a trade union representative.

Details of the appeal process are covered in the Trusts Pay Policy.

8.0 CONFIDENTIALITY

- 8.1 Access to the written appraisal report will normally be limited to the appraisee, the appraiser, the Chief Executive and Head teacher/ Principal.

9.0 EQUALITY AND CONSISTENCY

- 9.1 As outlined in paragraph 3.4.6 above, the Chief Executive will have overall responsibility for the quality assurance of the appraisal process across the Trust. This responsibility will include ensuring the consistency and equality of application of the process throughout the Trust. The Chief Executive will ordinarily delegate responsibility for monitoring consistency and equality of application in each academy / school to the relevant Head Teacher/Principal.
- 9.2 The Chief Executive will be responsible for reporting annually to the Resources Committee 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 Trustees to receive an overall general report of the process but will not include specific details relating to individual members of staff.
- 9.3 The Trustees are committed to ensuring consistency of treatment and fairness and will abide by all relevant equality legislation.

10.0 RETENTION OF STATEMENTS

- 10.1 The Trust will ensure that all written appraisal records are retained in a secure place for six years and then destroyed.

Appendix A – National Standards

CONFIDENTIAL

TEACHERS' STANDARDS AUDIT AND PROFESSIONAL DEVELOPMENT OBJECTIVE PLANNER

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

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

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

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

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

<p>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>	*+	*-
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<p>2.1. Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:</p> <ol style="list-style-type: none"> 1. Treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position 2. Having regard to the need to safeguard pupils' well-being, in accordance with statutory provisions 3. Showing tolerance of and respect for the rights of others 4. Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs 5. Ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law <p>2.2 Teachers must have a proper and professional regard for the ethos, policies and practice of the school in which they teach, and maintain high standards in their own attendance and punctuality</p> <p>2.3 Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities</p>		
<p>Preamble</p>	<p>*+</p>	<p>*-</p>
<ul style="list-style-type: none"> • Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge; keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils 		

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

**Appendix B – National Standards Career Stage Expectations
(NAME) ACADEMY TRUST NATIONAL STANDARDS AUDIT**

Confidential
Name
Page 1

INITIAL ASSESSMENT
Pay Point Date

Self/School Assessment

Professional Area	Relevant Standards	Pay Point			Date		Self/School Assessment		Standards For Professional Dialogue
		M2	M4	M6	UPS 1	UPS 3	+	-	
PROFESSIONAL PRACTICE	1.1(1) 1.2(2,3,5) 1.3(1,3) 1.4(1,2,3) 1.5 all 1.6 (1) 1.7 (1,2,3) 1.8 (3) 2.1 (2,4) Preamble								
PROFESSIONAL OUTCOMES	1.1(2) 1.2(1,2,3) 1.5(1) 1.6 (3,4) Preamble								
PROFESSIONAL RELATIONSHIPS	1.1(1) 1.6(4) 1.7(4) 1.8(2,3,5) 2.1 (1,3,4) Preamble								
PROFESSIONAL DEVELOPMENT	1.2(4,5) 1.3(1,2,4,5) 1.4(5) 1.5(2,3,4) 1.6(1) 1.8(4) 2.1(2) 2.3 Preamble								

PROFESSIONAL CONDUCT	1.1(3) 1.7(1) 1.8(1) 2.1(all) 2.2 2.3 Preamble								
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+ Performance may exceed career stage expectations - Performance may be below career stage expectations

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.
- 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:
- Should a teacher wish to conduct a self-audit against the National Standards time will be provided for this (Preamble, Part 1 and Part 2). Appendix A and B can be used for this purpose but are not mandatory.
 - Each teacher’s appraiser paired with the Head Teacher/appropriate senior leadership team member will conduct an audit against the standards. 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.
 - The audits where a self-audit has been undertaken will then be exchanged or just the appraiser audit will be given to the teacher where no self-audit has been undertaken. At least a week will be allowed for the teacher to assemble any necessary evidence
 - Teacher and appraiser will then attend a 45-minute Professional Dialogue meeting. The aim of the meeting will be to agree the standards against which the teacher’s performance will be 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 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 – Provision of Additional Support Where National Standards Are Not Met – (National Standards Support Programme)

D1 Where national standards are not being met to a level that is consistent with what should reasonably be expected of that teacher, given their current role and level of experience special arrangements will be made to ensure that the appropriate support can be provided. These may include:

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

D2 Where national standards are not being met to a level that is consistent with what should reasonably be expected, appraisal objectives will be action planned to a much shorter timescale – typically one term, but less if the Head Teacher decides the situation warrants this. At the end of each such period, progress will be reviewed – and a decision made on whether:

- To end the support programme and resume normal appraisal arrangements
- To continue to provide support within appraisal by setting further short-term objectives
- To suspend appraisal and move immediately into the capability procedure.

Appendix E – Professional Skill Descriptors for Teachers

Professional Area	Relevant Standards	Band A Teacher	Band B Accomplished Teacher	Band C Expert Teacher
		1 2 3	4 5 6	7 8 9
Level of support for Teacher		With support and mentoring Focus on own class	Independently and starting to support others Focus on year group and department	Significant support of others Focus on whole school
PROFESSIONAL PRACTICE	1.1(1);1.2(2,3,5) 1.3 (1,3) 1.4(1,2,3) 1.5 all 1.6 (1) 1.7 (1,2,3) 1.8 (3) 2.1 (2,4) Preamble	Many – but not all – aspects of teaching over time are good	All aspects of teaching over time are good	Many aspects of teaching over time are outstanding
PROFESSIONAL OUTCOMES	1.1(2) 1.2(1,2,3) 1.5(1) 1.6 (3,4) Preamble	With appropriate additional support, most pupils progress in line with school expectations	Most pupils progress in line with school expectations without additional support	Significant numbers of pupils exceed school expectations
PROFESSIONAL RELATIONSHIPS	1.1(1) 1.6(4) 1.7(4) 1.8(2,3,5) 2.1 (1,3,4) Preamble	Positive working relationships established with pupils, colleagues and parents	These working relationships result in good progress by all groups of pupils and productive sharing of professional practice with others.	Working relationships with colleagues are characterised by an enthusiastic commitment to helping them overcome professional challenges
PROFESSIONAL DEVELOPMENT	1.2(4,5) 1.3(1,2,4,5) 1.4(5) 1.5(2,3,4) 1.6(1) 1.8(4) 2.1(2) 2.3 Preamble	Develops professional practice in line with advice from more experienced colleagues	Takes a proactive role in identifying areas for professional development, accessing advice and adapting practice	Proactively leads the professional development of others in a way which leads to improved outcomes for pupils
PROFESSIONAL CONDUCT	1.1(3) 1.7(1) 1.8(1) 2.1(all) 2.2 2.3 Preamble	Meets the standards for professional conduct set out in the Teachers' Standards	Meets the standards for professional conduct set out in the Teachers' Standards	Meets the standards for professional conduct set out in the Teachers' Standards

Appendix F – Professional Skill Descriptor for Leadership.
CAREER LEVEL DESCRIPTORS (LEADERSHIP)

<i>Professional Area</i>	LEADING COLLEAGUES; BUILDING TEAMS	MANAGING PERSONAL PROFESSIONAL DEVELOPMENT	ACTING ON EVIDENCE	DEVELOPING TEACHING AND LEARNING	HANDLING ACCOUNTABILITY	MANAGING RESOURCES	C of E COMMUNITY
<i>Relevant Standards NCSL 2008</i>	S10; 36; 37; 45; 68	S39	S1; 7; 17; 23	S12; 14; 15; 19; 20; 22	S9; 35; 37; 46	S24; 30	
Assistant Principal, Assistant Head Teacher, Assistant Head	Provides effective overall leadership; may require support in one or two areas while adapting to new role	Developing an understanding of their own development needs and those in their team	Developing an understanding of and implementing procedures and systems that deliver suitable evidence for making appropriate judgements about standards within their area of responsibility	Majority of aspects of teaching and learning over time are outstanding	Developing their ability to hold others to account	Manages resources competently	Preserve and develop the C of E religious ethos

	Adhere and contribute to the vision and values of the school	Take responsibility for, and actively engage in, on-going professional learning to enhance professional skills and practice	Analyse performance data effectively to identify the necessary intervention	Model best practice to develop others	Be accountable to the Governing Body	Manage financial resources effectively to ensure quality assurance	Model C of E values in professional relationships with staff and other stakeholders
	Lead and manage change across the school	Receive and act on feedback to continually develop professional practice	Implement, monitor and evaluate intervention strategies	Monitor and evaluate the quality of teaching and learning	Use data effectively to improve practice	Manage human and physical resources effectively ensuring best outcomes and value for money	Take lead in liturgical events
	Ensure colleagues managed have a clear understanding of schools vision, values and sense of direction	Model good practice via personal self-reflection against the relevant professional standards		Contribute to the design, development and delivery of the curriculum	Monitor the performance of colleagues, challenge underperformance & implement the necessary support strategies	Assist with selection and appointment of staff	Support staff in engaging with the C of E ethos.

					to bring about improvement		
	Provide constructive feedback to colleagues to aid their professional development via coaching and mentoring				Respond to feedback from staff, students and parents to ensure effective learning opportunities are provided		
	Build, lead and manage collaborative teams who share professional practice				Demonstrates a clear understanding of the principles and practice of quality assurance systems, including self-evaluation and staff appraisal		
	Provide support actions which address						

	individual, team and school needs						
Vice Principal, Deputy Head	Provides good leadership in all areas	Has developed a good understanding of their own development needs and those in their team	Has a good understanding of and skilfully implements procedures and systems that deliver good evidence for making insightful judgements about standards within their area of responsibility	Build a culture of collaboration practice and implement strategies to develop priorities	Successfully holds other leaders to account	Manage a complex range of resources	Lead the development of the C of E life of the school
	Demonstrates strategic thinking and planning that builds, communicates and carries forward a shared vision	Lead professional development of staff	Scrutiny of data to be based on analysis of need	Contribute to systems which validate the quality of teaching, learning and assessment	Contribute to the development of policy	Take account of legislation and national and local agreements in all aspects of resource management	Be aware of the teachings of the Church