



# St Leonard's CE(A) First School Appraisal Policy



*'Let your light shine before others so that they may see your good works and give glory to your Father who is in heaven.'*

*Matthew 5:16*

**Responsibility of: Full Governing Board**  
**Developed in consultation with:**  
 Teaching staff  
 The Governing Board

Adopted by the Governing Board:  
 March 2023  
 Date for review: March 2024

Date of last policy reviewed	Changes made
Jan 2022	Section about Covid-19 taken out. New format for setting staff targets added.
March 2023	No changes

## 1. Introduction

1.1 Appraisal arrangements for Teachers are set out in the Education (School Teachers' Appraisal) (England) Regulations 2012 (the Appraisal Regulations).

1.2 The Appraisal Regulations set out the principles that apply to teachers and all maintained schools and unattached teachers employed by a local authority, in each case where they are employed for one term or more.

1.3 Schools and local authorities must stay within the legal framework set out in the Appraisal Regulations and in other relevant legislation that affects all employers (for example legislation on equality, employment protection and data protection).

1.4 Schools and local authorities must have an appraisal policy for teachers.

1.5 This Whole School Model Policy has been designed for use with all employees of the school including the headteacher, teachers, non-teaching and support staff; it is also for use with unattached teachers employed by SCC.

1.6 As it applies to Teachers and Headteachers, this policy is in line with the provisions of the School Teachers Pay and Conditions Document [STPCD], statutory requirements, the National Standards of Excellence for Headteachers and the Teachers Standards.

1.7 This procedure/policy does not form part of any employee's contract of employment and it may be amended by the Governing Body (or local authority in the case of unattached teachers) at any time, following consultation with recognised Trade unions.

**NB: For information, text in bold indicates statutory requirements contained in the Appraisal Regulations or the School Staffing Regulations which apply to Teachers.**

## 2. Model policy for appraising employee performance

The Governing Body of [St Leonard's CE First School](#) adopted this policy [March 2023](#)

It has been the subject of consultation with recognised Trade Unions.

The policy will be reviewed in [12 months time](#).

## 3. Purpose

3.1 This policy sets out the framework for a clear and consistent assessment of the overall performance of teachers, including the headteacher, non-teaching and support staff in the school. The appraisal procedure may also be used to address and manage relevant areas for improvement raised about an employee's performance which are not concerns serious enough to require a Capability process.

3.2 The policy is also the framework for supporting staff development within the context of the school's plan for improving educational provision and performance, and the standards expected of teachers. Through the appraisal process the school seeks to improve outcomes for children/students by improving morale, encourage staff to update skills and encouraging professional dialogue. This policy will be operated separately to the Capability Policy, where this is relevant.

## 4. Application of the policy

**4.1 This policy applies to the headteacher and to all teachers employed by the school or local authority, except those on contracts of less than one term, those undergoing induction (i.e. NQTs) and those who are subject to the Formal Capability Procedure.**

4.2 The 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 school. The headteacher will consider whether it is appropriate to use the appraisal policy for other temporary staff or those subject to probationary period arrangements.

## 5. Appraisal

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

### 5.1 The appraisal period

**5.1.1 The appraisal period will run for twelve months from [1<sup>st</sup> Oct to 30<sup>th</sup> Sep](#)**

**5.1.2 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.**

**5.1.3 The School will work with the member of staff to determine the relevant appraisal period when**

employment begins or ends during the normal appraisal period and will bring the cycle in line with others as soon as possible, although no member of staff should be unfairly prevented from progressing solely due to length of service.

## **5.2 Appointing appraisers**

**5.2.1 The headteacher will be appraised (including objective setting) by a subgroup (usually made up of 3) of the Governing Body, supported by a suitably skilled and/or experienced external adviser who has been appointed by the Governing Body for that purpose.**

**5.2.2** The headteacher, after consultation, will decide who will appraise other teachers and support staff. Appraisers will be suitably skilled, trained and qualified to undertake the role. Appraisers will normally have line management responsibility for the appraisee and will be responsible for managing all aspects of the appraisal. All appraisers of teachers other than headteachers will have appropriate, relevant and current teaching experience. All appraisers should have Qualified Teacher Status and the appraiser will receive sufficient and appropriate training before undertaking the role. The appraiser should have equivalent or greater level of responsibility than the teacher he or she is appraising, and normally have line management responsibility. At St Leonard's all appraisals will be carried out by the headteacher due to the small size of the school.

**5.2.3** Where a teacher is of the opinion that their appraiser is unsuitable for professional reasons, they may submit a written request to the headteacher (or the Chair of Governors in the case of the headteacher) for an alternative appraiser, stating the reasons for the request. The request will be considered but ultimately it is for the headteacher (or Chair of Governors in the case of the headteacher) to make the decision.

**5.2.4** Where possible, alternative appraisers will be offered where there is a genuine and valid reason, or the appointed appraiser is not available due to long term sickness. This will be confirmed with the appraisee at the beginning of the process. Wherever practicable, an appraiser should ONLY have a maximum of four appraisees.

**5.2.5** Sufficient time, within directed hours, should be provided to enable the appraiser and appraisee to fulfil their obligations with regard to the appraisal process.

## **5.3 Setting objectives**

**5.3.1 The headteacher's objectives will be set by the Governing Body subgroup after consultation with the external adviser. Objectives for each employee will be set before, or as soon as practicable after, the start of each appraisal period. 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 teaching objectives against the school improvement plan.**

**5.3.2** The objectives set for every employee will, if achieved, contribute to the schools' plans for improving the schools' education provision, performance and improving the education of pupils at the school.

**5.3.3** When setting objectives, the following principles will be used:

- i. Objectives which are Specific, Measurable, Achievable, Realistic and Time-bound

(SMART).

- ii. Objectives which are relevant, realistic and reasonable for the role, responsibility and experience of the post holder and in the context of the schools' wider HR policies.
- iii. The number and type of objectives will be relevant to leadership/management resource of the whole school development plan, pupil progress objectives and contribute to professional development.
- iv. No staff member will be given more than three agreed objectives or additional sub-objectives. Setting more than three agreed objectives can may cause increased workload and in most cases would be inconsistent with the school's strategy for achieving work/life balance for all staff.
- v. Objectives themselves should not be based purely on numerical targets and success should not be determined by meeting these.
- vi. Objectives should be agreed between the appraiser and appraisee but, where this is not possible, determined by the appraiser. Where agreement cannot be reached, the Headteacher will make a determination (or the Chair of Governors, where this is appropriate) following discussion with both parties. The appraisee may add comments to the plan.
- vii. The appraiser will take into account the effects of an individual's circumstances, including any disability or the need to take statutory leave, when agreeing objectives. For example, this might include a reasonable adjustment to allow an individual slightly longer to complete a task than might otherwise be the case. When staff return from a period of extended absence, objectives may be adjusted to allow them to readjust to their working environment.
- viii. Objectives will be quality assured and moderated by the headteacher or nominated performance management lead.

**5.3.4 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.**

The agreed objectives will contain a description of what success may look like, will be fully related to the circumstances in which the teacher works and any factors outside teachers' control which may significantly affect success will be recognised.

The relevant standards for teachers are the set of standards contained in "The Teachers' Standards" as varied from time to time.

## **5.4 Reviewing performance**

### **5.4.1 Observation: Teachers**

Observation of classroom practice and other responsibilities is important both as a way of assessing teachers' performance in order to identify any particular strengths or areas for development they may have and of gaining useful information which can inform school improvement more generally.

Observation arrangements will be based on the following principles:

- i. The numbers and types of observations will appropriate to the individual circumstances of the teacher and needs of the school, but in all cases will not be excessive.
- ii. Classroom observation for teachers will be carried out by those with QTS, in a supportive fashion, with professional integrity, courtesy and taking account of any potential circumstances on the day.
- iii. For formal planned observation, 5 working days' notice will be given of time and date.

- iv. 'Drop ins', for example learning walks, will not form part of the formal appraisal evidence.
- v. Verbal feedback should be given very shortly after observation with written feedback of the formal observation within 5 working days.
- vi. Formal responsibilities of the post holder outside of the classroom will also be assessed as part of the appraisal process.
- vii. Overall the number of observations of a teacher will be appropriate and reasonable taking account of the wellbeing and other circumstances of the teacher and the overall needs and resources of the school. Observations may be used for multiple purposes, by agreement, in order to minimise the number of observations being carried out. This should not, in most cases, exceed 3 hours' observation per cycle.
- viii. These principles are supplemented by a specific school observation protocol (Appendix 2).

#### **5.4.2 Observation: Other Staff and Unattached Teachers**

Appropriate mechanisms will be used to review performance for non-teaching staff and unattached teachers employed by the local authority. The overall approach will include the principles set out above but will need to be relevant to the role. Performance review may include:

- i. Review of produced work
- ii. Classroom observations of classroom support staff
- iii. Observation in meetings or service delivery
- iv. Peer Review of classroom support staff
- v. Discussion and other feedback

#### **5.4.3 Reviewing other supporting information**

Other information useful for reviewing performance may include:

- i. Lesson plans
- ii. Work sampling
- iii. Pupil progress information
- iv. Pupil progress meetings
- v. Pupil/parental discussion and feedback
- vi. Pupil behaviour management

#### **5.4.4 Development and support**

Appraisal is a supportive process which will also be used to inform continuing professional and general development. It is important to encourage a culture in which all employees take responsibility for improving their performance and appropriate professional development. Professional development will be linked to school improvement priorities and to the ongoing professional development needs and priorities of individual teachers and other members of staff.

The schools' CPD Plan will be informed by the training and development needs identified in appraisees' planning and review statements. In planning and providing budget and resources for staff development the Governing Body will take account of:

- i. The training and support required to meet school priorities
- ii. The support agreed as essential for an appraisee to meet their objectives
- iii. The future aspirations of all staff

#### iv. Fair and equal access to development

An account of the support and development needs of staff in general, including the instances where it did not prove possible to provide any of the agreed CPD and the reasons for this not being provided, will form a part of the head teacher's annual report to the Governing Body about the operation of the appraisal process in the school.

#### **5.4.5 Feedback**

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 been assimilated. Feedback will highlight particular areas of strength as well as any areas that need attention.

The appraisal meeting should hold no surprises for any member of staff as any concerns over performance should have been raised during the appraisal cycle. The appraiser will give consideration, as with the setting of objectives, to any circumstances or health issues which may have impacted on performance. Where any aspects of the employee's performance (as opposed to points for development) are of concern, the appraiser will meet him/her as soon as possible to:

- Give clear feedback about the nature and seriousness of the concerns;
- Give the employee the opportunity to comment and discuss the concerns;
- Re-confirm the requirements to be met (including reviewing set objectives to ensure they are achievable)
- Agree any support (e.g. coaching, mentoring, training, structured observations), that will be provided to help address those specific concerns;
- Make clear how, and by when, the appraiser will review progress, allowing an appropriate period of time to address the issues raised;
- Explain the implications and process if no – or insufficient – improvement is made
- The appraisee should receive – and be able to comment in writing upon – a written note of the meeting.

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

#### **5.4.6 Where concerns continue**

Employees should not be held accountable for failing to make good progress towards meeting their objectives where the CPD or support recorded in the planning statement as being required to make progress has not been provided.

No member of staff should be subject to formal Capability procedures without understanding in full that this is the case, the reasons for this process being initiated, and the possible outcomes should the process not result in the necessary improvements.

If, however, despite support and opportunities to improve, the appraiser continues to have serious concerns that inadequate improvement/progress has been made, the appraiser will consider in consultation with the headteacher as appropriate, whether the Capability procedure should be used. Should this be the case the employee will be invited in writing to a meeting under the school's

## Capability Policy.

At all stages of the appraisal and Capability procedures employees are able to seek advice and guidance from their Trade Union representatives or other forms of support.

Where appropriate improvement is achieved under this separate policy and any capability process ceases, the employee's performance and development will be managed again in accordance with the Appraisal policy.

## 6. 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. **In assessing the performance of the headteacher, the Governing Body must consult the external adviser.**

**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 in interim meetings which will take place at specified intervals

**6.3 The teacher will receive 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 employee's training and development needs and identification of any action that should be taken to address them;**
- other items specified by the school;
- a space for the appraisee's own comments.

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

An account of the support and development needs of teachers in general, including the instances where it did not prove possible to provide any the agreed CPD and the reasons for this not being provided, will form a part of the head teacher's annual report to the Governing Body about the operation of the appraisal process in the school.

A short, written summary of the appraisal discussions held and objectives set should be provided to non-teaching staff.

## 7. Pay Progression

**7.1** The head teacher will make recommendations regarding pay progression to the Governing Body's pay committee in line with the school's Pay Policy and based on the statutory criteria and guidance set out in the STPCD and the relevant teacher standards. The Governing Body must ensure that the process is fair and equitable.

**7.2** Dates for Pay Progression decisions are 31<sup>st</sup> October for teachers and 31<sup>st</sup> December for



headteachers.

**7.3** Maintained schools must continue to adhere to the School Teachers' Pay and Conditions Document (STPCD), which includes the requirement to ensure that all pay progression for teachers is linked to performance management. We would expect schools to use their discretion and take pragmatic steps to adapt performance management and appraisal arrangements to take account of the current circumstances. Schools must ensure that teachers are not penalised during the appraisal process or in respect of any subsequent pay progression decisions as a result of the decision to restrict pupil attendance at schools, such as where this has had an impact on the ability of the teacher to meet fully their objectives.

## **8. Appeal**

**8.1** The appraisee may appeal against the Appraisal Report by appealing to the headteacher or the governing body (where headteacher has been the appraiser) within 10 working days, setting out the reasons for appeal and requesting a meeting to discuss their concerns. The meeting will be held in line with the Formal Meeting Procedure. They may be accompanied by a trade union representative/official or colleague. The Employee will be informed in writing of the outcome of the appeal as soon as possible following the meeting, but at the latest within 5 working days of the appeal meeting.

**8.2** Where the headteacher has not been recommended for pay progression they will be informed by the appropriate governor. The headteacher will notify any teacher who has not been recommended for pay progression. The headteacher/employee may exercise the right of appeal to the Governing Body following its decision on pay, as above, assisted by a trade union representative/official or colleague.

## **Appendix 1 General principles underlying this Policy**

This Policy should be read in conjunction with other HR Policies adopted by the School.

### **Confidentiality**

The appraisal processes will be treated with confidentiality. Access to appraisal records will generally be restricted to Appraiser/Appraisee and line manager (where different). However, the desire for confidentiality does not override the need for the headteacher and governing body to quality-assure the operation and effectiveness of the appraisal system. The headteacher or appropriate colleague might review all teachers' objectives and written appraisal records personally, in order to check consistency of approach and expectation between different appraisers.

### **Consistency of Treatment and Fairness**

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

### **Definitions**

Unless indicated otherwise, all references to "teacher" also include the headteacher.

Where the term 'working days' is used, it is intended to indicate days on which the school is open, and staff are expected to attend; therefore, it includes inset days but specifically excludes periods of school closure.

### **Delegation**

Normal rules apply in respect of the delegation of functions by governing bodies, headteachers and local authorities.

### **Monitoring and Evaluation**

The governing body and headteacher will monitor the operation and effectiveness of the school's appraisal arrangements.

The headteacher will provide the governing body with a written report on the operation of the school's/academy's appraisal policy annually. The report will not identify any individual by name. The report will include an assessment of the impact of these policies on:

- Race
- Sex
- Sexual Orientation
- Disability
- Religion and beliefs
- Age
- Part-time Status
- Maternity and Pregnancy

The headteacher will report on whether there have been any appeals or representations on an individual or collective basis on the grounds of alleged discrimination.

### **Retention**

The Governing Body and head teacher will ensure that all written appraisal records are retained

and stored in a secure place in line with their Retention and Disposal Policy. The appraisee should retain their own copies.

## Appendix 2 - Classroom Observation Protocol for Appraisal Purposes

The Governing Body is committed to ensuring that classroom observation is developmental and supportive, and that those involved in the process will:

- carry out the role with professionalism, integrity and respect;
- evaluate objectively;
- report accurately and fairly, in a timely manner;
- respect the confidentiality of the information gained, and;
- seek to reach agreement in advance on how classroom observations are to be carried out.

The total period for classroom observation arranged for any teacher, for appraisal purposes, will not exceed three hours per cycle, ensuring the time is proportionate to the individual circumstances and needs of the teacher. There is no requirement to use all of the three hours.

In this school 'proportionate to need' will be determined in keeping with the following principles:

1. Prior to the appraisal observation the context of the observation will be confirmed between the appraiser and appraisee and included in the planning and review statement, which will detail:
  - a. the amount of observation
  - b. its primary purpose
  - c. any particular aspects of the teacher's performance which will be assessed
  - d. the duration of the observation
  - e. when during the appraisal cycle the observation will take place, and
  - f. who will conduct the observation.
2. Where evidence emerges about the appraisee's teaching performance which gives rise to concern during the cycle, additional classroom observations may be agreed, subject to a revision meeting being held.
3. Information gathered during the observation will be used, as appropriate, for a variety of purposes. These include informing school self-evaluation and school improvement strategies in accordance with the school's commitment to streamlining data collection, minimising bureaucracy and workload burdens on staff.
4. In keeping with the commitment to supportive and developmental classroom observation, those being observed will be notified in advance of the date and time of the observation, with at least 5 working days' notice of the appraisal observation.
5. Classroom observations will only be undertaken by persons with QTS. In addition, in this school, classroom observation will only be undertaken by those who have had adequate preparation and the appropriate professional skills to undertake observation and to provide constructive oral and written feedback and support, in the context of professional dialogue between colleagues.
6. Verbal feedback will be given as soon as possible after the observation and no later than the end of the following working day. It will be given during directed time, in a suitable, private environment.
7. Written feedback will be provided within five working days of the observation taking place. If issues emerged from an observation that were not part of the focus of the observation, as

recorded in the planning and review statement, these should also be covered in the written feedback and the appropriate action taken in accordance with the regulations and guidance.

8. The written record of feedback should include the date on which the observation took place, the lesson observed and the length of the observation. The teacher has the right to append written comments on the feedback document. No written notes in addition to the written feedback will be kept.

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# APPENDIX 1



## St Leonard's CE First School

*'From a tiny spark to a bright flame.'*

### PERFORMANCE MANAGEMENT

#### Pre- Appraisal notes

Name:	Date:
Objective:	What evidence do you have? Please bring this along to your appraisal

What has been your greatest success this year?
Are there any objectives you feel you did not meet?
Why was this the case?

What are your feelings about your work load/ work-life balance?
What do you most enjoy about your role in school?
What do you least enjoy about your role in school?
What are your aspirations for the next year?
What are your aspirations for the next five years?
What support do you feel would help you to achieve this?

# APPENDIX 2



# St Leonard's CE First School

*'From a tiny spark to a bright flame.'*

**PERFORMANCE MANAGEMENT Date.....**

Teacher/ Teaching Assistant Evaluation: Review of Objectives

This form provides an overall review of the performance management objectives for the academic year

School	St. Leonard's CE(A) First School
Teacher/ Teaching Assistant	

**Annual review/ Interim review**

**Review of school year:**

**Assessment against objectives**

Objective 1:

Fully achieved		Partly achieved		Not achieved	
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Comments

Objective 2:

Fully achieved		Partly achieved		Not achieved	
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Comments

Objective 3:

Fully achieved		Partly achieved		Not achieved	
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Comments

**Key Behavioural Attributes and Evidence**

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Evidence and reflection form		
Points for reflection	Comments	Evidence

Achievement Level	Individual objectives	Behavioural Attributes	Objectives		
			1	2	3
Exceeded	All objectives are achieved. Performance is exceptional in all respects <b>and always in excess</b> of the standards required by the job; <b>and</b>	Your behaviour exceeds expectations.			
Achieved	All objectives are achieved. Performance in key tasks meet the standards required; <b>and</b>	Your behaviour meets the required standards.			
Progressing	Some objectives were achieved. A number of key tasks may not have been achieved to the required standard; <b>and/ or</b>	Your behaviour falls short of the required standard on some occasions.			
Underperformed	The majority of objectives were not achieved and requirements of the job; <b>and/ or</b>	Your behaviours are unacceptable			
Overall recommendation					

Assessment	Spring Term review				Summer Term review				12 month review			
	E	A	P	U	E	A	P	U	E	A	P	U
Based on recorded evidence this individual performance area is assessed as:												

Summing up the year/ term?
Reviewer statement
Reviewee statement



<b>Pay recommendation (where applicable)</b>

Discussion Checklist	Completed and discussion points
Health and Safety policies and procedures	
Safeguarding policies and procedures	
Staff Behaviour policy	
Early Years declaration of criminal convictions	
Pecuniary interests declaration	

<b>Agreed Objectives for the next year - .....</b>
1.
2.
3.

APPENDIX 3



# St Leonard's CE First School

*'From a tiny spark to a bright flame.'*

**TEACHER : PERFORMANCE MANAGEMENT OBJECTIVES**

Date:      Name:

<b>Objectives for the school year:</b>	
<b>Objective 1:</b> <i>What is to be done (verb)</i> <i>What/whom (object)</i> <i>With what outcome (result)</i>	
<b>Link to school objective</b>	
<b>Link to Teacher standards /job description</b>	
<b>Actions to be taken to achieve the objective</b>	•
<b>Success criteria</b> <i>What you would expect to see the reviewee doing when the objective is met?</i> <i>Where might you find the evidence and what might the evidence be telling you?</i>	
<b>Support and training that will be needed</b>	• •
<b>Objective 2:</b>	
<b>Link to school objectives</b>	
<b>Link to Teacher standards/job description</b>	
<b>Actions to be taken to achieve the objective</b>	•
<b>Success criteria</b>	
<b>Support and training that will be needed</b>	•

<b>Objective 3:</b>	
<b>Link to school objectives</b>	
<b>Link to Teacher standards/ job description</b>	
Actions to be taken to achieve the objective (with expected completion dates)	•
Success criteria	
Support and training that will be needed	•

**Any other comments?**

Signed (Reviewee) ..... Signed (Reviewer) ..... Date:.....

Appendix 4



Date:

Classroom Observation for Performance Management

Dear .....

In line with our school appraisal policy I am obliged to give you five days notice of your lesson observation for performance management purposes. You will receive a formal lesson observation once a term. This is to inform you of the 1<sup>st</sup>/2<sup>nd</sup>/3<sup>rd</sup> observation in this performance management cycle.

Your classroom observation will take place on ..... at ..... until .....

The observation will be conducted by .....

Its primary purpose will be .....

I will be looking at the following aspects of your performance in of previous reviews

- .....
- .....

Kind Regards

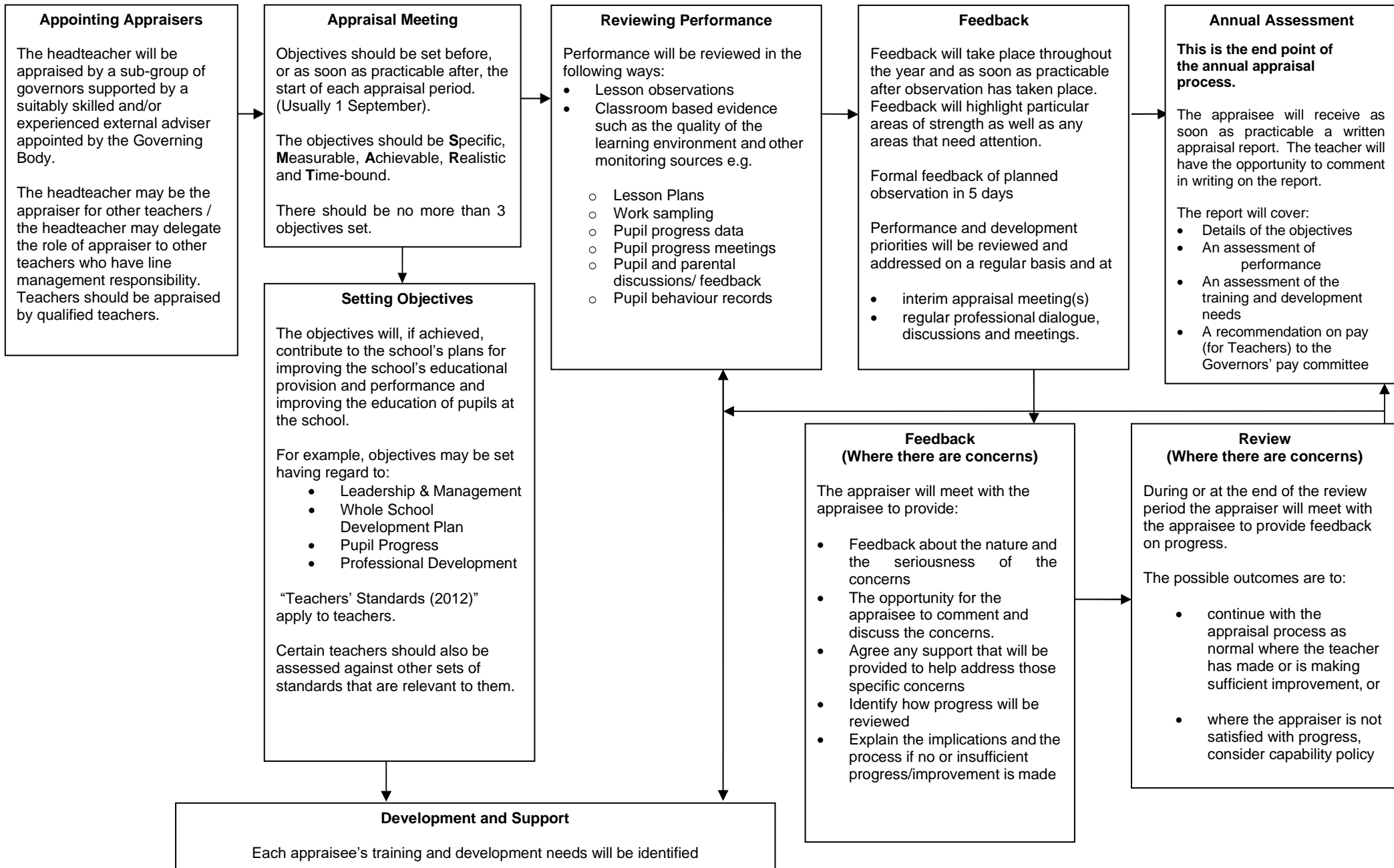
Kelly Stanesby  
Headteacher



CPD Budget and Resources Plan

Member of staff	Training needed	Essential Support needed to achieve objectives	Desirable support to achieve future aspirations

# Appendix 4 - Whole School Appraisal



## APPENDIX 5

Teachers' Standards 2013	Band 1 - Teacher	Band 2 - Accomplished	Band 3 - Accomplished	Band 4 - Expert
Career grade – by year end	M1-M2	M3-M4	M5-M6	UPS 1-3
Level of support for teacher	With support and mentoring:	Independently:	Starting to support others e.g. ITT students	Significant support of others
FOCUS AREA	Focus: Own class	Focus: Year Group	Focus: Whole School	Focus: Within/beyond school
1.1 Set high expectations which inspire, motivate and challenge pupils	M1/M2 Know the curriculum at year group level. Establish expectations and sufficient challenge to ensure progress by setting appropriate goals and targets for all children. Be a positive role model for children's behaviour.	M3: Provide support and advice within the context of own year group/phase  M4: Provide support and advice beyond own year group/phase e.g. through planning and leading staff INSET	M5: Develop the skills of others, particularly ITT students, to enable them to be able to inspire, motivate and challenge.  M6: Have a significant impact on the work of others to improve teaching across the school.	Take an active part in setting goals across the school and possibly beyond, to stretch and challenge pupils of all backgrounds, skills and abilities.
1.2 Promote good progress and outcomes by pupils	M1: With support and appropriate mentoring (of the teacher) most pupils achieve in line with school expectations through the use of appropriate differentiation to include children with SEN/most able and specific groups including gender; ethnicity and FSM  M2: Most pupils achieve in line with school expectations	M3/M4 Almost all pupils, with appropriate intervention strategies in place, achieve in line with school expectations.	M5/M6: All pupils achieve in line with school expectations meeting individual targets. Some pupils exceed school expectations and targets.	Demonstrate the skills that enable children to regularly exceed school expectations and targets. Develop and manage appropriate intervention strategies that support such progress across the school.

<p>1.3 Demonstrate good subject and curriculum knowledge</p>	<p>M1: Know and understand the curriculum at current year group level. This will be evidenced by use of subject knowledge during teaching. This will include demonstrating high standards of literacy; articulacy and the correct use of standard English regardless of specialist subject. Know who the subject experts are within the school and use their support.</p> <p>M2: Building on M1 but requiring less intensive support. Demonstrate a clear understanding of appropriate teaching strategies. Take responsibility for keeping up to date with curriculum developments.</p>	<p>M3: Play a more prominent role within designated curriculum team, e.g. carry out designated tasks as directed by team leader.</p> <p>M4: Access advice and adapt practice; feed back to the SLT to improve teaching and learning.</p>	<p>M5: Take a lead in a significant subject area, including developing and evaluating the subject.</p> <p>M6: Building on M5 and using evaluation evidence to improve subject and curriculum to have impact on learning.</p>	<p>Leading the development of others that has a tangible impact on subject and curriculum knowledge and development.</p>
<p>1.4 Plan and teach well structured lessons</p>	<p>M1: With structured support and mentoring, most lessons are showing good elements including effective use of lesson time; engagement of children; effective questioning; Clear assessment within the lesson leading to progress by all groups.</p> <p>M2: All lessons are showing good elements and there is evidence of on-going improvement.</p>	<p>M3: Most lessons are judged good or better</p> <p>M4: All lessons are judged good or better</p>	<p>M5: All teaching is good with some elements of outstanding</p> <p>M6: All teaching is good with many elements of outstanding</p>	<p>Whole school responsibility is taken for modelling and developing other teachers to improve teaching across the school. An active role may taken in curriculum development beyond the school e.g. within a cluster or family of schools</p> <p>Lead a team, subject or aspect across the school and possibly beyond.</p>



<p>1.5 Adapt teaching to respond to the strengths and needs of all pupils</p>	<p>M1: Have a basic understanding of the development of children within the school. With support, know when and how to differentiate appropriately. Have a clear understanding of the needs of all children. Have a secure understanding of barriers to learning and begin to make adaptations to meet needs.</p> <p>M2: As M1 but expectation that support is less intensive</p>	<p>M3: Know when and how to differentiate appropriately using approaches which enable pupils to be taught effectively. Proactively seek support as and when needed.</p> <p>M4: Developing further skills and independence.</p>	<p>M5: Use knowledge and skills in order to develop others to ensure that teaching and learning improves.</p> <p>M6: Have significant knowledge and understanding of the wide range of needs of pupils across the school.</p>	<p>Within own school, lead the adaptation of teaching to ensure needs of all pupils are met. These adaptations can be fed into curriculum teams to ensure whole school picture e.g. by presenting feedback from curriculum team or to governors.</p>
<p>1.6 Make accurate and productive use of assessment</p>	<p>M1: With significant support, know and understand how to assess relevant subject and curriculum areas, including statutory assessments. Make use of formative and summative assessments to secure pupil progress. Use relevant data to monitor progress; set targets and plan subsequent lessons. Give pupils regular feedback orally and through accurate marking and encourage pupils to respond to the feedback.</p> <p>M2: Make increasing use of formative and summative assessment more independently.</p>	<p>M3: Gain greater skill in use and manipulation of data to support more specific groups.</p> <p>M4: Embedding skills.</p>	<p>M5: Support colleagues in use of assessment. Broker support for others, when and where appropriate.</p> <p>M6: Monitoring whole school data to ensure impact on teaching and learning.</p>	<p>Monitoring of progress in curriculum area and year groups. Using awareness of RAISEonline data to impact on teaching and learning of specific groups across the school.</p> <p>Train other colleagues to use assessment effectively.</p>

<p>1.7 Manage behaviour effectively to ensure a good and safe learning environment</p>	<p>M1: Have clear rules and routines in classroom. Have high expectations of behaviour with clear strategies for developing positive discipline. Establish a safe and stimulating learning environment rooted in mutual respect.</p> <p>M2: Continue to build on strategies to improve the above. Gain greater awareness of the wider learning environment e.g. school grounds</p>	<p>M3: To fully participate in development of school policies and practice relating to all aspects of the management of behaviour.</p> <p>To take joint responsibility with all colleagues for whole school behaviour issues to ensure consistency throughout the school</p>	<p>M5: To support colleagues with behaviour issues, e.g. supporting less experienced colleagues in meeting with parents to discuss challenging issue</p>	<p>To be able to articulate our strategies, policies and practices to others e.g. Visitors, students, other schools etc.</p> <p>To be able to advise others through StSS mechanisms on the development of a positive ethos and behaviour in other settings</p>
<p>1.8 Fulfil wider professional responsibilities</p>	<p>M1: Know and understand the priorities of the school. Communicate effectively with parents and other professionals with regards to pupils' achievements and well being</p> <p>M2: Understand the links between effective classroom practice and school improvement and to demonstrate this by becoming involved in whole school issues such as hosting visits to classrooms</p>	<p>M3/4: Have significant experience teaching in more than one year group</p>	<p>M5: Have relevant experience of leading or managing an aspect or issue and to share this within and beyond the school.</p> <p>M6: Be a fully competent practitioner able to keep up to date with changes and adapt own practice and others accordingly.</p>	<p>Make significant contribution to the wider life and ethos of the school. This will be something tangible, often captured within the SDP. UPS teachers may also be expected to fulfill wider professional responsibilities beyond the school in support of others.</p>



# St Leonard's CE First School

*'From a tiny spark to a bright flame.'*

## TEACHER : PERFORMANCE MANAGEMENT OBJECTIVES

Objective	Success criteria	Links to Teachers' Standards	Evidence
<b>Personal teaching and learning</b>			
<b>Subject or area leadership</b>			
<b>Wider school</b>			