

SCHOOL TEACHERS' APPRAISAL 2015 - 2016

Summary of The Education (School Teachers' Appraisal) (England) Regulations 2012

- The appraisal period will be for 12 months
- Teachers must be informed of the standards against which the teachers performance will be assessed (Teachers Standards published July 2012)
- Set objectives for the teacher
- Objectives that are set must improve the education of pupils and relate to the Improvement Plan priorities (educational provision and performance)
- Appraisers should assess the teachers' professional development needs and identify any action that should be taken to address them
- Appraisers should make recommendations relating to teachers' pay
- The appraiser must provide the teacher with a written report of the teacher's appraisal at the end of the 12 months, which must record assessments and recommendations

- The government has, therefore, effectively extended the requirements to audit against national standards to **all** teachers and school leaders as a statutory part of the performance management process.

- We will set objectives for all teachers in the following 3 areas:
 - 1) Pupil Progress Objective (1.1 & 1.2)
 - 2) Professional Development Objective – Triad peer observations (1.3, 1.4, 1.5, 1.6, 1.7, 2.1, 2.2 & 2.3)
 - 3) Wider Professional Responsibility Objective – Year group action research project (1.8)

- For those teachers with paid responsibility e.g. TLR, HoS, DHT, SENCo ... etc. they will have a Leadership and Management Objective (in place of the Wider Professional Responsibility Objective)
- For those Leaders without a class responsibility they will have an objective for pupil progress, knowledge and understanding and skills (taken from the Leadership Standards Audit)

Synaptic Appraisal – Leaders

L1: Teacher's Standards Audit Letter

L2/3: Leader's Standards Self-audit

L4: Leader's Review Statement

L5: Self-evaluation Interview Questions

L6: Objectives

L7: Mid-review

Appraisal for Leaders (without a class responsibility)

Stage One, AUDITS – End of July

Appraiser

Set up a Teacher's Standards meeting. Ask for the completed Teacher's Standards Audit Letter (L1), both of you need to have signed this. This informs the Head of School that the appraisee wants to move up to the next point on the Leader's pay scale.

Collect from your appraisee their completed Leader's Standard Self-audit document, L2/3. You both need to have signed this.

Appraisee

Complete L1, sign and give to your appraiser to sign.

Complete L2/3, sign and give to your appraiser to sign.

Appraisal for Leaders (without a class responsibility)

Stage Two, REVIEW – End of July

Appraiser

Before this meeting takes place you should have in your possession: the Teacher's Standards Audit Letter, L1; the Leader's Standards Self-audit L2/3; the appraisee's Objectives document, L6; and the Mid-Review document, L7.

Discuss the Mid-review document, L7. Discuss if Objectives (L6) have been met. Discuss if Leader's Standards have been met .

If the Leader has not met the standards please refer to the Audit Disagreement Policy (Appendix 1) in the Appendices.

If the teacher has met the Leader's Standards complete the Review Statement documentation, L4 and make your recommendation relating to the appraisee's pay. This is an important document. The Head of School must have a copy of this so that they can write to your appraisee and inform them that they have met their objectives and the Leadership Standards and are entitled to progress up the teachers' pay scale.

Appraisee

Before this meeting takes place you should have in your possession: a copy of the Leader's Standards Audit Letter, L1; Your completed copy of the Leader's Standards Shared Audit, L2/3; a copy of your Objectives document, L6; and a copy of your Mid-Review document, L7.

With your appraiser discuss your Mid-review document, L7. Discuss if Objectives (L6) have been met. Discuss if Leadership Standards have been met. Have you met or not met the Leader's Standards? Complete L3 and both sign.

If you have not met the standards please refer to the Audit Disagreement Policy (Appendix I) in the Appendices. Your appraiser will go through the Review Statement with you and make a recommendation that you go up one point on the Leadership pay scale, if you are entitled to do so. You should then receive a letter from the Head of School, before school breaks for the summer, informing you of any pay increases.

Appraisal for Leaders (without a class responsibility)

Stage Three, New Objectives – By mid-October

Appraiser

Before you have this meeting please ensure that your appraisee has completed the Self-evaluation Interview Questions document, L5.

You should have made yourself familiar with your appraisee's L1, L2/3, L4 and any other evidence that may help you to set new objectives.

During the interview you need to keep your talking to a minimum, you are there to listen. Ask your appraisee questions from the Self-evaluation Interview Questions document (L5). Write down any relevant responses/discussion points.

Set 3 objectives together and agree them; they must be challenging.

All Leaders first objective must relate to how they are going to improve the rate of progress for underperforming pupils for reading, writing and maths across the academy. The second objective must relate to developing knowledge and understanding. The third objective must relate to skill development.

The Objectives documentation (L6) must be dated and signed with copies given to the Leader and the Head of School. **Within 5 working days of the meeting you should have provided a draft to the appraisee. Within 10 working days of the meeting you should have provided a final signed document to the Appraisee.** All this must be completed by mid-October.

Appraisee

Before the meeting you should have completed the Self-evaluation Interview Questions document, L5.

Familiarise yourself with your L1, L2/3, L4 documentation.

Your appraiser will ask you coaching questions from L5. You may use your completed L5 as a guide to respond to the questions asked. You will agree 3 objectives together so that L6 can be completed. The first objective must relate to how you are going to improve the rate of progress for underperforming pupils for reading, writing and maths across the academy. The second objective must relate to your knowledge and understanding of your leadership role (see relevant sections of Leader's Audit). The third objective must relate to the development of your leadership skills.

Within five working days your appraiser should have provided you with a draft of L6 documentation. Within ten working days your appraiser should have provided you with a final copy of L6. This should have been signed and dated by the both of you.

Appraisal for Leaders (without a class responsibility)

Stage Four, Mid-review – by the end of February

Appraiser

Arrange a meeting to carry out a mid-review of your appraisee's progress in meeting their 3 objectives. If you have any concerns about lack of progress at this point please have a discussion with your Head of School.

After your meeting complete the Mid-review document, L7 and give it back to your appraisee at least 10 working days after the meeting has taken place. The document should be signed and dated by you and your appraisee.

Appraisee

Go along to a meeting with your appraiser and be prepared to discuss your progress towards achieving your 3 objectives. Bring along any supportive evidence.

After the meeting your appraiser should return the document L7 to you within 10 working days. You should both sign and date the document.



L1 – TEACHER’S STANDARDS AUDIT LETTER

Name:
Appraiser:

Confidential

	M1	M2	M3	M4	M5	M6	UPS 1	UPS 2	UPS 3	TLR1	TLR2	AH	DH	HoS	OTHER	
Current Pay Point																
What point do you think you should be on next year?																

Leader's Signature:

Appraiser's Signature:

Date:

Please return to your appraiser before your second stage meeting.

A copy of this letter must be given to the Head of School.

L2/3 – LEADER’S SELF-AUDIT

Knowledge and Understanding

Standard	SL	TLR	Good Working Knowledge	Possible Area for Development
Leading Strategically				
Developments in education at local, national and global level K1				
Models of effective leadership and organisational structures K2				
New technologies and their potential impact K3				
Strategic planning processes, tools and techniques K4				
Ways of achieving stakeholder and community engagement K5				
Leading change, creativity and innovation K6				
Ways of achieving social inclusion, diversity and access K7				

Leading Teaching & Learning				
Curriculum design and management K8				
Principles of quality learning, teaching and assessments including school review and self - evaluation K9				
Ways of applying effective practice and research evidence to improve outcomes K10				
Use of external support and expertise K11				
Behaviour and attendance management K12				
New technologies to support teaching and learning K13				
Political impact of external, community or family factors on learning K14				
Strategies for improving outcomes and achieving excellence for all K15				
Tools for data collection and analysis K16				

Leading The Organisation				
Legal issues relating to leading and managing a school, derived from all relevant statutory and regulatory frameworks K17				
Development of and access to school buildings and facilities K18				
Strategic financial planning, budget management and principles of best value K19				
Organisational development, planning and implementing change K20				
Employment market, effective recruitment, deployment and management of staff K21				

Technology to enhance educational effectiveness K22				
Strategies to maximise contributions from the whole workforce K23				
Accountability frameworks K24				
Project management techniques K25				

Leading People				
Significance of interpersonal relationships, including impact on teacher performance and pupil learning K26				
Performance management, continuous professional development and sustained school improvement K27				
Building motivation, including the importance of celebrating achievement K28				

Leading in the Community				
Multi-agency work (including the team around the child), benefits and risks of multi-agency working K32				
Extended service provision, commissioning and contracting K33				
The diversity of professional cultures and ways of working K34				
Diversity and community cohesion issues K35				
Collaboration and partnership working (including school, home, community and business partnerships K36				
Strengths, capabilities and objectives of other schools, services and agencies K37				
Wider curriculum beyond the school and opportunities it provides K38				

Skills

Standard	SL	TLR	Good Working Knowledge	Possible Area for Development
Leading Strategically				
Think strategically, analytically and creatively S1				
Build capacity and achieve sustainability S2				
Deal with complexity and uncertainty S3				
Build a vision and communicate clear purpose and sense of direction S4				
Model the vision and values of the school S5				
Anticipate, lead and manage change S6				
Use research to support and challenge practice S7				
Inspire, challenge, motivate and empower others to attain challenging outcomes S8				
Work strategically with the governing body S9				
Celebrate achievement and acknowledge excellence S10				
Demonstrate political acumen S11				

Leading Teaching and Learning				
Design, develop and deliver the curriculum S12				
Demonstrate equality and diversity in teaching and learning S13				
Achieve the best possible learning outcomes for all S14				
Use developmental models for teaching and learning S15				
Engage parents in children's teaching and learning S16				
Manage and use performance data S17				
Develop whole school culture of best practice in teaching and learning S18				
Create flexible and comprehensive learning opportunities for all pupils S19				
Capitalise on appropriate sources of external support and expertise S20				
Deploy technology to support teaching and learning S21				
Develop and use effective assessment and moderation systems S22				
Evaluate, review and develop systems and structures S23				

Leading the Organisation				
Manage the school's financial, human and physical resources S24				
Seek expertise and advice from within and outside the school S25				

Establish structures and systems so operational decisions are based on informed discussion S26				
Manage others within an accountability framework S27				
Create an environment which enables people to perform at their best and underpins effective employee relations S28				
Develop and sustain a safe, secure and healthy school environment S29				
Create a working environment which takes account of workload and work-life balance S30				
Manage industrial relations S31				

Leading People				
Create a culture which encourages ideas and contributions from others S32				
Develop self - awareness, self-management and self-confidence and use effectively S33				
Listen, reflect and communicate effectively S34				
Negotiate and manage conflict, providing appropriate support S35				
Give feedback and provide support to improve performance S36				
Hold people to account and challenge underperformance S37				
Develop a culture of learning and continuous professional development S38				
Receive and act on feedback to build on strengths and improve personal performance S39				
Foster an open, fair and equitable culture S40				
Motivate, develop, empower and sustain individuals and teams S41				

Leading in the Community				
Establish and engage in partnerships, including working with multi-agency teams S42				
Collaborate and work within and across the community S43				
Engage the community in systematic evaluation of the school's work and act on outcomes S44				
Take a leadership role within and across the community S45				
Consult, engage and communicate with staff, pupils, parents and carers to enhance children's learning S46				
Engage in cross phase working and transition issues S47				
Engage in school-to-school collaboration and contribute to leadership in the wider education system S48				
Contribute to achievement of community cohesion and broker and commission services S50				

L4: LEADER'S REVIEW STATEMENT

Leader:
Appraiser:
Date:

Objectives

<i>Objective 1 (related to progress data)</i> Reading: Writing: Maths:
Met /Not Met:
Evidence:
<i>Objective 2 (knowledge and understanding)</i>
Met /Not Met:
Evidence:

Objective 3 (skills)

Met /Not Met:

Evidence:

Audit Outcomes

LEADERSHIP STANDARDS AUDIT		MET	NOT MET
K & U	Leading Strategically		
K & U	Leading Teaching and Learning		
K & U	Leading the Organisation		
K & U	Leading People		
K & U	Leading the Community		
Skills	Leading Strategically		
Skills	Leading Teaching and Learning		
Skills	Leading the Organisation		
Skills	Leading People		
Skills	Leading the Community		

Recommendation on pay progression	From L:	To L:
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Leaders Comments:

Leader signed:	Date:
Appraiser signed:	Date:

L5: SELF- EVALUATION

Leader:	Signed:
Appraiser:	Signed:
Date:	

Before the meeting, you need to have examined: The Leaders' Standards; the schools' Career Stage Expectations; the improvement plan; your most recent job description; records of your successes last year; and your evaluation of last year's work.

SELF-EVALUATION OF MY PERFORMANCE

1: What have you done during the past twelve months that has been successful?
2: What makes you think that the things that you have done went well?
3: What aspects of your work do you want to develop further?
4: What possibilities for actions do you see? (following on from 3)
5: What do you need to do in order to become more effective?
6: What do you want to achieve in terms of your professional development during the coming year (using your audit of the Leaders' Standards as a guide)?
<p>7: What underperforming groups from across the academy are you going to be focusing on?</p> <p>Reading:</p> <p>Writing:</p> <p>Maths:</p>
<p>8: What objectives do you want to set yourself for this academic year?</p> <ul style="list-style-type: none"> • One must relate to pupil progress for reading writing and maths • One must relate to your knowledge and understanding as a leader • One must relate to your skills as a leader and how you are developing them



L6: OBJECTIVE 1

Leader:	Signed:
Appraiser:	Signed:
Date:	

Objective 1 - Pupil Progress across the academy

Reading:

Writing:

Maths:

Agreed Action (teacher's responsibility)

Agreed Support (school's responsibility)

Impact Measures (including observation details)

L6: OBJECTIVE 2

Leader:	Signed:
Appraiser:	Signed:
Date:	

Objective 2 – Knowledge and understanding

Agreed Action (teacher's responsibility)

Agreed Support (school's responsibility)

Impact Measures (including observation details)



T6: OBJECTIVE 3

Leader:	Signed:
Appraiser:	Signed:
Date:	

Objective 3 - Skills

Agreed Action (teacher's responsibility)

Agreed Support (school's responsibility)

Impact Measures (including observation details)

L7: MID-REVIEW

Leader:	Signed:
Appraiser:	Signed:
Date:	

What was it that you wanted to improve?		
OBJECTIVE 1	OBJECTIVE 2	OBJECTIVE 3
What changes have you made so far?		
OBJECTIVE 1	OBJECTIVE 2	OBJECTIVE 3
What further actions will you take?		
OBJECTIVE 1	OBJECTIVE 2	OBJECTIVE 3
What further support will you need?		
OBJECTIVE 1	OBJECTIVE 2	OBJECTIVE 3
What evidence will demonstrate that you have been successful?		
OBJECTIVE 1	OBJECTIVE 2	OBJECTIVE 3

APPENDIX 1

APPRAISAL: AUDIT DISAGREEMENT POLICY

CONDUCTING AN AUDIT OF PRACTICE AGAINST THE TEACHERS' STANDARDS TO IDENTIFY PRIORITIES FOR THE FORTHCOMING PERFORMANCE MANAGEMENT CYCLE

<p><u>Stage 1</u> Initial audit by practitioner and school working independently</p>	<p>Use the audit sheets provided Practitioner self-assesses against relevant standards</p> <p>School assessment conducted by appraiser</p> <p>No text required – just ticks in boxes Where standards are identified as possibly not met, a separate audit sheet is completed setting out the underlying evidence. This is not given to the teacher (who just gets the tick box version) but will be available for the appraiser to take to the professional dialogue meeting</p>
<p><u>Stage 2</u> Audits exchanged</p>	<p>This identifies areas of agreement and focuses the forthcoming professional dialogue on areas where there is disagreement. Teacher has a week to prepare evidence to take to this meeting</p>
<p><u>Stage 3</u> Professional Dialogue between reviewer and reviewee</p>	<p>The appraiser and teacher meet to consider evidence. Where disagreement remains about whether or not a standard is met, the matter is referred to the headteacher/principal/chair or governors for decision in the interests of consistency</p>
<p><u>Stage 4</u> Decision</p>	<p>Practitioner notified of the outcome in writing</p>
<p><u>Stage 5</u> Appeal</p>	<p>Practitioner may follow normal school appeal procedures if dissatisfied</p>
<p><u>Stage 6</u> Appropriate PM objectives agreed</p>	<p>Standards that a practitioner is paid to meet should automatically turn into objectives</p> <p>For teachers:</p> <p>Whether or not aspirational standards turn into objectives depends on the teacher's decision on whether or not to press ahead with preparation for e.g. threshold assessment</p>

