

## SCHOOL TEACHERS' APPRAISAL

### 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)

#### Synaptic Appraisal – Teachers

T1: Teacher's Standards Audit Letter

T2a: Teacher's Standards Self-audit

T3: Teacher's Standards Shared Audit

T4: Teacher's Review Statement

T5: Self-evaluation Interview Questions

T6: Objectives

T7: Mid-review

## Appraisal for Teachers

### Stage One, AUDITS – End of July

#### Appraiser

Set up a Teacher's Standards meeting. Ask for the completed Teacher's Standards Audit Letter (T1), 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 teacher's pay scale. It is particularly important for those wanting to move from M6 to UPS1.

Collect from your appraisee their completed Teacher's Standard Self-audit document, T2a. You both need to have signed this.

Complete the Teacher's Standards Shared Audit Sheet on your appraisee, T3. You need to have studied the 5 descriptors for their present pay scale point. If the evidence suggests to you that they are at the expectation put a tick in the A column. If the evidence suggests to you that they exceed the expectation put a tick in the + column. If the evidence suggests to you that they fall short of the expectation put a tick in the - column.

#### Appraisee

Complete T1, sign and give to your appraiser to sign.

Complete T2a, sign and give to your appraiser to sign.

Complete T3. If the evidence suggests to you that you are at the expectation put a tick in the A column. If the evidence suggests to you that you exceed the expectation put a tick in the + column. If the evidence suggests to you that you fall short of the expectation put a tick in the - column. Your appraiser should have completed the T3 document.

## Appraisal for Teachers

### Stage Two, REVIEW – End of July

#### Appraiser

Before this meeting takes place you should have in your possession: the Teacher's Standards Audit Letter, T1; the Teaching Standards Self-audit (completed by the appraisee); your completed copy of the Teacher's Standards Shared Audit, T3; a blank copy of the Teacher's Standards Shared Audit, T3; the appraisee's Objectives document, T6; and the Mid-Review document, T7. You should have also studied the Teacher's Standards documentation and any evidence that supports teaching over time as being good e.g. the MAD MAP Matrix.

Discuss the Mid-review document, T7. Discuss if Objectives (T6) have been met. Discuss if Teacher's Standards have been met and if the evidence gathered shows that teaching over time is good or better (e.g. MAD MAP matrix). Compare your Teacher's Standards Audits, T3. Has the teacher met or not met the teaching standards? Complete T3 and both sign.

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

If the teacher has met the Teacher's Standards and teaching over time is good or better complete the Review Statement documentation, T4 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 Teaching 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 Teacher's Standards Audit Letter, T1; a copy the Teacher's Standards Self-audit (completed by you); your completed copy of the Teacher's Standards Shared Audit, T3; a copy of your Objectives document, T6; and a copy of your Mid-Review document, T7. If you have any evidence that shows that your teaching over time is good, bring that along too.

With your appraiser discuss your Mid-review document, T7. Discuss if Objectives (T6) have been met. Discuss if Teaching Standards have been met and if any evidence gathered by your appraiser shows that teaching over time is good or better. Compare your Teacher's Standards Audits, T3. Have you met or not met the Teacher's Standards? Complete T3 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 teachers' 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.

#### Appraiser

Before you have this meeting please ensure that your appraisee: has met with their Triad and agreed a focus, based on improving teaching practice (for objective 2, T6); agreed an Action Research Project with their year group (for objective 3, T6); and completed the Self-evaluation Interview Questions document, T5.

You should have made yourself familiar with your appraisee's T1, T2, T3, T4 and any assessment tracking data about their present class or groups of pupils they are working with.

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. Write down any relevant responses/discussion points.

Set 3 objectives together and agree them; they must be challenging, particularly if someone is going through threshold.

All teachers first objective must relate to how they are going to improve the rate of progress for underperforming pupils for reading, writing and maths. The second objective must relate to professional development as a result of work done in Triads/work about to be done in Triads/evidence from monitoring (related to the Teaching Standards and how teachers are going to demonstrate that teaching over time is good or better or better). The third objective must relate to the teacher's wider responsibilities or the contribution they will make to school life; this must be in the form of an Action Research Project (see Appendix II).

The Objectives documentation (T6) must be dated and signed with copies given to the teacher 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 met with your Triad and agreed a focus based on improving your teaching practice (for objective 2, T6); agreed an Action Research Project with your year group (for objective 3, T6); and completed the Self-evaluation Interview Questions document, T5.

Familiarise yourself with your T1, T2a, T3, T4 documentation and any assessment tracking data about your present class or groups of pupils you are working with.

Your appraiser will ask you coaching questions from T5. You may use your completed T5 as a guide to respond to the questions asked. You will agree 3 objectives together so that T6 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. The second objective must relate to your ongoing professional development, as a result of work done in Triads/work about to be done in Triads/evidence from monitoring (related to the Teaching Standards and how teachers are going to demonstrate that teaching over time is good or better or better). The third objective must relate to your wider responsibilities or the contribution you will make to school life; this must be in the form of an Action Research Project (see Appendix II).

Within five working days your appraiser should have provided you with a draft of T6 documentation. Within ten working days your appraiser should have provided you with a final copy of T6. This should have been signed and dated by the both of you.

## Appraisal for Teachers

### 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, T7 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 T7 to you within 10 working days. You should both sign and date the document.



## T1 – TEACHER’S STANDARDS AUDIT LETTER

<b>Name:</b>
<b>Appraiser:</b>

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?															

**Teacher'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.*

## T2a: TEACHER'S STANDARDS SELF-AUDIT

Teacher:	Signed:
Appraiser:	Signed:
Date:	Current Pay Point:

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

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



<b>Part 2 Personal and Professional Conduct</b> The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career	Secure Evidence	Further Development Needed
<p><b>2.1.</b> 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"> <li>1. Treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position</li> <li>2. Having regard to the need to safeguard pupils' well-being, in accordance with statutory provisions</li> <li>3. Showing tolerance of and respect for the rights of others</li> <li>4. Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs</li> <li>5. Ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law</li> </ol> <p><b>2.2</b> Teachers must have a proper and professional regard for the ethos, policies and practice of the school in which they teach, and maintain high standards in their own attendance and punctuality</p> <p><b>2.3</b> Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities</p>		

<b>Preamble</b>	Secure Evidence	Further Development Needed
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		

### T3: TEACHER'S STANDARDS/CAREER STAGE EXPECTATIONS SHARED AUDIT

Teacher:	Signed:
Appraiser:	Signed:
Date:	Current Pay Point:

Professional Area	Relevant Standards	M1 to M2	M3 to M4	M5 to M6	UPS1 to UPS2	UPS3	Career Stage Expectations  Exceed: + At: A Below: -
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	All teaching satisfactory; much good or better	All teaching good or better	All teaching good; some outstanding	All teaching good; some outstanding	All teaching good; much outstanding	
Professional Outcomes	1.1(2) 1.2(1,2,3) 1.5(1) 1.6 (3,4) Preamble	Most pupils achieve in line with school expectations	Almost all pupils achieve in line with school expectations	Almost all pupils achieve in line with school expectations; some exceed them	Almost all pupils achieve in line with school expectations; some exceed them	Almost all pupils achieve in line with school expectations; many exceed them	
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 with pupils, colleagues and parents	These relationships are securely focussed on improving provision for pupils	Professional relationships with pupils, colleagues and staff lead to excellent class provision	Plays a proactive role in building key stage or departmental teams to improve provision and outcomes	Plays a proactive role in building school-wide teams to improve provision and outcomes	
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	Able, with support, to identify key professional development needs and respond to advice and feedback	Takes a proactive role in accessing relevant support and professional development from colleagues	Fully competent practitioner able to keep up-to-date with changes and adapt practice accordingly	Plays a proactive role in leading the professional development of key stage or departmental colleagues	Plays a proactive role in leading the professional development of colleagues across the school	
Professional Conduct	1.1(3) 1.7(1) 1.8(1) 2.1(all) 2.2 2.3 Preamble	Meets all standards	Meets all standards	Meets all standards	Meets all standards	Meets all standards	

Please tick one box:

The teacher has met the Teacher's Standards

The teacher has not met the Teacher's Standards

## T4: REVIEW STATEMENT

Teacher:
Appraiser:
Date:

### **Objectives**

<p>Objective 1a (Pupil Progress - 1.1 &amp; 1.2) End of year expectation:</p> <p>Reading:</p> <p>Writing:</p> <p>Maths:</p>	<p>Objective 1b (Pupil Progress – 1.1 &amp; 1.2) Key marginal pupils:</p> <p>Reading:</p> <p>Writing:</p> <p>Maths:</p>
Met /Not Met:	
Evidence:	
Objective 2 (Professional Development Objective - 1.3, 1.4, 1.5, 1.6, 1.7, 2.1, 2.2 & 2.3)	
Met /Not Met:	
Evidence:	

Objective 3 (Wider Professional Responsibility Objective 1.8 or Leadership and Management Objective)
Met /Not Met:
Evidence:

**Audit Outcomes**

STANDARD	MET	NOT MET
1 Preamble		
2 Personal and Professional Conduct		

STANDARD	MEETS	BELOW	MEETS ASL	BELOW ASL
1.1 Set high expectations which inspire motivate and challenge pupils				
1.2 Promote good progress and outcomes by pupils				
1.3 Demonstrate good subject and curriculum knowledge				
1.4 Plan and teach well-structured lessons				
1.5 Adapt teaching to respond to the strengths and needs of all pupils				
1.6 Make accurate and productive use of assessment				
1.7 Manage behaviour effectively to secure a good and safe learning environment				
1.8 Fulfil wider professional responsibilities				

CSE - Career Stage Expectations as defined in school documentation  
 ASL - Aspirational Skill Level (for threshold applicants)

Recommendation on pay progression	From:	To
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Teachers Comments:
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Teacher signed:	Date:
Appraiser signed:	Date:

## T5: SELF- EVALUATION

Teacher:	Signed:
Appraiser:	Signed:
Date:	

Before the meeting, you need to have examined: The Teachers' Standards 2012; the schools' Career Stage Expectations; the Teaching and Learning Policy; the improvement plan; your most recent job description; records of your children's 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 Teachers' Standards as a guide)?
<p>7: What are the names of pupils who are underperforming in reading, writing and maths and are unlikely to hit their targets without personalised interventions?</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"> <li>• One must relate to pupil progress for reading writing and maths (end of year expectations and key marginal pupils – 1a and 1b)</li> <li>• One must relate to professional development, using the teachers' standards and any outcomes from your lesson/peer observations</li> <li>• One must relate to your area of responsibility/contribution made to school life/the development of key leadership skills</li> </ul>

**T6: OBJECTIVE 1**

Teacher:	Signed:
Appraiser:	Signed:
Date:	

<p>Objective 1a (Pupil Progress - 1.1 &amp; 1.2) End of year expectation:</p> <p>Reading:</p> <p>Writing:</p> <p>Maths:</p>	<p>Objective 1b (Pupil Progress – 1.1 &amp; 1.2) Key marginal pupils:</p> <p>Reading:</p> <p>Writing:</p> <p>Maths:</p>
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Agreed Action (teacher's responsibility)

Agreed Support (school's responsibility)

Impact Measures (including observation details)

## T6: OBJECTIVE 2

Teacher:	Signed:
Appraiser:	Signed:
Date:	

Objective 2 (Professional Development Objective - 1.3, 1.4, 1.5, 1.6, 1.7, 2.1, 2.2 & 2.3)

Agreed Action (teacher's responsibility)

Agreed Support (school's responsibility)

Impact Measures (including observation details)



## T6: OBJECTIVE 3

Teacher:	Signed:
Appraiser:	Signed:
Date:	

Objective 3 (Wider Professional Responsibility Objective - 1.8 or Leadership and Management Objective)

Agreed Action (teacher's responsibility)

Agreed Support (school's responsibility)

Impact Measures (including observation details)



## T7: MID-REVIEW

Teacher:	Signed:
Appraiser:	Signed:
Date:	

What was it that you wanted to improve?		
OBJECTIVE 1	OBJECTIVE 2	OBJECTIVE 3a/3b
What changes have you made so far?		
OBJECTIVE 1	OBJECTIVE 2	OBJECTIVE 3a/3b
What further actions will you take?		
OBJECTIVE 1	OBJECTIVE 2	OBJECTIVE 3a/3b
What further support will you need?		
OBJECTIVE 1	OBJECTIVE 2	OBJECTIVE 3a/3b
What evidence will demonstrate that you have been successful?		
OBJECTIVE 1	OBJECTIVE 2	OBJECTIVE 3a/3b
Has this objective been met/partially met/fully met?	Has this objective met been/partially met/fully met?	Has this objective been met/partially met/fully met?

***Is this person on track to meeting their objectives?      Yes/No***

## 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><b><u>Stage 1</u></b> 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><b><u>Stage 2</u></b> 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><b><u>Stage 3</u></b> 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><b><u>Stage 4</u></b> Decision</p>	<p>Practitioner notified of the outcome in writing</p>
<p><b><u>Stage 5</u></b> Appeal</p>	<p>Practitioner may follow normal school appeal procedures if dissatisfied</p>
<p><b><u>Stage 6</u></b> 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>

