



Priory School Appraisal Policy

Date: October 2019

Document summary

This policy sets out the framework for a clear and consistent assessment of the overall performance of teachers, including head teachers, and for supporting their development within the context of the school's plan for improving educational provision and performance and the standards expected of teachers.

This policy sits alongside the [Model Capability Procedure for Schools and Appendix 1 and 2 of this Policy](#).

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<p>Accessibility help</p> <p>Zoom in or out by holding down CTRL and turning the mouse wheel.</p> <p>CTRL and click on the table of contents to navigate.</p> <p>Press CTRL and Home key to return to the top of the document</p> <p>Press Alt-left arrow to return to your previous location.</p> <p><i>Text in italics</i> does not form part of the policy itself, but acts as additional advice for schools</p>	

Priory School Appraisal Policy

Introduction

1.1. The appraisal arrangements come into force with effect from 1 September 2012. They are set out in the Education (School Teachers' Appraisal) (England) Regulations 2012 (the Appraisal Regulations) which replace the Education (School Teacher Performance Management) (England) Regulations 2006 (the 2006 Regulations).

1.2. Appraisal Regulations set out the principles that apply to teachers in all maintained schools and unattached teachers employed by a local authority, in each case where they are employed for one term or more. They retain the key elements of the 2006 Regulations but allow schools more freedom to design arrangements to suit their own individual circumstances. They provide the minimum national framework within which schools should operate and say nothing, or very little, on many subjects on which the 2006 Regulations made detailed provision. If they wish, schools may include in their own policies details that are no longer covered by the Appraisal Regulations.

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 and a policy, covering all staff, which deals with lack of capability. The ESCC model policy is based on the DfE model policy which applies only to teachers (including Headteachers), however the ESCC model policy sits alongside policies that are in place for support staff and schools may wish to insert the details of the school's own appraisal or performance management scheme for support staff (i.e. Performance Management Policy (Support Staff)). The policy has been written in the context of schools, but the same principles apply to unattached teachers.

1.5. It is good practice for schools to consult staff/union representatives on their appraisal and capability policies. Trade unions have taken part in the consultation process and have contributed to both the model appraisal and the model capability policies.

1.6. This model policy reflects the 2012 Appraisal Regulations and replaces the Model Performance Management Policy & Classroom Observation Protocol which was introduced to support the 2006 Regulations. This version of the model policy has been updated in 2015 to reflect recent changes to teachers' pay as set out in the STPCD.

1.7. *Text in italics* does not form part of the policy itself, but acts as additional advice for schools.

1.8. This policy should be read in conjunction with the separate Model Capability Policy and Procedure which sets out the procedure to be followed where there are serious concerns about a member of staff's performance that the appraisal process has been unable to address.

2. Appraisal Policy

The Governing Body of Priory School adopted this policy on **February 2020** It will review it in 2 years.

3. Application of the Policy

3.1. 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 [Capability Procedure](#).

3.2. A separate [Appraisal Policy](#) for support staff has been developed, and can be found on the school intranet

4. Appraisal

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

4.2. As part of their professional commitment, **all teachers at Priory School are responsible for their own professional development**. They should have the aim of improving teaching and aspire to excellence. Appraisal is an important part of the process. All teachers should take responsibility for ensuring its effectiveness and successful outcome.

5. The appraisal period

5.1. The appraisal period will run for twelve months from *September 2019 to September 2020 and then September 2020 to September 2021*.

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

5.3. *There is flexibility to have a longer or shorter appraisal period when teachers begin or end employment with a school or local authority or when unattached teachers change post within the same authority.*

5.4. *For the purposes of accessing the upper pay range and for progression on the upper pay range you should refer to the School Teachers Pay & Conditions Document (STPCD) and the Priory School Pay Policy.*

6. Appointing Appraisers

6.1. The headteacher will be appraised by the Governing Body, supported by a suitably skilled and/or experienced external adviser who has been appointed by the Governing Body for that purpose.

6.2. In this school the task of appraising the headteacher, including the setting of objectives, will be delegated to a sub-group consisting of three members of the Governing Body.

6.3. The headteacher will decide who will appraise other teachers. At Priory the pay progression decisions are made by the Headteacher so the quality of appraisal evidence is crucial.

7. Setting Objectives

7.1. Headteacher objectives will be set by the Governing Body after consultation with the external adviser.

7.2. Objectives for each teacher will be set before, or as soon as practicable after, the start of each appraisal period. The objectives set for each teacher, will be Specific, Measurable, Achievable, Realistic and Time-bound (SMART) and will be appropriate to the teacher's role and level of experience (not normally more than 3 for classroom teachers). In setting objectives, the appraiser will consider what can reasonably be expected in the context of roles, responsibilities and experience and consistent with the school's strategy for achieving a work/life balance for all staff. The appraiser will take into account the effects of an individual's disability when setting objectives. At Priory all teachers will have objectives determined by their career stage and progression aspirations (see Appendix 3). The appraiser and teacher will seek to agree the objectives but, if that is not possible, the appraiser will determine the objectives. Objectives may be revised if circumstances change.

7.3. 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 the school. This will be ensured by a quality assurance process where the Headteacher and Deputy Headteacher assess and review each objective (where an objective is felt to require improvement a comment will be provided). If a teacher's line manager(s) is not his/her assessor, the line manager can see the teacher's objectives.).

7.4. 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. *With the exception of those who are qualified teachers by virtue of holding and maintaining Qualified Teacher Learning and Skills (QTLS) status, the appraisal process for all teachers should be informed by the set of standards contained in the document called "Teachers' Standards" published in July 2011; The head teacher or governing body (as appropriate) will need to consider whether certain teachers should also be assessed against other sets of standards published by the Secretary of State that are relevant to them.*

7.5. *For teachers who are qualified teachers by virtue of holding QTLS status, it is for the governing body or head teacher to decide which standards are most appropriate. Such teachers may be assessed against the Teachers' Standards, the Priory Career Stage descriptors, against any other sets of standards issued by the Secretary of State, against any other professional standards relevant to their performance or any combination of those three. Some schools may already be using effective in-house CPD programmes to develop improved practice.*

8. Reviewing Performance: Observation

8.1. This school believes that observation of classroom practice and other responsibilities 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. At Priory, the majority of classroom-based evidence will be gathered via classroom 'Drop Ins'. All observation/drop ins will be carried out in a supportive fashion. In this regard, school teachers' performance will be regularly observed but the amount and type of classroom observation will depend on the individual circumstances of the teacher and the overall needs of the school classroom observation will be carried out by those with QTS. In addition to Drop Ins the school will use a range of other evidence (e.g. Book scrutiny, data tracking, student surveys and impact of CPD) to inform the final appraisal outcomes.

8.2. In addition to formal observation, head teachers or other leaders with responsibility for teaching standards may also visit classrooms informally in order to evaluate the standards of teaching and to check that high standards of professional performance are established and maintained. The length and frequency of

Drop Ins, visits and observations will vary depending on specific circumstances (see [Appendix 2 - Model Classroom Observation Protocol](#)).

8.3. Teachers (including the headteacher) who have responsibilities outside the classroom should also expect to have their performance of those responsibilities observed and assessed.

9. Development and Support

9.1. Appraisal is a supportive process, which will be used to inform continuing professional development. The school wishes to encourage a culture in which **all teachers take responsibility for improving their teaching through appropriate professional development**. Professional development will be linked to school improvement priorities and to the ongoing professional development needs and priorities of individual teachers.

10. Feedback

10.1. Teachers will receive constructive feedback on their performance throughout the year and as soon as practicable after drop in/observation has taken place or other evidence has come to light. Feedback will acknowledge good and outstanding performance and highlight particular areas of strength (www) as well as any areas that need attention (ebi).

10.2. If at any point during the usual appraisal cycle concerns arise about any aspect of a teacher's performance, the appraiser will invite the teacher to meet with the teacher formally to:

- give clear feedback to the teacher about the nature and seriousness of the concerns;
- give the teacher the opportunity to comment and discuss the concerns;
- agree any support (e.g. coaching, mentoring, structured observations), that will be provided to help address those specific concerns;
- make clear how, and by when, the appraiser will review progress (it may be appropriate to revise objectives, and it will be necessary to allow sufficient time for improvement, which will not usually be less than 6 weeks, although this period may be shorter if there are serious concerns);
- explain the implications and process if no, or insufficient improvement is made.

10.3. A written summary of the meeting should be sent to the teacher following the meeting covering all the above points.

10.4. The school should consider contacting the HR advisor for advice when a teacher's performance is of cause for concern. Where concern is being raised in accordance with paragraph 10.2 above in relation to a staff member who is a trade union representative, it is advisable to consult with the HR advisor to raise the matter with a senior trade union representative or full-time official.

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

11. Transition to the capability procedure

11.1. If the appraiser is not satisfied with the progress in the focused support period agreed, the teacher will be notified in writing, that the appraisal system will no longer apply and that their performance will be managed under the [Capability Procedure](#). The teacher will then be invited to a formal capability meeting.

12. Annual Assessment

12.1. Each teacher's performance will be formally assessed in respect of each appraisal period. In assessing the performance of the headteacher, the Governing Body must consult the external adviser.

12.2. 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 as specified in the Priory School calendar

12.3. 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. In this school, teachers will receive their written appraisal reports by 31 October (31 December for the headteacher). The appraisal report will include:

- details of the teacher's objectives for the appraisal period in question;
- an assessment of the teacher's performance of their role and responsibilities against their objectives and the relevant standards;
- an assessment of the teacher's professional development needs and identification of any action that should be taken to address them; a written letter from the Headteacher when pay progression is not recommended.

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

13. Pay progression linked to performance

13.1 The governing body must consider annually whether or not to increase the salary of teachers who have completed a year of employment since the previous annual pay determination and, if so, to what salary within the relevant pay ranges.

13.2 The decision, whether or not to award pay progression, must be related to a teacher's performance. A pay recommendation must be made in writing after the teacher's annual appraisal report (this can be on the appraisal form). Continued good performance, as defined by the school pay policy, should give a main scale/upper pay scale or an unqualified teacher an expectation of progression to the top of their respective pay ranges. A decision may be made not to award pay progression, whether or not the teacher is subject to capability proceedings, however, teachers must be informed in writing about concerns regarding their standards of performance in the course of the annual appraisal cycle which have not been sufficiently addressed.

13.3 The relevant body must set out clearly in the school's pay policy how pay progression will be determined. The head teacher will be responsible for ensuring that appropriate arrangements are put in place to support the links between performance and pay and that the rates of pay progression are affordable and comply with prevailing legislation (e.g. Equal Pay).

13.4 Where teachers are eligible for pay progression, the recommendation made by the Headteacher will be based on an assessment of performance against agreed performance objectives and the evidence of performance at the respective career stage (see Priory School Teacher Standards). The decision made by the relevant decision-making body will be based on the statutory criteria and guidance set out in the STPCD and the relevant teacher standards.

13.5 To move up the main pay range, one point at a time, teachers will need to have made good progress towards achieving their objectives and have demonstrated that they are fully competent in all elements of the Teachers' Standards and areas identified on their Appraisal Form.

13.6 If the overall appraisal evidence shows that a teacher has demonstrated exceptional performance, the governing body will consider awarding enhanced pay progression. The quality of teaching should be 'outstanding' sustained over an extended period (normally for at least two years)

13.7 Teachers will work with their appraisers to ensure that there is sufficient evidence to support pay recommendations. Teachers will also update their appraisal document (see appendix 4) throughout the appraisal period.

14. Support Staff

13.1 Priory School will provide support staff with an annual appraisal review which assesses performance in line with the Job Description.

Appendix 1 Joint Statement of Principles on Teacher Appraisal and Capability

- This statement is produced by the ASCL, ATL, NAHT and NUT
- Appraisal is a thorough yet supportive and developmental process which assists teachers in improving their performance by concentrating on key objectives and must include open and honest discussions between the appraiser and the appraisee;
- The above unions believe that schools should have separate appraisal and capability policies in order to facilitate the discussions needed to ensure the effectiveness of the appraisal process in managing performance. Capability procedures would not normally commence until it is clear that it is necessary, following on from the appraisal process;
- Objectives should be set following consultation with teachers and should be clearly defined, with appraisers and appraisees clear what success will look like and how progress will be measured;
- Observation for appraisal should be planned, with sufficient notice given and a clear focus linked to agreed objectives;
- Feedback should be given swiftly after any observation;
- Observation should be kept to the minimum needed to determine that objectives are met and in accordance with local agreements;
- Implication of insufficient progress should be clearly explained to the teacher;
- Where concerns are raised the teacher will receive appropriate support as part of the appraisal process. The support to be offered will be agreed in advance and may include classroom observation alongside other support for example additional training and visits to other classes. The length of any period of support will be subject to locally agreed protocols;
- If after the period of support sufficient progress has not been made, then the school may consider moving to capability. A clear distinction must be made when the teacher moves from the supportive appraisal process to capability;
- The DfE capability model should not be used for capability concerns arising as a result of ill-health (schools must have a separate policy for this);
- Care will be taken to ensure that appraisal and capability procedures are used in such a way as to avoid discrimination, with monitoring for equality purposes.

Appendix 2 Model Classroom Observation Protocol

- 1.1. The Governing Body of Priory School is committed to ensuring that classroom observation is developmental and supportive and that those involved in the process will:
 - give clear feedback to the teacher about the nature and seriousness of any concerns;
 - give the teacher the opportunity to comment and discuss concerns identified;
 - agree any support (e.g. coaching, mentoring, structured observations), that will be provided to help address those specific concerns;
 - make clear how, and by when, the appraiser will review progress (*it may be appropriate to revise objectives, and it will be necessary to allow sufficient time for improvement, although the actual time will depend on the individual circumstances. The amount of time is up to the school but should reflect the seriousness of the concerns*);
 - explain the implications and process if no, or insufficient improvement is made.
- 1.2. Although the national limit of 3 hours of classroom observation during an annual performance review cycle has been removed from 1 September 2012, the Governing Body is committed to ensuring that the amount of observation (and time between observations irrespective of their purpose) for each teacher should be appropriate and reasonable.
- 1.3. At Priory School Classroom Observation is that which exceeds 20 minutes. The school operates a system of regular drop ins and these would not normally exceed 9 per year for the subject based teaching. The post holders will also drop into to other activities (e.g. tutor time) to support the gathering of evidence to support the performance of teachers with regard to teacher standards (and areas identified on the appraisal document). Where concerns emerge about a teacher's performance during the annual cycle, additional classroom observations may be arranged.
- 1.4. In keeping with the Governing Body's commitment that classroom observation should be both supportive and developmental. Those being observed will be notified at least 5 working days in advance of the time and date of the observation. Every effort will be made for an observation to be made at the agreed time.
- 1.5. Classroom observations of teachers will only be undertaken by persons with QTS who have had adequate preparation and the appropriate professional skills to undertake observation and to provide constructive oral and written feedback and support.
- 1.6. Oral 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.
- 1.7. Written feedback will normally 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.

1.8. The written record of feedback also includes 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.

2. For ongoing monitoring purposes

2.1. A headteacher has a duty to evaluate the standards of teaching and learning and to ensure that proper standards of professional performance are established and maintained throughout the school. Headteachers have a right to drop in to classrooms to inform their monitoring of the quality of learning throughout the school.

2.2. At Priory School learning walks and other short visits such as drop ins take place in order to collect evidence about teaching and learning, evidence of progress and areas for school staff development. In this school. As this is a large school, drop ins will be undertaken by the headteacher and SLT as well as Curriculum and Subject Leaders. While information gathered during the appraisal process may be used, as appropriate for a variety of purposes including informing school self evaluation and school improvement strategies, the headteacher may determine that it is necessary to collect such evidence as their professional judgment dictates and this may include additional classroom observations.

2.3. Monitoring may take a form that is not accurately described as lesson observation, which is usually of teaching and learning. Instead for example, it may have a focus on the standards of attainment by the children, the impact of programmes of study on learning or pupil behaviour. The monitoring might, for example, involve work scrutiny, analysis of assessment results or an examination of lesson planning records. It may also be 'light touch' and relatively informal.

2.4. Reasonable notice will be given of additional observations but depending on the particular circumstances, it may not be practicable to provide advance notice of the monitoring activities that are carried out for purposes other than appraisal.

2.5. The number and duration of monitoring activities will be for the headteacher to determine as appropriate.

The setting of objectives

The setting of objectives is crucial to a meaningful appraisal. It is therefore important that the appraiser should ensure teachers understand what the objectives involve, that the teacher is in a position to achieve them, knows what they need to do to achieve them including identifying any support required, and when and how they will be reviewed and measured.

- Objectives should be written clearly and concisely and be measurable.
- Objectives should focus on issues or matters over which you have direct influence/control and take into account the wider socio-economic, cultural and other external influences on pupils.
- Objectives should relate to the objectives in the school's strategic plan (sometimes identified as the school development or improvement plan) and any department or team plans as well as to your own professional needs and career aspirations.

There are a minimum of three objectives that must be set for teaching staff. The first objective must focus on whole class/year student outcomes, the second should focus on a particular group of students vulnerable to underachievement and the final one should relate directly to the School Development Plan.

Objectives that reflect career stage

For the first objective the focus should be on a class or classes for which there is some external validation e.g. a set of GCSE results, where possible. Where more than one Y 11 GCSE group is taught **all** groups should be included in the objective

The objective should start with the understanding of 'expected outcome' using the data supplied on the tracking sheet as the key data for assessment against the objective.

The following table outlines the minimum objective for each career stage when assessing a whole class/group outcome:

MPS 2-3	MPS 4-5	MPS 6	UPS1	UPS 2-3	UPS 4-5
The class (es) average score no less than 5% under the expected outcome by the end of the academic year	The class (es) average score is no less than 2% below expected outcome by the end of the academic year	The class (es) average score is at or above the expected outcome by the end of the academic year	The class (es) average score above the expected outcome by at least 5% by the end of the academic year	The class (es) average score above the expected outcome by at least 5 - 10% by the end of the academic year	The class (es) average score above the expected outcome by at least 10% by the end of the academic year

For example a Year 11 class of 10 students:

	Expected Score	Actual Score
Student A	5	5
Student B	6	5
Student C	7	6
Student D	5	5
Student E	5	6
Student F	6	6
Student G	6	6
Student H	7	7
Student I	7	6
Student J	8	7
Total	62	59

As the expected total score is 62 then the following would be the objectives for each career stage

MPS 2-3	MPS 4-5	MPS 6	UPS1	UPS 2-3	UPS 4-5
The class (es) average score no less than 59 by the end of the academic year	The class (es) average score is no less than 61	The class (es) average score should be at least 62	The class (es) average score should be at least 65	The class (es) average score should exceed 65	The class (es) average score t least 68.

For objective 2 the focus should be on a specific group vulnerable to underachievement such as SEN, Low Prior Attainment or PPG and look at the gap between that group and ‘others’ in the class(es):

MPS 2-3	MPS 4-5	MPS 6	UPS1	UPS 2-3	UPS 4-5
The class (es) average for the vulnerable group should be no less than 5% under	The class (es) average for the vulnerable group should be no less than 2% under	The class (es) average for the vulnerable group should be at least the expected	The class (es) average for the vulnerable group should be at least 5%% above	The class (es) average score for the vulnerable group should be at 5 -10 %	The class (es) average for the vulnerable group should be at least 10% above

the expected outcome by the end of the academic year	the expected outcome by the end of the academic year	outcome by the end of the academic year	the expected outcome by the end of the academic year	above the expected outcome by the end of the academic year	the expected outcome by the end of the academic year
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For example a Year 11 class of 10 students:

	PP	Expected Score	Actual Score
Student A		5	5
Student B		6	5
Student C		7	6
Student D	x	5	5
Student E	x	5	6
Student F		6	6
Student G	x	6	6
Student H		7	7
Student I		7	6
Student J		8	7
Total		62	59

As the expected total score for the PP students is 16 then the following would be the objectives for each career stage

MPS 2-3	MPS 4-5	MPS 6	UPS1	UPS 2-3	UPS 4-5
The class (es) average score no less than 15 by the end of the academic year	The class (es) average score is no less than 16	The class (es) average score should be at least 16	The class (es) average score should be at least 17	The class (es) average score should exceed 17-18	The class (es) average score at least 18.

To ensure the objective is robust a significant number should be included which means that the objective can be set across a range of classes e.g. a teacher might set all Year 9 classes where they teach 3 Year 9 classes.

Objective 3 should focus on an aspect of the SDP (and should enhance career development).

TEACHING STAFF APPRAISAL DOCUMENT 2019/20

Appraisee and job title:	Current pay grade/leadership scale point:
Appraiser and job title:	Is the appraisee applying for UPS? Which Grade?

Performance Grade	Fully met/meeting standards expected of current pay grade	Partially met/meeting standards expected of current pay grade	Not yet met standards expected of current pay grade

Source	Commentary	Appraisee Grade	Appraiser grade
Appraisal Objectives <ul style="list-style-type: none"> • Suitably challenging to match pay level • Impact on learning and teaching • Progress toward meeting objectives 	Objective 1 (Student Progress) = Milestones: Interim review 1 Interim review 2 Final review		
	Objective 2 (Progress of specific group) = Milestones:		

	Interim review 1		
	Interim review 2		
	Final review		
	<u>Objective 3 (Focused on an element of the SDP) =</u>		
	Milestones:		
	Interim review 1		
	Interim review 2		
	Final review		
<u>Lesson Drop-ins</u>	<u>Term 1</u> WWW: EBI: How have you responded to the EBI's:		
<ul style="list-style-type: none"> • Student Voice • Engagement • Progress • Challenge • Questioning • Assessment • Feedback + response 	<u>Term 3</u> WWW:		

	<p>EBI:</p> <p>How have you responded to the EBI's:</p>		
	<p><u>Term 5</u></p> <p>WWW:</p> <p>EBI:</p> <p>How have you responded to the EBI's:</p>		
<p><u>Work Scrutiny</u></p> <ul style="list-style-type: none"> • Feedback is analytical • Feedback has impact • Feedback is consistent • Literacy is addressed • Presentation 	<p><u>Term 2</u></p> <p>WWW:</p> <p>EBI:</p> <p>How have you responded to the EBI's:</p>		

	<p><u>Term 4</u></p> <p>WWW:</p> <p>EBI:</p> <p>How have you responded to the EBI's:</p>		
	<p><u>Term 6</u></p> <p>WWW:</p> <p>EBI:</p> <p>How have you responded to the EBI's:</p>		
<p><u>KS3 class data</u></p> <ul style="list-style-type: none"> • Progress compared to flight path • Progress of PPI students • Progress of SEN students • Progress of Low prior ability 	<p><u>Interim 1</u></p>		
	<p><u>Interim 2</u></p>		
	<p><u>Final review</u></p>		

<p><u>Pastoral Drop-ins</u></p> <ul style="list-style-type: none"> • Quality of pastoral provision • Teaching of the tutor programme 	<p><u>Term 2</u></p> <p>WWW:</p> <p>EBI:</p> <p>How have you responded to the EBI's:</p>		
	<p><u>Term 4</u></p> <p>WWW:</p> <p>EBI:</p> <p>How have you responded to the EBI's:</p>		
	<p><u>Term 6</u></p> <p>WWW:</p> <p>EBI:</p> <p>How have you responded to the EBI's:</p>		
<p><u>CPD impact</u></p> <ul style="list-style-type: none"> • Linked to SDP & appraisal Objectives • Impact on progress of students' clear • Wednesday 	<p><u>Interim 1</u></p>		
	<p><u>Interim 2</u></p>		

session and online modules	<u>Final review</u>		
Wider school contribution • Extra – curricular • Leading activities in activities week • Trips	<u>Interim 1</u>		
	<u>Interim 2</u>		
	<u>Final review</u>		
Teacher Standards Part 2 • Professionalism	<u>Interim 1</u>	PASS or FAIL only	PASS or FAIL only
	<u>Interim 2</u>	PASS or FAIL only	PASS or FAIL only
	<u>Final review</u>	PASS or FAIL only	PASS or FAIL only

Health and Safety online training: 4 modules to be completed each year	
Health and Safety training certificates seen	Yes/No
Modules completed (with dates)	1. 2. 3. 4.

Safeguarding Training (Online training to be completed in the first week of employment)	
On-line Training Certificates returned to the Personnel Officer for :- Safeguarding Children	Yes/No

Child Sexual Abuse – Introduction to Child Sexual Exploitation Prevent	
To have read the documents below and returned completed confirmation slip to the Personnel Officer. Part 1 of the DfE Keeping Children Safe In Education and the Preventing Extremism policy	Yes/No

Summary

<u>Appraiser summary interim 1</u> WWW: EBI:
<u>Appraiser summary interim 2</u> WWW: EBI:
<u>Appraiser summary final review</u> WWW: EBI:

Appraisee signature.....

Appraiser signature.....

Appendix 5

Priory School Career Stage descriptors

Professional Area	Relevant Standard	M1	M2	M4	M6	UPS 1	UPS 5
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	Most teaching at least good; areas for improvement are addressed with support. Lessons engage most students and most students demonstrate secure subject knowledge. There is clear evidence of assessment (and marking) Has shadowed a tutor/been a support tutor	Most teaching at least good; areas for improvement are addressed promptly with a combination of support and own initiative. Lessons engage most students and most students demonstrate secure subject knowledge. There is evidence of the development of the teaching of literacy and numeracy There is clear evidence of	Most teaching at least good with some outstanding; areas for improvement are addressed promptly mostly be using own initiative.. Lessons engage the majority of students and most students demonstrate secure subject knowledge. There is evidence of regular teaching of literacy and numeracy There is clear evidence of assessment (and marking) which allow	Most teaching at least good with outstanding features; some teaching is outstanding areas for improvement are addressed promptly Lessons engage and challenge nearly all of the students and the vast majority demonstrate strong subject knowledge. The teaching of literacy and numeracy is developed in lessons/series of lessons Assessment (and	Most teaching is tending towards outstanding; areas for improvement are addressed promptly Lessons engage and challenge nearly all students; with the vast majority demonstrating detailed subject knowledge, independent learning and resilience. The specific teaching of literacy and numeracy is embedded in lessons/series of lessons	Nearly all teaching is outstanding; areas for improvement are addressed promptly Lessons engage and challenge all students; with all demonstrating detailed subject knowledge, independent learning and resilience. The specific teaching of literacy and numeracy is embedded in all aspects of teaching including homework Assessment (and

			<p>assessment (and marking) which informs planning and progression.</p> <p>Is an effective tutor following the tutor programme and ensuring most students achieve the LO</p>	<p>most students to reflect on progress, identify needs and responsibility for own learning.</p> <p>Planning is informed by prior attainment and demonstrates some differentiation.</p> <p>Is an effective tutor following the tutor programme and ensuring all students achieve the LO</p>	<p>marking) is effective in allowing nearly all students to reflect on progress, identify needs and responsibility for own learning.</p> <p>Careful planning is informed by prior attainment and demonstrates a range of differentiation which meets the needs of the majority.</p> <p>Is an effective tutor helping to develop and deliver the tutor programme and ensuring all students achieve the LO</p>	<p>Assessment (and marking) is effective in allowing all students to reflect on progress, identify their needs and take responsibility for their own learning.</p> <p>Detailed planning is informed by a range of relevant information and demonstrates a range of differentiation which meets the needs of all students.</p> <p>Practice is shared and promotes/enhances the effectiveness of other teachers within the subject area</p> <p>Is an effective tutor helping to develop and deliver the tutor programme and ensuring all students achieve the LO.</p>	<p>marking) is highly effective and allows all students to reflect on progress; identify needs and take responsibility for own learning and supporting others.</p> <p>Meticulous planning is informed by a range of relevant information and demonstrates a range of differentiation which meets the needs of all students.</p> <p>Practice is shared and promotes/enhances the effectiveness of other teachers across the school.</p> <p>Exemplar materials are produced and shared.</p> <p>Is a highly effective tutor helping to develop and deliver</p>
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						Contributes to whole school events such as assemblies.	the tutor programme and ensuring all students are engaged and achieve the LO. Lead on some whole school events such as assemblies.
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Professional Area	Relevant Standard	M1	M2	M4	M6	UPS 1	UPS5
Professional Outcomes	1.1 (2) 1.2 (1, 2,3); 1.5 (1) 1.6 (3,4) Preamble	Most students achieve in line with school expectations Underachievement is recognised and addressed intervention agreed with line manager	The majority of students achieve in line with school expectations Underachievement is recognised and addressed with some intervention.	Almost all students achieve in line with school expectations and a small number exceed them Underachievement is recognised and addressed with a range of interventions.	Almost all students achieve in line with school expectations and some exceed them with vulnerable groups performing well Underachievement is recognised and addressed with a range of interventions showing clear impact (clear tracking of impact of strategies) Impact of strategies is evaluated	Almost all students achieve in line with school expectations and some exceed them with vulnerable groups performing well Underachievement is recognised and addressed with a range of appropriate and well planned interventions which analysis shows to have had a positive impact	Almost all students achieve in line with school expectations and some exceed them with vulnerable groups performing exceptionally well Underachievement is recognised and addressed with a range of appropriate and well planned interventions which analysis shows to have had a positive

						<p>There is evidence that support provided to other staff has impacted positively on progress.</p> <p>Impact of strategies is recorded, tracked and evaluated.</p> <p>Provides support to curriculum area/whole school SEF with respect to impact evaluation</p>	<p>impact</p> <p>There is evidence that support provided to other staff has been monitored and impacted positively on progress.</p> <p>Impact of strategies is recorded, tracked and evaluated. Leads some aspects of curriculum area/whole school SEF with respect to impact evaluation</p>
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Professional Area	Relevant Standard	M1	M2	M4	M6	UPS 1	UPS5
Professional	1.1 (1)	Positive working relationships are	Positive working relationships are	Positive working relationships are	Positive working relationships are	Effective working relationships are	Highly effective working

<p>Relationships</p>	<p>1.6 (4) 1.7 (4) 1.8 (2,3,5)\0 2.1 (1,3,4) Preamble</p>	<p>being developed with colleagues, students and parents</p> <p>School policies are researched and followed with support and guidance.</p> <p>Regularly on break/lunch duty and arrange s own cover when absence known</p>	<p>being developed with colleagues, students and parents.</p> <p>School policies are followed effectively.</p> <p>Regularly on break/lunch duty and arranges own cover when absence known</p>	<p>established with colleagues, students and parents.</p> <p>Communication is clear and focussed on improving learning/access to learning.</p> <p>Opportunities are taken to address underperformance by working in partnership with parents.</p> <p>There is evidence of participation in a range of provision (enrichment and extracurricular) which fosters the building of positive relationships</p> <p>School policies are followed and supported.</p> <p>Regularly and promptly on break/lunch duty, is</p>	<p>established with colleagues, students, parents and other stakeholders</p> <p>Communication is clear and focussed on improving learning/access to learning and demonstrates positive impact</p> <p>Opportunities are taken to address underperformance by working in partnership with parents.</p> <p>A lead is taken in developing some provision (enrichment and extracurricular) which fosters the building of positive relationships</p> <p>School policies are followed and supported</p>	<p>established with colleagues, students, parents and other stakeholders</p> <p>Communication is clear and focussed on improving learning/access to learning and demonstrates positive impact</p> <p>Opportunities are taken to support others in the curriculum area to address underperformance by working in partnership with parents.</p> <p>A lead is taken in developing a range of provision (enrichment and extracurricular) which fosters the building of positive</p>	<p>relationships are established with colleagues, students and parent. and other stakeholders</p> <p>Communication is clear and focussed on improving learning/access to learning and demonstrates positive impact</p> <p>Opportunities are taken to support others within and beyond the curriculum area to address underperformance by working in partnership with parents and agencies.</p> <p>A lead is taken in developing a wide range of provision (enrichment and</p>
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				<p>proactive in supporting student health and safety and arranges own cover when absence known</p>	<p>Regularly and promptly on break/lunch duty, is proactive in supporting student health and safety, following up issues as per school policy and arranges appropriate cover lessons when absence known</p>	<p>relationships. The teacher is proactive in developing curriculum area initiatives and supporting/advising others in their implementation</p> <p>Regularly and promptly on break/lunch duty, is proactive in supporting student health and safety, following up issues as per school policy. Is a strong a role model to less experienced staff, supporting non-teaching staff and provides high quality cover when absent support with the arranging of cover</p>	<p>extracurricular) which fosters the building of positive relationships. The teacher is proactive in leading curriculum area initiatives and supporting and guiding others in their implementation An excellent role model across the school who plays an active role in leading staff professional development to ensure that the education of students is of first concern, including improving and guiding colleagues Regularly and promptly on break/lunch duty, is</p>
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						for others	proactive in supporting student health and safety, following up issues as per school policy. Is an outstanding role model to less experienced staff, supporting non-teaching staff and takes the lead with arranging cover for others . Provides outstanding cover lessons for self when absence known.
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Professional Area	Relevant Standard	M1	M2	M4	M6	UPS 1	UPS5
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)	Attend Induction sessions and professional tutor sessions. Follow agreed plan for CPD	Able, with support, to identify key professional development needs and respond to advice and feedback	Able to self-assess own professional practice and respond to advice and feedback Takes a proactive role in accessing relevant	Fully competent practitioner able to keep up-to-date with changes and adapt practice accordingly Able to identify areas for development in	Plays a supportive role in leading the professional development of key stage or departmental colleagues including	Plays a proactive role in leading the professional development of colleagues across the school including the sharing good

	<p>2.1 (2)</p> <p>2.3</p> <p>Preamble</p>			<p>support and professional development from colleagues.</p> <p>Supports the development of those new to teaching (ITT/NQT)</p>	<p>sharing good practice with CA</p> <p>Plays lead role in the development of those new to teaching (ITT/NQT)</p>	<p>sharing good practice within department and wider school community.</p> <p>Is a coach and/or mentor to others (including experienced/established staff) within the subject area</p>	<p>practice across whole school/ community showing signs of leadership.</p> <p>As a coach and/or mentor to others (including experienced/established staff) within and beyond subject area and can demonstrate positive impact..</p> <p>An outstanding role model who is developing leadership of staff CPD within a department in the areas of</p> <ul style="list-style-type: none"> • teaching practice • subject knowledge • role in curriculum development and design • inclusion • assessment
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							• pastoral care
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Professional Area	Relevant Standard	M1	M2	M4	M6	UPS 1	UPS5
Professional Standards	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	Meets all standards

