



**Federation of
Westminster Special Schools
& Bi-Borough Inclusion Service**

Performance Appraisal Policy for Teachers and Non-Teaching Staff

Reviewed by _____:

Ratified by Governing Board:

Next review: May 2023

INTRODUCTION

'The single most important factor in ensuring a good education for every child is that they have a good teacher.' *Consultation on changes to PM arrangements, May 2011*

Performance management recognises and values teachers' strengths and supports them in developing their expertise so that they can be even more effective. As such, it is at the very heart of school improvement. All teachers need regular feedback on their professional practice and some will, at times, need support to develop areas of weakness.

The commitment of support staff to the work of our schools is a key factor in achieving success. They are increasingly expected to take on wider and deeper roles both in support of teaching and learning and in many other aspects of the school's work. To help them perform these roles effectively, and to recognize their achievements, they too need a rigorous and constructive annual appraisal process linked to individual development planning.

This policy and its accompanying procedures seek to ensure that all members of school staff feel the annual appraisal made of them is fair and consistent and that they are properly supported in their professional development. It complies fully with new statutory regulations for teacher appraisal whilst offering schools flexibility to tailor the policy and procedures to meet their differing individual needs.

FURTHER GUIDANCE & TRAINING

The national model teacher appraisal and capability policy acknowledges that the 2012 Appraisal Regulations "allow schools more freedom to design arrangements to suit their own individual circumstances". The Federations policy therefore aims to provide a fair and consistent overall framework within which the schools and outreach and training team can operate.

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PART A: POLICY FOR APPRAISING TEACHER PERFORMANCE

In formulating its policy, the Governing Board has taken account of the principles set out in the Introduction to the national model policy and retained all text in bold from the main Board of the model policy itself.

**The Governing Board of the Federation of Westminster Special Schools, Outreach and Training adopted this policy on 1 October 2015.
It will review it *every year* or earlier as necessary.**

1. PURPOSE

This policy sets out the framework for a clear and consistent assessment of the overall performance of both support staff and teachers, including the Executive Headteacher, and for supporting their development within the context of the relevant school's plan for improving educational provision and performance, and the standards expected of teachers. It also sets out the arrangements that will apply when teachers fall below the levels of competence that are expected of them.

2. APPLICATION OF THE POLICY

The policy covers appraisal, applies to the Executive 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. newly qualified teachers (NQTs) and those who are subject to the school's capability policy.

Throughout this policy, unless indicated otherwise, all references to 'teacher' include the Executive Headteacher, Headteacher and the Training & Outreach Manager.

The principles of this policy also apply to all members of support staff employed by the school, with the exceptions indicated in 2.1. Details of the appraisal process as it applies to support staff are to be found in a separate policy, Part B of this publication.

3. TEACHER APPRAISAL

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.

3.1 The appraisal period

The appraisal period will run for twelve months from 1 September to 31 August.

The audit of an individual teacher's skills against the Teachers' Standards will be updated in each appraisal period.

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.

3.2 Appointment of appraisers

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

In this Federation the task of appraising the Executive Headteacher, including the setting of objectives, will be delegated to a sub-group consisting of two or three members of the Governing Board.

The Executive Headteacher will decide who will appraise other teachers. In this Federation, this will normally include:

- The Headteacher and the manager of the Training and Outreach Service.
- Members of the respective senior leadership teams.

All those who observe lessons as part of appraisal must have qualified teacher status (QTS).

3.3 Setting objectives

The Executive Headteacher's objectives will be set by the Governing Board after consultation with the external adviser. Objectives will be focused on key Federation priorities and take account of the relevant head teacher and national teacher standards

Objectives for each teacher, including the Headteacher and Training & Outreach Manager, will be set before or, as soon as practicable, after the start of each appraisal period. The objectives set for each teacher will be linked to the relevant standards, will be Specific, Measurable, Achievable, Realistic and Time-bound and will be appropriate to the teacher's role and level of experience. The appraiser and teacher will seek to agree the objectives but, if that is not possible, the appraiser will determine the objectives, and the teacher may record their comments in writing as an appendix to the appraisal statement. Objectives may be revised if circumstances change.

The objectives set for each teacher, including the Executive Headteacher, will, if achieved, contribute to the Federation and individual school plans for improving the educational provision, pupil outcomes and teacher performance across the Federation. This link will be made by ensuring that:

- the pupil progress objective addresses the agreed key pupil outcomes priority identified by the school improvement plan;
- the whole school priority objective addresses the agreed key development priority identified by the school improvement plan;
- the leadership objective addresses the agreed key development priority identified by consideration of each teacher's impact on relevant school improvement priorities and in the leadership of teaching and learning.

Under normal circumstances teachers will have a maximum of three objectives as indicated above. However, teachers who are found not to be making the expected progress towards achieving their agreed performance targets may be given additional objectives to ensure that the most appropriate support can be provided.

All teachers will maintain an annual self-assessment against the set of standards contained in the latest version of the document called "Teachers' Standards". This will be undertaken using the document at Appendix B.

The quality of teaching, learning and assessment over time will be assessed termly against the criteria detailed at Appendix B. An annual assessment will be included to inform the teacher's overall performance at the appraisal review meeting.

The Executive Headteacher will be responsible for ensuring that the appraisal process operates consistently, that objectives are focused on Federation and school priorities and that they take account of the relevant school self- evaluation summaries.

3.4 Reviewing performance

Observation

The Federation believes that observation of classroom and leadership practice is important both as a way of assessing teachers' performance in order to identify any particular strengths and areas for development they may have and of gaining useful information which can inform school improvement more generally. All observation will be carried out in a supportive fashion by those with QTS, and will be conducted in pairs to ensure a balanced judgement is secured. The schools within the Federation will moderate their judgements by involving staff from both schools in observations across the Federation.

Across the Federation, teachers' performance will be regularly observed three times a year, once within each term, but the amount and type of classroom observation will depend on the individual circumstances of the teacher and the overall needs of the individual school. ***Where a teacher is graded as "requires improvement" they will receive support to improve and will be observed again, normally within 4 weeks. If the second observation is graded as "Good" this judgement will be recorded for performance management purposes.*** Classroom observation will only be carried out by those with QTS. In addition to formal observation, the Headteacher and other leaders with responsibility for teaching standards will arrange to monitor a variety of aspects of performance through learning walks. Staff will be informed of these through an annual calendar of events published at the start of the school year and will be given

at least one week's notice of any formal observation. Teachers (including the Headteacher) who have responsibilities outside the classroom should also expect to have their performance of those responsibilities observed and assessed.

Development and support

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 performance objectives of individual teachers, as detailed in the section on "Setting Objectives" above.

Feedback

Teachers will receive a mid-year review of progress towards their performance targets and as soon as practicable after an observation has taken place or other evidence has come to light. Feedback will include discussion with the teacher, will highlight particular areas of strength as well as any areas for development and will determine any appropriate action required.

Where there are concerns about any aspects of the teacher's performance these will be addressed via the procedure set out in Appendix E.

When progress is reviewed and 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.

3.5 Transition to capability

If the appraiser is not satisfied with progress, despite an agreed and appropriate period of support having been provided, the teacher will be notified in writing that the appraisal system will no longer apply and that their performance will be managed under the school's capability procedure.

3.6 Annual assessment

Each teacher's performance will be formally assessed in respect of each appraisal period. In assessing the performance of the Executive Headteacher, the Governing Board will consult the external adviser.

This assessment is the end point of the annual appraisal process, but performance and development priorities will be reviewed and addressed on a regular basis throughout the year by means of:

- Professional dialogue
- Pupil progress meetings
- Lesson observations;
- Planning and work scrutiny;
- Termly meeting with appraiser;
- Mid-cycle review meeting with appraiser;

- Observation / scrutiny of leadership and management activities where appropriate;
- Other feedback obtained during the cycle relevant to the teacher's overall performance.

As soon as practicable following the end of each appraisal period, the teacher will receive – and have the opportunity to comment in writing on - a written appraisal report. Within the Federation, teachers will receive their written appraisal reports no later than 31 October. The Executive Headteacher's report will be received no later than the end of December. 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 training and development needs and identification of any action that should be taken to address them;
- a recommendation on pay progression where that is relevant.

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

Recommendations on pay will be referred to the Executive Headteacher, to be considered for recommendation to the Governing Board Pay Panel.

3.7 Confidentiality

Access to the written appraisal report will normally be limited to the appraisee, the appraiser, the Executive Headteacher and / or the relevant Head of School.

3.8 Equality and consistency

As outlined in paragraph 3.4 above, the Executive Headteacher will have overall responsibility for the quality assurance of the appraisal process across the school. This will include ensuring the consistency and equality of application of the process throughout the school. The Executive Headteacher may delegate responsibility for monitoring consistency and equality of application to the Head of School for each school.

The Headteacher will also be responsible for reporting regularly to the Governing Board on any relevant issues arising from the annual review cycle, including those of underperformance, and on any action required to address those issues. The report will enable governors to receive an overall general report of the process but will not include specific details relating to individual members of staff.

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

3.9 Retention of statements

The Governing Board and Executive Headteacher will ensure that all written appraisal records are retained in a secure place for six years and then destroyed.

Appendix A: Annual appraisal cycle



Appendix B: Auditing teachers' skills against the Teachers' Standards

Teachers are required to update this document before their performance management meeting, including the evidence supporting their achievements. The headings identify the criteria used to support teachers in meeting career stage competencies and should be considered alongside the criteria set out in the Performance Appraisal Policy.

Personal and professional conduct

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes that set the required standard for conduct throughout a teacher's career:

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
 - Treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
 - Having regard for the need to safeguard pupils' wellbeing, in accordance with statutory provisions
 - Showing tolerance of and respect for the rights of others
 - 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
 - Ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality
- Teachers must have an understanding of, and always act within, the statutory frameworks that set out their professional duties and responsibilities

Instructions: 1) Check the “At Band 1” column first and highlight all those standards that match your ability. 2) Repeat the process for the “Band 2” column and highlight those statements that describe you. 3) Repeat the process for the ‘Band 3” column and highlight those statements that you meet. 4) Use the summary section at the end of the document to record the “best fit” of your self-audit.		<i>This column describes a teacher who securely meets, and often exceeds, the standards.</i>	<i>This column describes a teacher who exceeds all of the standards and actively supports others within or between schools.</i>	<i>Use this column to record the evidence for your judgement.</i>	<i>Use this column to note actions to be taken to ensure the standard is met (or exceeded).</i>
Band 1		Band 2	Band 3 and above	Evidence bank	Action to be taken
1. Sets high expectations that inspire, motivate and challenge pupils	Establishes a safe and stimulating environment for pupils, rooted in mutual respect	The classroom provides a very safe and stimulating environment for pupils, and all behaviours demonstrate mutual respect	Has sufficient depth of knowledge and experience to be able to give advice on the best environments to promote the wellbeing of children and young people		
	Sets goals that stretch and challenge pupils of all backgrounds, abilities and dispositions	All pupils are well-motivated and extend their understanding through appropriate teacher expectations	The knowledge and skills of all pupils are extended by high teacher expectations, so all make exceptional progress		
	Demonstrates consistently the positive attitudes, values and behaviour expected of pupils.	Teacher provides a strong role model for teaching and learning	Teacher provides an excellent role model for teaching and learning		

	Band 1	Band 2	Band 3 and above	Evidence bank	Action to be taken
2. Promotes good progress and outcomes by pupils	Is accountable for pupils' attainment, progress and outcomes	Teaching skills lead to learners achieving well relative to their prior attainment, making progress as good as, or better than, similar learners nationally	Teaching skills lead to excellent results and outcomes that can provide a role model for others		
	Plans teaching to build on pupils' capabilities and prior knowledge	Planning is a model for others in raising of pupil standards	Planning makes a distinctive contribution to the raising of pupil standards across the school		
	Guides pupils to reflect on the progress they have made and their emerging needs	Creative and innovative models of pupil reflection are used	Provides model for guiding pupils to reflect on the progress they have made and their emerging needs		
	Demonstrates knowledge and understanding of how pupils learn and how this impacts on teaching	Pupils' enthusiasm for learning is fostered by effective and inclusive teaching strategies	Pupils' enthusiasm and depth of learning is fostered by well-paced and highly effective inclusive teaching strategies		
	Encourages pupils to take a responsible and conscientious attitude to their own work and study	All pupils take a responsible and conscientious attitude to their own learning	Demonstrates excellent and innovative pedagogical practice that inspires pupil independence		

	Band 1	Band 2	Band 3 and above	Evidence bank	Action to be taken
3. Demonstrates good subject and curriculum knowledge	Has a secure knowledge of the relevant subject(s) and curriculum areas, fosters and maintains pupils' interest in the subject, and addresses misunderstandings	All pupils are enthused and challenged by teachers' strong subject knowledge, contributing to their good progress	Pupils are challenged and inspired by teachers' excellent subject knowledge and consistently applied expertise		
	Demonstrates a critical understanding of developments in the subject and curriculum areas, and promotes the value of scholarship	Has a more developed knowledge and understanding of their subjects/curriculum areas and related pedagogy, including how learning progresses with them	Extensive and deep knowledge and understanding of their subjects/curriculum areas and related pedagogy gained, for example, through involvement in wider professional networks associated with their subjects/curriculum areas		
	Demonstrates an understanding of and takes responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject	Pupils have good opportunities to develop and use their skills in reading, writing, communication and/or mathematics	Pupils have excellent opportunities to develop and use effective skills in reading, writing, communication and/or mathematics		
	If teaching early reading, demonstrates a clear understanding of systematic synthetic phonics	Has a clear understanding of systematic synthetic phonics	Has an excellent understanding of systematic synthetic phonics		
	If teaching early mathematics, demonstrates a clear understanding of appropriate teaching strategies.	Has a clear understanding of appropriate teaching strategies	Has an excellent understanding of appropriate teaching strategies		

	Band 1	Band 2	Band 3 and above	Evidence bank	Action to be taken
4. Plans and teaches well-structured lessons	Imparts knowledge and develops understanding through effective use of lesson time	Excellent planning and assessment for learning procedures meets the needs of pupils and enables pupils to clearly understand how to improve	Excellent planning and assessment for learning procedures provide a role model for other teachers		
	Promotes a love of learning and stimulates children's intellectual curiosity	Pupils are challenged and inspired by teacher's passion for learning and intellectual curiosity	Passion for learning and intellectual curiosity provide a role model for others		
	Sets homework and plans other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired	Homework activities are well-matched to pupil needs and use innovative practice	Homework activities are very well-matched to pupil needs and provide a role model for others		
	Reflects systematically on the effectiveness of lessons and approaches to teaching	Flexible, creative and adept at designing learning sequences within and across lessons that are consistently well matched to learning objectives and learners' needs	Takes a lead in planning collaboratively with colleagues in order to promote effective practice		
	Contributes to the design and provision of an engaging curriculum within the relevant subject area(s)	Integrates recent developments, including those relating to subject/ curriculum knowledge	Identifies and explores links within and between subjects/curriculum areas in his or her planning		

	Band 1	Band 2	Band 3	Evidence bank	Action to be taken
5. Adapts teaching to respond to the strengths and needs of all pupils	Knows when and how to differentiate appropriately, using approaches that enable pupils to be taught effectively	Uses a range of approaches that enable pupils to be taught effectively	Can model differentiation and use of a range of approaches for others		
	Has a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these	Demonstrates good understanding of barriers to learning and has good pedagogical practice	Demonstrates excellent understanding of barriers to learning and has excellent pedagogical practice		
	Demonstrates an awareness of the physical, social and intellectual development of children, and knows how to adapt teaching to support pupils' education at different stages of development	Demonstrates good understanding of phases and has good pedagogical practice	Demonstrates excellent and innovative pedagogical practice to support pupils' education at different stages of development		
	Has a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; and those with disabilities; and is able to use and evaluate distinctive teaching approaches to engage and support them	Has extensive knowledge of matters concerning equality, inclusion and diversity in teaching	Has an extensive knowledge of matters concerning equality, inclusion and diversity in teaching and can act as a role model to lead the practice of others		
	Band 1	Band 2	Band 3 and above	Evidence bank	Action to be taken
6. Makes accurate and productive	Knows and understands how to assess the relevant subject and curriculum areas, including statutory assessment requirements	Has advanced knowledge and understanding of how to assess the relevant subject	Uses advanced knowledge and understanding of how to assess the relevant subject		

use of assessment		and curriculum areas, including statutory assessment requirements	and curriculum areas, including statutory assessment requirements to coach others		
	Makes use of formative and summative assessment to secure pupils' progress	Pupils make very good use of marking and oral feedback to demonstrate good progress	Pupils make excellent use of consistent high-quality marking and oral feedback. This acts as a model for other classes		
	Uses relevant data to monitor progress, set targets, and plan subsequent lessons	Has extensive knowledge and well-informed understanding of assessment requirements and arrangements for the subjects/curriculum areas he or she teaches, including those related to public examinations and qualifications	Knows how to improve the effectiveness of assessment practice in the workplace, including how to analyse statistical information to evaluate the effectiveness of teaching and learning across the school		
	Gives pupils regular feedback, both orally and through accurate marking, and encourages pupils to respond to the feedback	Pupil understanding is checked through good use of questioning	Pupil understanding is extended and challenged through highly effective questioning		

	Band 1	Band 2	Band 3 and above	Evidence bank	Action to be taken
7. Manages behaviour effectively to ensure a good and safe learning environment	Has clear rules and routines for behaviour in classrooms, and takes responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy	Has extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies	Has a critical understanding of the most effective teaching, learning and behaviour management strategies		
	Has high expectations of behaviour, and establishes a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly	Able to personalise learning and behaviour codes to provide opportunities for all learners to achieve their potential.	Demonstrates how to select and use approaches that personalise learning to provide opportunities for all learners to achieve their potential		
	Manages classes effectively, using approaches appropriate to pupils' needs in order to involve and motivate them	Manages classes very effectively, using approaches appropriate to pupils' needs in order to fully involve and motivate them	Models management of classes effectively, using approaches appropriate to pupils' needs in order to involve and motivate all		
	Maintains good relationships with pupils, exercises appropriate authority, and acts decisively when necessary	Maintains excellent relationships with pupils, exercises appropriate authority; acts decisively	Models and coaches others to exercise appropriate authority and to act decisively		

	Band 1	Band 2	Band 3 and above	Evidence bank	Action to be taken
8. Fulfils wider professional responsibilities	Makes a positive contribution to the wider life and ethos of the school	Makes a very positive contribution to the wider life and ethos of the school	Takes a lead in the wider life and positive ethos of the school		
	Develops effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support	Promotes collaboration and works effectively as a team member	Contributes effectively to the work of the wider school team		
	Deploys support staff effectively	Contributes significantly to implementing workplace policies and practice and to promoting collective responsibility for their implementation	Takes a leading role in developing workplace policies and practice and in promoting collective responsibility for their implementation		
	Takes responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues	Takes advantage of appropriate opportunities for professional development and uses the outcomes effectively to improve pupils' learning	Researches and evaluates innovative curricular practices and draws on research outcomes and other sources of external evidence to inform their own practice and that of colleagues		
	Communicates effectively with parents with regard to pupils' achievements and wellbeing	Communicates very effectively with parents with regard to pupils' achievements and wellbeing and with regard to areas for development that promote pupil progress	Excellent ability to provide learners, colleagues and parents with timely, accurate and constructive feedback on learners' attainment, progress and areas for development that promote pupil progress		

Self-evaluation summary: Band 1: Performance against this target is at (or on track to reach) the expected standard. Band 2: Performance against this target meets expectations and sometimes exceeds the expected standard. Band 3: Performance against this target exceeds expectations (and practice is shared within and beyond the school.) Concern: Performance against this target is below expectation and requires immediate improvement. Seek advice to help resolve your concern.				
Standard	Band 1	Band 2	Band 3	Comment
1 Set high expectations that inspire, motivate and challenge pupils				
2 Promote good progress and outcomes by pupil				
3 Demonstrate good subject and curriculum knowledge				
4 Plan and teach well-structured lessons				
5 Adapt teaching to respond to the strengths and needs of all pupils				
6 Make accurate and productive use of assessment				
7 Manage behaviour effectively to ensure a good and safe learning environment				
8 Fulfil wider professional responsibilities				

Appendix Ci: Assessing the quality of teaching, learning and assessment over time

Criteria for assessing good and outstanding performance at QEII School

Good Performance	Outstanding Performance	Examples of Evidence
<p>SLD: Most pupils make good progress from their individual starting points and can generalise learning in some contexts. Planned interventions are in place where progress is not good.</p> <p>PMLD: Most pupils are engaged in their learning and make progress towards EHCP outcomes and therapy goals.</p>	<p>SLD: Pupils make good and sustained progress from their individual starting points and can generalise learning. Planned interventions are in place where progress is not good.</p> <p>PMLD: Pupils are exceptionally well engaged in their learning. Pupils make measurable progress in Engagement Steps and towards EHCP outcomes.</p>	<ul style="list-style-type: none"> • Progress data outcomes including tracker sheets, PIVAT levels, Engagement Steps • Case studies / intervention plans • Pupil progress meeting actions and outcomes • Adult observations/assessment notes • Progress towards therapy goals
Steps towards achieving EHCP outcomes are generally met. Case studies and planned interventions are in place where these targets are not achieved.	Steps towards achieving EHCP outcomes are generally met and sometimes exceeded. Planned interventions are in place where targets are not achieved.	<ul style="list-style-type: none"> • Tracker sheet reviews • AR meetings • Parental and multi-agency feedback • Case studies / intervention plans
Planning is always good and fully differentiated for individual / group learning with appropriate links to assessment information, individual pupil targets and opportunities for home learning.	Planning is exceptional, differentiated across the entire lesson (including starter and plenary). Strategies to address individual needs are evident. Planning can be used as a model for training other staff.	<ul style="list-style-type: none"> • Planning scrutiny • Assessment of pupils' engagement (evidence of planning being delivered) • Parental feedback on home learning • Pupil response to lessons.
Assessments are based on accurate baselines, recognition of small steps in progress and identification of next steps in learning for individual pupils.	Assessments are precise, accurate and based on a range of evidence, detailing very small steps in progress. These assessments clearly inform planning and learning objectives for pupils.	<ul style="list-style-type: none"> • Scrutiny of assessment information • Planning scrutiny • Pupils' work, where relevant • Displays • Pupil progress meeting actions and outcomes
The teacher and the team challenge pupils to achieve. The teacher has high expectations reflected in planning, teaching and assessment.	The teacher and the team have consistently high expectations of all pupils. The teacher engages pupils and inspires a reduction in dependency on adult support through exceptional planning, teaching and assessment.	<ul style="list-style-type: none"> • Planning • Lesson observations • Feedback from colleagues and parents • BMPs/PHPs • Adult observations/assessment notes
<p>SLD: The teacher and the team have high expectations of pupil behaviour and manage pupil needs well.</p> <p>PMLD: The teacher and the team manage sensory, physical, medical, personal care and behaviour needs well.</p>	<p>SLD: The teacher and the team demonstrate exceptional management of pupil behaviour and SEN.</p> <p>PMLD: The teacher and the team manage sensory, physical, medical, personal care and behaviour needs exceptionally well.</p>	<ul style="list-style-type: none"> • Lesson observations • Case studies • Team meeting notes / training • Classroom displays / systems • Multi-agency feedback / reports
The teacher demonstrates good leadership by leading the team in supporting pupils' learning effectively, modelling teaching strategies and delegating responsibilities.	The teacher demonstrates outstanding leadership by empowering the class team in the leading of learning. This is supported by feedback from team members and multi-agency colleagues.	<ul style="list-style-type: none"> • Feedback from class team and multi-agency colleagues • Team meeting notes/training • Appraisals, informal feedback • Action plans • Communication with colleagues
The teacher employs a range of strategies and interventions that meet individual needs effectively. These take full account of individual pupils' sensory needs, preferred learning and communication style. These are linked to OT, physio, SaLT and medical targets to address pupils' SEN.	The teacher and team have embedded a range of strategies and interventions that demonstrate reflective and innovative practice. As a result, pupils are less reliant on adult interventions and there is evidence of their independence increasing and reduced adult support	<ul style="list-style-type: none"> • Planning • Lesson observations • BMPs / PHPs • Case studies / intervention plans • Reviews of therapy interventions • Classroom displays/systems • Communication with colleagues
The quality of teaching, learning and assessment over time is at least good.	The quality of teaching, learning and assessment over time is outstanding.	

Appendix Cii: Assessing the quality of teaching and learning over time

Criteria for assessing good and outstanding performance at College Park School

Good Performance	Outstanding Performance	Examples of Evidence
Most pupils make good progress from their individual starting points and are able to generalise learning in some contexts. Planned interventions are in place where progress is not good.	Pupils make good and sustained progress and learn exceptionally well. They are able to generalise learning in most contexts. Planned interventions are in place where progress is not good.	<ul style="list-style-type: none"> • Progress data outcomes including BSquared levels, Engagement Steps • Case studies / learning journals • Pupil progress meeting outcomes • Work scrutiny incl. marking/feedback • Adult observations/assessment notes
Steps towards achieving EHCP outcomes are generally met. Case studies and planned interventions are in place where these targets are not achieved.	Steps towards achieving EHCP outcomes are generally met and sometimes exceeded. Intervention plans are in place where targets are not achieved.	<ul style="list-style-type: none"> • Tracking against AET 'I can' statements • AR meetings • Parental / multi-agency feedback • Case studies / intervention plans
Planning is always good and fully differentiated for individual / group learning with appropriate links to assessment information, individual pupil targets and opportunities for home learning.	Planning is exceptional, differentiated across the entire lesson (including starter and plenary). Strategies to address individual needs are evident. Planning can be used as a model for training other staff.	<ul style="list-style-type: none"> • Planning scrutiny • Teaching strategies used / pupils' work (evidence of planning being delivered) • Pupil response to lessons. • Parental feedback on home learning
Assessments are based on accurate baselines, recognition of small steps in progress and identification of next steps in learning for individual pupils.	Assessments are precise, accurate and based on a range of evidence, detailing very small steps in progress. These assessments clearly inform planning and learning objectives for pupils.	<ul style="list-style-type: none"> • Scrutiny of assessment information • Planning scrutiny • Scrutiny of pupils' work • Learning journals • Displays • Pupil progress meeting actions and outcomes
The teacher and the team challenge pupils to achieve. The teacher has high expectations that are reflected in planning, teaching and assessments.	The teacher and the team have consistently high expectations of all pupils. The teacher engages pupils and inspires independence through exceptional planning, teaching and assessment.	<ul style="list-style-type: none"> • Planning • Lesson observations • Pupil feedback • BMPs • Marking/work scrutiny
The teacher and the team have high expectations of pupil behaviour and pupils' SEN, well-being and mental health needs are well-managed.	The teacher and the team demonstrate exceptional management of pupils' behaviour, SEN, well-being and mental health needs. They model the values of the school in their own behaviour and with pupils.	<ul style="list-style-type: none"> • Lesson observations • Case studies • BMPs / PHPs • Team meeting notes / training • Classroom displays / systems • Multi-agency feedback / reports
The teacher demonstrates good leadership by leading the team in supporting pupils' learning effectively, modelling teaching strategies and delegating responsibilities.	The teacher demonstrates outstanding leadership by empowering the class team in the leading of learning. This is supported by feedback from team members and multi-agency colleagues.	<ul style="list-style-type: none"> • Feedback from class team and other multi-agency colleagues • Team meeting notes/training • Appraisals, informal feedback • Action plans • Communication with colleagues
The teacher employs a range of strategies and interventions that meet individual needs effectively. These take full account of individual pupil's sensory needs, preferred learning and communication style. These are linked to OT, SaLT, physio and EP targets to address the pupil's SEN.	The teacher and team have embedded a range of strategies and interventions that demonstrate reflective and innovative practice. As a result, pupils are less reliant on adult interventions and are increasingly able to manage their needs independently.	<ul style="list-style-type: none"> • Planning • Lesson observations • BMPs / PHPs • Sensory diets – plans / reviews • Case studies / intervention plans • Classroom displays / systems • Reviews of therapy interventions • Communication with colleagues
The quality of teaching, learning and assessment over time is at least good.	The quality of teaching, learning and assessment over time is outstanding.	

APPENDIX D: Teachers' appraisal planning and review statement

Teacher's name:	Post held:
Name of line manager/appraiser:	Post held:
Date of planning meeting:	Date of review:
Wishes to be considered for post threshold?	JD reviewed?
Yes/No	Yes/No

Objective	Success criteria	Evidence including lesson observations	Training and development needs	Teacher standards will meet
Pupil progress:				

Mid-year review (Progress so far? Impact?)

Objective	Success criteria	Evidence including lesson observations	Training and development needs	Teacher standards will meet
Whole school priority:				

Mid-year review (Progress so far? Impact?)

Objective	Success criteria	Evidence including lesson observations	Training and development needs	Teacher standards will meet
Leadership:				
Mid-year review (Progress so far? Impact?)				
Review meeting and initial recommendation on pay				
Assessment of overall performance				
Outcomes from training and development				
Teacher's comments				
Recommendation for pay progression				

Teacher's signature:

Line manager's signature:

Date:

Date:

Appendix E: Provision of additional support where Teachers' Standards are not met

- E1** Where Teachers' Standards are found not to be met at the appropriate professional skills level as a result of the audit, special arrangements will be made to ensure that the appropriate support can be provided. These may include:
- The appointment of an appraiser from the senior leadership team;
 - The setting of an appropriate number of additional performance management objectives above the school norm;
 - Further lesson observations, some of which may be unannounced.
- E2** Where information comes to light during the course of an appraisal cycle that leads the Head of School to conclude that either the Teachers' Standards are not met at the appropriate professional skills level or that there is limited or no progress towards agreed appraisal performance targets, these new arrangements (as outlined in E1 above), will come into force as soon as possible after the decision has been made. This may include a change of appraiser.
- E3** Where Teachers' Standards are identified as not being met at the appropriate career stage expectation level by either means, performance objectives will be action planned to a shorter timescale – typically one term, but less if the Head of School decides the situation warrants this. At the end of each such period, progress will be reviewed and a decision made on whether:
- To end the support programme and resume normal appraisal arrangements;
 - To continue to provide support within appraisal by setting further short-term objectives;
 - To suspend performance appraisal and move immediately into the formal capability procedure.

APPENDIX F: The Teachers' Standards Publication

Available to download free from the DfE website:

<https://www.education.gov.uk/publications/standard/publicationDetail/Page1/D FE-00066-2011>

PART B:

Policy for appraising support staff performance

Contents

1. Purpose
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 - 3.4 Reviewing performance
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 - 3.7 Confidentiality
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 - 3.9 Retention of statements

Appendix G: Implementation of performance related increments

Appendix H: Support staff appraisal planning and review form

1. Purpose

This policy sets out the framework for a clear and consistent assessment of the overall performance of all members of the school's support staff and for supporting their development within the context of the school's plan for improving educational provision and performance. It also sets out the arrangements that will apply when staff fall below the levels of competence that are expected of them.

2. Application of the policy

The policy applies to all members of support staff employed by the school or local authority, except those on contracts of less than one term, and those who are subject to the school's capability policy.

3. Support Staff Appraisal

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

3.1 The appraisal period

The appraisal period will run for twelve months from 1 September to 31 August

The annual assessment for support staff will be completed no later than 31st July in each appraisal period

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

3.2 Appointment of Appraisers

The Head of School of each school will decide who will appraise members of support staff. Within the Federation schools, this will normally be:

- The teacher of the class where the assistant is working;

3.3 Setting Objectives

Objectives for each member of support staff will be set before or, as soon as practicable, after the start of each appraisal period. The objectives set for each individual will take account of the following:

- relevant occupational standards;
- the individual's job description;
- the person specification relating to the individual's role.

The objectives set will be Specific, Measurable, Achievable, Realistic and Time-bound and will be appropriate to the individual's role and level of experience. The appraiser and appraisee will seek to agree the objectives but, if that is not possible, the appraiser will determine the objectives, and the appraisee may record their comments in writing as an appendix to the appraisal statement. Objectives may be revised if circumstances change.

The objectives set for each member of staff, will, if achieved, contribute to the school's plans for improving the school's educational provision and performance and improving the education of pupils at that school.

Under normal circumstances staff will have a maximum of 3 objectives. However, staff who are found not to be meeting standards at an acceptable or appropriate level for their career as indicated by the annual ratings audit may be given as many additional objectives as are required to ensure that the most appropriate support can be provided.

3.4 The annual appraisal/assessment process

Time will be provided for staff to conduct a self-assessment with reference to relevant occupational standards, job descriptions, person specifications and the school's definitions of PRI ratings.

Each member of staff's appraiser will complete the appraisal in exactly the same way. Where the appraiser indicates that performance is unsatisfactory, they will need to be in a position to back up their judgement by reference to written evidence previously shared with the member of staff.

The assessments will then be discussed. At least a week will be allowed for the appraiser and the appraisee to assemble any necessary evidence.

Appraisee and appraiser will then attend a Professional Dialogue meeting of 30-45 minutes. The aim of the meeting will be to set objectives for the coming year and to determine any professional development requirements.

Where appraisee and appraiser cannot reach agreement, the matter will be referred to the relevant Head of School (or to the senior leader with delegated responsibility for the process). The Head of School (or the senior leader with delegated responsibility for the process) will meet with the appraisee, consider all available evidence, and inform the appraisee of their decision.

Disputes concerning pay will be dealt with through the school's pay policy.

The objectives decided at or following the Professional Dialogue Meeting will form the basis of the annual appraisal report which will be issued to all members of support staff by....

3.5 Reviewing Performance

3.5.1 Observation

The Federation believes that observation of work practice is important both as a way of assessing staff performance in order to identify any particular strengths and areas for development they may have and of gaining useful information which can inform school improvement more generally. All observation will be carried out informally across the year in a supportive fashion by those with knowledge of the appraisee's work and targets

3.5.2 Development and support

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

3.5.3 Feedback

Staff will receive constructive feedback on their performance throughout the year and as soon as practicable after observation has taken place or other evidence has come to light. Feedback will include discussion with the member of staff, will highlight particular areas of strength as well as any areas that need attention and will determine any appropriate action required.

Where there are concerns about any aspects of the individual's performance, these will be addressed through the implementation of an agreed period of personalized support and training.

When progress is reviewed, if the appraiser is satisfied that the appraisee 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.

3.6 Transition to capability

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

3.7 Annual Assessment

Each individual's performance will be formally assessed in respect of each appraisal period.

This assessment is the end point of the annual appraisal process, but performance and development priorities will be reviewed and addressed on a regular basis throughout the year by means of:

- Task observations;
- Termly meeting with appraiser;
- Mid-cycle review meeting with appraiser;
- Observation / scrutiny of leadership and management activities where appropriate;

- Other feedback obtained during the cycle relevant to the appraisee's overall performance.

As soon as practicable following the end of each appraisal period, the appraisee will receive, and have the opportunity to comment in writing on, a written appraisal report. In this school, members of support staff will receive their written appraisal reports no later than 31st October. The appraisal report will include:

- details of the appraisee's objectives for the appraisal period in question;
- an assessment of the appraisee's performance of their role and responsibilities against their objectives, relevant standards, job description and person specification;
- an assessment of the appraisee's training and development needs and identification of any action that should be taken to address them;
- a recommendation on pay progression where that is relevant and in keeping with Westminster City Council's Terms and Conditions of Employment for school support staff.

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

Any recommendations on pay will be referred to the Head of School before being referred on to the Governing Board.

3.8 Confidentiality

Access to the written appraisal report will normally be limited to the appraisee, the appraiser, the relevant Head of School and / or nominated member of the school's senior leadership team.

3.9 Equality and consistency

The Executive Headteacher will have overall responsibility for the quality assurance of the appraisal process for support staff across the school and may delegate this responsibility to the Head of School or a member of the school's senior leadership team.

The Executive Headteacher will be responsible for reporting annually to the Governing Board on any relevant issues, including those of underperformance, arising from the annual review cycle and on any action required to address those issues. The report will enable governors to receive an overall general report of the process but will not include specific details relating to individual members of staff.

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

3.10 Retention of statements

The Governing Board and Executive Headteacher will ensure that all written appraisal records are retained in a secure place for six years and then destroyed.

APPENDIX G: Implementation of performance related increments

Linking Overall Ratings to Increments

Overall Rating	Increment Award
No Overall Outcome	No increment. Too early to assess – less than 6 months in post at time of appraisal
Not Met	No increment
Partly Met	No increment
Met	No increment
Exceed	1 increment subject to maximum scale point of the grade.

Definitions for determining ratings

Rating	PM Objectives	Behaviours – as indicated in person spec / job description
Exceed	All objectives are achieved. Performance is exceptional in all respects and always in excess of the standards required by the job.	Behaviour regularly exceeds expectations
Met	All objectives are achieved (<i>unless there is good reason why not</i>). Performance in key tasks meets standards required.	Behaviour consistently meets required standards
Partly Met	Some objectives were achieved. A number of key tasks may not have been achieved to the standards required.	Behaviour falls short of required standards on some occasions
Not Met	The majority of objectives or requirements of the job were not achieved.	Behaviours are unacceptable

APPENDIX H: Support staff appraisal planning and review form

Appraisee's Name:

Appraiser's Name:

Appraisee's Signature:

Appraiser's Signature:

Meeting Date:

Review Date:

Individual Objectives	Actions	Support/Training and Development needs	Impact measures/success criteria
1.			
2.			
3.			

Task Observation Details	
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Annual Assessment of performance and PRI Rating

Individual Objectives	Assessment of performance
1.	
2.	
3.	

PRI Rating:	Exceed	Met	Partly Met	Not
Met	No Overall Outcome			

PRI Rating Definitions

PRI Rating	Individual Objective	Behavioural Attributes
Exceed	All objectives are achieved. Performance is exceptional in all respects <i>and always in excess</i> of the standards required by the job.	Your behaviour consistently exceeds expectations
Met	All objectives are achieved. Performance in key tasks meets the standards required.	Your behaviour consistently meets the required standard
Partly Met	Some objectives were achieved. A number of key tasks may not have been achieved to the required standard.	Your behaviour falls short of the required standard on some occasions
Not Met	The majority of objectives or requirements of the job were not achieved.	Your behaviours are unacceptable