Bushey St James Trust

Performance Appraisal Policy for Teachers and Support Staff

Last Reviewed:	July 2026	**Next Review:**	July 2027
Approved by:	Trust Board	**Date:**	16.7.26

Rationale

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

Performance appraisal 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 performance appraisal process linked to individual development planning.

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PART A:
POLICY FOR APPRAISING TEACHER PERFORMANCE

In formulating its policy, the Trust has taken account of the principles set out in the Introduction to the national model policy.

It will review it annually and recommends that professional skills level descriptors are reviewed at least every two years

1 PURPOSE

This policy sets out the framework for a clear and consistent assessment of the overall performance of teachers, including the head teacher, 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. 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

2.1 The policy covers performance appraisal, applies to the Executive Principal /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 – who will complete the performance appraisal process in order to hold equivalent records to other teaching staff, but they will not be subject to performance appraisal regulation) and those who are subject to the school's capability policy.

2.2 Throughout this policy, unless indicated otherwise, all references to 'teacher' include the Headteacher/Executive Principal.

2.3 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 performance appraisal process as it applies to support staff are to be found in a separate policy, Part B of this publication.

3 TEACHER PERFORMANCE APPRAISAL

3.1 Performance 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.

3.2 The Performance Appraisal Period

The performance appraisal period will run for twelve months from 1 October to 30 September.

3.2.1 The annual audit against national standards will be completed no later than 30th September in each appraisal period.

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

3.3 Appointment of Performance Appraisal Line Manager

3.3.1 The Headteacher/Executive Principal's performance 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.

3.3.2 In Bushey St James Trust the task of appraising the performance of the Headteacher/Executive Principal, including the setting of objectives, will be delegated to a sub-group consisting of two or three members of the relevant Governing Bodies.

3.3.3 The Headteacher/Executive Principal will decide who will performance appraise other teachers. This will normally include

- The Headteacher/Executive Principal
- A member of the senior leadership team
- The teacher with a clear line management overview of a teacher's work
- All those who observe lessons as part of appraisal must have QTS

3.4 Setting Objectives

3.4.1 The Headteacher/Executive Principal's objectives will be set by the Governing Body after consultation with the external adviser. Objectives will be focused on key school priorities and take account of the relevant Headteacher/Executive Principal and national teacher standards

3.4.2 Objectives for each teacher, including the Headteacher/Executive Principal, will be set before, or as soon as practicable after, the start of each appraisal period, but must be before the end of September for teachers and November for the Headteacher/Executive Principal. 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 performance reviewer will determine the objectives, and the teacher may record their comments in writing as comments to the performance appraisal statement. Objectives may be revised if circumstances change.

3.4.3 The objectives set for each teacher, including the Headteacher/Executive Principal, will, if achieved, contribute to the school's plans for improving

the school's educational provision and performance and improving the education of pupils at that school. This link will be made:

- By ensuring that the pupil progress objective (all teachers) addresses the key attainment priority identified by the school improvement plan; for most teachers this will link to the performance of the students they teach

- By ensuring that the professional development objective (all teachers) addresses the key development priority identified by the annual audit against teacher standards (see Appendices A, B and C);

- By ensuring that the leadership and management objective (all teachers with paid leadership responsibilities) addresses the key development priority identified by consideration of each leader's impact on relevant school improvement priorities – with reference to any relevant leadership standards.

3.4.4 Under normal circumstances teachers will have a maximum of four objectives. However, teachers who are found not to be meeting standards at the appropriate level (Appendix B) by the annual standards audit (Appendices A and B) may be given as many additional objectives as are required to ensure that the most appropriate support can be provided.

3.4.5 Before, or as soon as practicable after, the start of each performance appraisal period, each teacher will be informed of the standards against which that teacher's performance in that performance appraisal period will be assessed. All teachers will be assessed against the set of standards contained in the document called 'Teachers' Standards' published in July 2011.

3.4.6 The Headteacher/Executive Principal will be responsible for ensuring that the appraisal process operates consistently, that objectives are focused on school priorities and that they take account of the standards audit. All objectives will be referred to the Headteacher/Executive Principal prior to the commencement of the cycle of monitoring – 1st October. Where the Headteacher/Executive Principal has concerns about the relevance of the objectives set, these concerns will be discussed with the performance appraisal reviewer. The objectives may require amendment following discussion with the teacher.

3.5 Reviewing Performance

3.5.1 **Observation**

This school 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.

3.5.2 In this 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 formal observation, the Headteacher/Executive Principal or other leaders with responsibility for teaching standards may 'drop in' 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 in' observations will vary depending on specific circumstances. Teachers (including the Headteacher/Executive Principal) who have responsibilities outside the classroom should also expect to have their performance of those responsibilities observed and assessed.

3.5.3 **Development and support**

Performance 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 as detailed in the section on "Setting Objectives" above.

3.5.4 **Feedback**

Teachers 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 teacher, will highlight particular areas of strength as well as any areas that need attention and will determine any appropriate action required.

3.5.5 Where, following the audit against teacher standards or during the review cycle, there are concerns about any aspects of the teacher's performance these will be addressed via the procedure set out in Appendix E

3.5.6 When progress is reviewed, if the Reviewer 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 though that process.

3.6 Transition to Capability

If the Reviewer is not satisfied with progress, 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.

3.7 Annual Assessment

3.7.1 Each teacher's performance will be formally assessed in respect of each Performance Appraisal period. In assessing the performance of the Headteacher/Executive Principal, the Governing Body will consult the external adviser.

3.7.2 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
- Lesson observations;
- Planning and work scrutiny;
- Mid-cycle review meeting with Reviewer;
- Observation/scrutiny of leadership and management activities where appropriate;
- Other feedback obtained during the cycle relevant to the teacher's overall performance

3.7.3 As soon as practicable, following the end of each performance appraisal period, the teacher will receive – and have the opportunity to comment in writing on - a written performance appraisal report. In this school, teachers, will receive their written appraisal reports no later than 30 September. The Headteacher/Executive Principal's report will be received by the Chair of Governors and the Chair of the Trust. The appraisal report will include:

- details of the teacher's objectives for the performance 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.

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

3.7.5 Recommendations on pay will be referred to the Headteacher/Executive Principal before being referred on to the Bushey St James Trust Pay committee.

3.8 Confidentiality

Access to the written performance appraisal report will normally be limited to the Reviewee, the Reviewer, the Headteacher/Executive Principal and/or nominated member of the senior management team.

3.9 Equality and Consistency

3.9.1 As outlined in paragraph 3.4.6 above, the Headteacher/Executive Principal 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 Headteacher/Executive Principal may delegate responsibility for monitoring consistency and equality of application to a teacher member of the senior management team.

3.9.2 The Headteacher/Executive Principal will be responsible for reporting regularly to the Governing Body/Trust 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.

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

3.10 Retention of Statements

The Governing Body and head teacher will ensure that all written performance appraisal records are retained in a secure place for six years and then destroyed.

Appendix A – National Standards Audit

Bushey St James Trust

CONFIDENTIAL: TEACHERS' STANDARDS AUDIT AND PROFESSIONAL DEVELOPMENT OBJECTIVE PLANNER

NAME..... **PAY POINT.....** **DATE.....**

Standard	+*	=*	-*
1.1. Set high expectations which inspire, motivate and challenge pupils 1. Establish a safe and stimulating environment for pupils, rooted in mutual respect 2. Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions 3. Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils			
1.2. Promote good progress and outcomes by pupils 1. Be accountable for pupils' attainment, progress and outcomes 2. Plan teaching to build on pupils' capabilities and prior knowledge 3. Guide pupils to reflect on the progress they have made and their emerging needs 4. Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching 5. Encourage pupils to take a responsible and conscientious attitude to their own work and study			
1.3. Demonstrate good subject and curriculum knowledge 1. Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject and address misunderstandings 2. Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship			

***+ an area where you may be able to help others; = an area where you are working within this standard; - an area where you may need help from others**

Standard	+	=	-
1.3 (cont'd) 3. Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject 4. If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics 5. If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies			
1.4. Plan and teach well structured lessons 1. Impart knowledge and develop understanding through effective use of lesson time 2. Promote a love of learning and children's intellectual curiosity 3. Set homework and plan out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired 4. Reflect systematically on the effectiveness of lessons and approaches to teaching 5. Contribute to the design and provision of an engaging curriculum within the relevant subject area(s)			
1.5. Adapt teaching to respond to the strengths and needs of all pupils 1. Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively 2. Have a secure understanding of how a range of factors can inhibit pupils' ability to learn and how best to overcome these 3. Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development 4. Have a clear understanding of the needs of all pupils, including those with special educational needs; those with high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them			

***+ an area where you may be able to help others; = an area where you are working within this standard; - an area where you may need help from others**

Standard	+	=	-
1.6 . Make accurate and productive use of assessment 1. Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements 2. Make use of formative and summative assessment to secure pupils' progress 3. Use relevant data to monitor progress, set targets, and plan subsequent lessons 4. Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback			
1.7 Manage behaviour effectively to ensure a good and safe learning environment 1. Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy 2. Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly 3. Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them 4. Maintain good relationships with pupils, exercise appropriate authority and act decisively where necessary			
1.8 Fulfil wider professional responsibilities 1. Make a positive contribution to the wider life and ethos of the school 2. Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support 3. Deploy support staff effectively 4. Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues 5. Communicate effectively with parents with regard to pupils' achievements and well-being			

***+ an area where you may be able to help others; = an area where you are working within this standard; - an area where you may need help from others**

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

Preamble	**+****	**-****
• Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge; keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils		

**** = performance in line with expectations; - performance may be below expectations**

Appendix B (Page1) : Hertfordshire Professional Skills Level Descriptors*

Bushey St James Trust

Name **Pay Point** **Date** **Self/School Assessment**

Professional Area	Relevant Standards	Band 1* TEACHER			Band 2* ACCOMPLISHED TEACHER			Band 3 - Upper Pay Range* EXPERT TEACHER		
		Point 1	**P2**	**P3**	**Point 4**	**P5**	**P6**	**Point 7**	**P8**	**P9**
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**	Many, but not all, aspects of teaching over time are good			All aspects of teaching over time are good			Many aspects of teaching over time are outstanding		
PROFESSIONAL OUTCOMES	**1.1(2) 1.2(1,2,3) 1.5(1) 1.6 (3,4) Preamble**	With appropriate additional support, most pupils progress in line with school expectations			Most pupils progress in line with school expectations without additional support			Significant numbers of pupils exceed school expectations		
PROFESSIONAL RELATIONSHIPS	**1.1(1) 1.6(4) 1.7(4) 1.8(2,3,5) 2.1 (1,3,4) Preamble**	Positive working relationships established with pupils, colleagues and parents			These working relationships result in good progress by all groups of pupils and productive sharing of professional practice with others.			Working relationships with colleagues are characterised by an enthusiastic commitment to helping them overcome professional challenges		

*****See Pay Policy including Appendices A – C for further information

Appendix B (Page 2): Hertfordshire Professional Skills Level Descriptors*

Bushey St James Trust

Name **Pay Point** **Date** **Self/School Assessment**

Professional Area	Relevant Standards	Band 1* TEACHER			Band 2* ACCOMPLISHED TEACHER			Band 3 - Upper Pay Range* EXPERT TEACHER		
		Point 1	**P2**	**P3**	**Point 4**	**P5**	**P6**	**Point 7**	**P8**	**P9**
PROFESSIONAL DEVELOPMENT	**1.2(4,5) 1.3(1,2,4,5) 1.4(5) 1.5(2,3,4) 1.6(1) 1.8(4) 2.1(2) 2.3 Preamble**	Develops professional practice in line with advice from more experienced colleagues			Takes a proactive role in identifying areas for professional development, accessing advice and adapting practice			Proactively leads the professional development of others in a way which leads to improved outcomes for pupils		
PROFESSIONAL CONDUCT	**1.1(3) 1.7(1) 1.8(1) 2.1(all) 2.2 2.3 Preamble**	Meets the standards for professional conduct set out in the Teachers' Standards			Meets the standards for professional conduct set out in the Teachers' Standards			Meets the standards for professional conduct set out in the Teachers' Standards		

*****See Pay Policy including Appendices A – C for further information

APPENDIX C: TEACHING, LEARNING, BEHAVIOUR AND PROGRESS OVER TIME – 2012 OFSTED FRAMEWORK IDENTIFYING PROFESSIONAL DEVELOPMENT PRIORITIES VIA OFSTED OBSERVATION CRITERIA

CONFIDENTIAL

Paragraphs 107-118 of the 2012 framework set out the evidence sources that inspectors use to judge the quality of teaching, learning and pupil behaviour over time. They now also assess the extent to which schools use the Teachers' Standards to identify the most appropriate professional development objectives for teachers. This audit is intended to help teachers and senior leaders understand the evidence the school currently holds on each teacher's professional contribution over time and hence establish the most relevant and supportive appraisal objectives.

SELF/SCHOOL ASSESSMENT SHEET

Name..... **Date.....**

Ofsted Area	Out	Good	R/I	Inad	Standards
Lesson Observations					
1. Is work challenging enough for pupils? Does it meet their individual needs? 1.1.2 – set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions 1.5.1 – know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively					**1.1; 1.5**
2. Do pupils' responses demonstrate sufficient gains in their knowledge, skills and understanding, including in literacy and mathematics? 1.2.3 – guide pupils to reflect on the progress they have made and their emerging needs 1.3.3 – demonstrate an understanding of and take responsibility for promoting high standards of numeracy, articulacy and the correct use of standard English, whatever the teacher's specialist subject					**1.2; 1.3**
3. Do teachers monitor pupils' progress in lessons and use the information well to adapt their teaching? 1.4.4 – reflect systematically on the effectiveness of lessons and approaches to teaching 1.6.2 – make use of formative and summative assessments to secure pupils' progress					**1.4; 1.6**
4. Does teaching engage learners and promote positive attitudes to learning? *1.2.5 – encourage pupils to take a responsible and conscientious attitude to their own work and study* *1.4.2 – promote a love of learning and children's intellectual curiosity*					***1.2;1.4***

Continued:

Ofsted Area	Out	Good	R/I	Inad	Standards
Lesson Observations					
5. Do teachers use questioning and discussion to assess the effectiveness of their teaching and promote pupils' learning? 1.2.3 – guide pupils to reflect on the progress they have made and their emerging needs 1.4.4 – reflect systematically on the effectiveness of lessons and approaches to teaching					**1.2; 1.4**
6. Do pupils understand well how to improve their work? 1..6.4 – give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback					**1.6**
7. Do teachers manage behaviour effectively? 1.7.1 – have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy 1.7.4 – maintain good relationships with pupils, exercise appropriate authority and act decisively where necessary					**1.7**
8. Do teachers use learning assistants effectively? 1.8.3 – deploy support staff effectively					**1.8**
Over Time Observations					
9. Are marking, assessment and testing used well to help pupils improve their learning? 1.6.2 – make use of formative and summative assessment to secure pupils' progress					**1.6**
10. What are the views of pupils, parents and staff? 1.8.2 – communicate effectively with parents with regard to pupils' achievements and well-being 2.1.1 – treat pupils with dignity, building relationships rooted in mutual respect 1.8.5 – develop effective professional relationships with colleagues					**1.8; 2**
11. Do pupils make good progress over time? 1.2.1 – be accountable for pupils' attainment, progress and outcomes					**1.2**

Appendix D – Procedure for Conducting National Standards Assessment

D1 The aim of the annual assessment against national standards (as required by the 2012 regulations) is to identify, through professional dialogue, the standards which represent the most appropriate areas for professional development for individual teachers in the forthcoming appraisal cycle. Wherever possible, these assessments will take place in the summer term, so that the most helpful professional development performance management objectives can be identified, and any necessary arrangements made, in good time for the new school year.

D2 The 2012 Appraisal Regulations [Para 6 (a)] require Headteacher/Executive Principals "to inform the teacher of the standards against which the teacher's performance in that appraisal period will be assessed". It follows from this that the school needs to adopt a fair and evidence-based procedure for deciding whether or not standards are met. The head teacher has a key role to play in ensuring that judgments are consistent across the school.

D3 The recommended key stages of the procedure are as follows:

- Time will be provided for teachers to conduct a self-assessment against the National Standards (Preamble, Part 1 and Part 2) at the level indicated by the professional skills level descriptors set out in Appendix B.
- Each teacher should also complete a self-assessment using the 'teaching over time' audit as set out in Appendix C
- Each teacher's appraiser (paired with the head teacher/appropriate senior leadership team member where the school adopts a 'pairing' model) will complete the assessments in exactly the same way. Wherever the appraiser (or pair) indicates that performance may not be at the level required, they must be able to back up their judgement by reference:
  either to written evidence previously shared with the teacher indicating that a standard **is not** met, or by reference to a lack of positive evidence that a standard **is met;**
- The assessments will then be exchanged. At least a week should be allowed for the teacher and the appraiser to assemble any necessary evidence;
- Teacher and appraiser will then attend a Professional Dialogue meeting of 45 - 60 minutes. The aim of the meeting is to agree the standards against which the teacher's performance will be assessed and which will determine the basis for professional development objectives in the coming appraisal cycle;
- Where the initial assessment (or examination of evidence at the Professional Dialogue meeting) results in agreement that all relevant standards are met, the teacher is free to identify the national standard against which s/he would like to be assessed by means of the professional development objective;
- Where the initial assessment (or examination of evidence at the Professional Dialogue meeting) results in agreement that particular standards are not met, these standards will become those against which the teacher's performance will be assessed in the next appraisal cycle;
- Where teacher and appraiser cannot reach agreement as to whether or not a standard is met, the matter will be referred to the Headteacher/Executive Principal, who will meet with the teacher, consider all available evidence, and inform the teacher of their decision;

- A teacher dissatisfied with the Headteacher/Executive Principal's decision will have the right of appeal to governors under existing procedures;

- The objectives decided at or following the Professional Dialogue Meeting will form the basis of next year's planning and review statement.

Appendix E: Provision of Additional Support Where National Standards Are Not Met (Standards Support Programme)

E1 Where national standards are found not to be met at the appropriate professional skills level during 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, many or all of which may be unannounced.

E2 Where information comes to light during the course of an appraisal cycle that leads the Headteacher/Executive Principal to conclude that national standards are not met at the appropriate professional skills level, these new arrangements (as outlined in E1 above), which may include a change of appraiser, will come into force as soon as possible after the decision has been made.

E3 Where national 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 much shorter timescale – typically one term, but less if the Headteacher/Executive Principal 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: Teachers' Planning and Review Statement and Annual Appraisal Report

Teacher's Name _____ Appraiser's Name _____

Teacher's Signature: Appraiser's Signature: Meeting Date:

Individual Objectives	Actions	Observation Details/Other Evidence	Impact Measures/Success Criteria
1. Pupil Progress			
2. Professional Development			
3. Leadership and Management			
Training and Development/Support Needs			

Review of Previous Performance

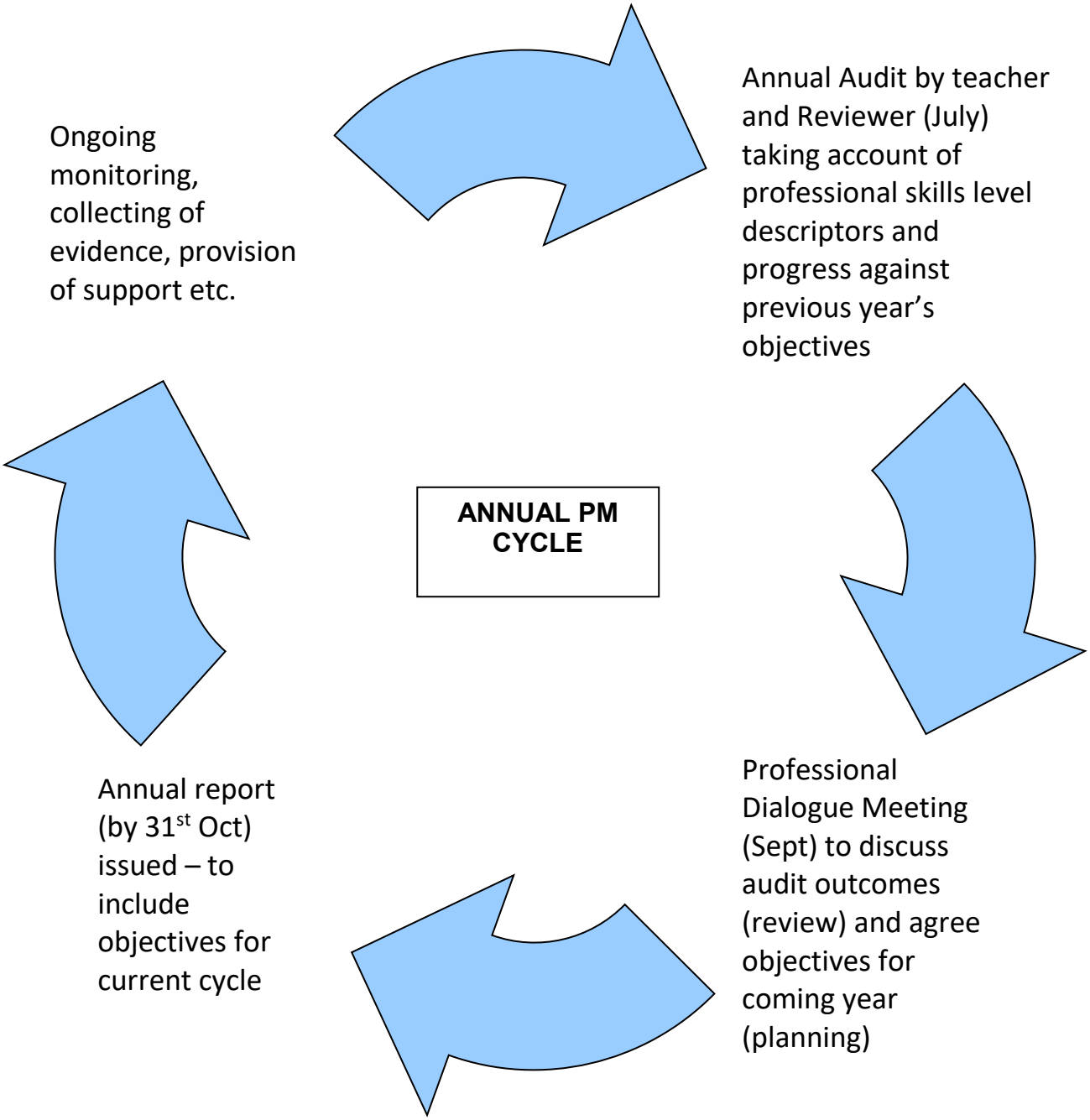
Individual Objectives	Career Stage	Related Standards	Assessment of performance

Outcome of annual audit against Standards – as identified at the start of the appraisal cycle	Numbers of Standards Met and/or Exceeded	Numbers of Standards not yet Met

Recommendation on Pay Progression	

The schools may either use these proformas or their electronic systems.

APPENDIX G: Flowchart of Annual Appraisal Cycle



APPENDIX H: The National Standards Publication

Available to download free from the DfE website:

https://www.gov.uk/government/publications/teachers-standards

PART B:
APPRAISING SUPPORT STAFF PERFORMANCE

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Appendix I: Implementation of Performance Related Increments
Appendix J: Model Annual Report Form for Support Staff

1 Purpose

This section of the 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 Performance Appraisal

3.1 Performance appraisal 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.

3.2 The Performance Appraisal period

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

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

3.3 Appointment of Reviewers

3.3.1 The Headteacher/Executive Principal will decide who will performance appraise members of support staff. In this school, this will normally be:

- The Headteacher/Executive Principal;
- A member of the senior leadership team;
- A member of support staff with a clear line management overview of the Reviewee's work;
- A member of the teaching staff with a clear line management overview of the appraisee's work.

3.4 Setting Objectives

3.4.1 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;

3.4.2 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.

3.4.3 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.

3.4.4 Under normal circumstances staff will have a maximum of four 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.

3.5 Reviewing Performance

3.5.1. **Observation**

This school 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 in a supportive fashion by those with knowledge of the Reviewee's work and appropriate and timely oral and/or written feedback will be given.

3.5.2 **Development and support**

PM 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 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.

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

3.5.5 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 though 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

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

3.7.2 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 (delete those that do not apply):

- Task observations;
- Mid-cycle review meeting with appraiser;
- Observation / scrutiny of leadership and management activities where appropriate;
- Other feedback obtained during the cycle relevant to the Reviewee's overall performance.

4. 3.7.3 As soon as practicable following the end of each performance appraise period, the Reviewee 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 performance appraisal reports no later than 30th September. The performance appraisal report will include:

- details of the Reviewee's objectives for the performance appraisal period in question;
- an assessment of the Reviewee's performance of their role and responsibilities against their objectives, relevant standards, job description and person specification;
- an assessment of the Reviewee's training and development needs and identification of any action that should be taken to address them;

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

3.7.5 Any recommendations on pay will be referred to the Headteacher/Executive Principal before being referred on to the Governing Body.

3.8 Confidentiality

Access to the written appraisal report will normally be limited to the appraisee, the appraiser, the head teacher and/or nominated member of the senior management team.

3.9. Equality and consistency

3.9.1 The Headteacher/Executive Principal will have overall responsibility for the quality assurance of the appraisal process for support staff across the school and may delegate this responsibility to a member of the senior leadership team or other senior/middle manager.

3.9.2 The Headteacher/Executive Principal will be responsible for reporting annually to the Governing Body and Trust 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.

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

3.10 Retention of statements

The Trust and Headteacher/Executive Principal will ensure that all written appraisal records are retained in a secure place for six years and then destroyed

APPENDIX J

Planning and Review Statement and Annual Appraisal Report: Support Staff

Appraisee's Name: _____ Appraiser's Name:_____

Apprasiee'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			

Annual Assessment of Performance and PRI Rating

Individual Objectives	Assessment of Performance
1.	
2.	
3.	

These reports or school electronic reports may be used.