

Appendix 2 - Self Appraisal & Performance Management Review form for all staff

Self Appraisal & Performance Management Review

Name:

Post:

Date of appraisal __/__/____

Purpose of the Appraisal Meeting

To enable you to discuss, with your Appraiser, your job performance and your future. In this discussion, it would be useful to focus on:

- (a) What the successes and challenges have been this year
- (b) How the role has changed/developed over the year
- (c) Which areas you would like to develop further
- (d) Any training/support to help you get to where you want to be

You can prepare for the meeting and discussion by completing this form.

You may show this form to your Appraiser prior to your meeting. This will give them time to consider your concerns, suggestions and your vision. If you do so, it will not be copied or filed without your permission.

If you prefer, you can use this form for your own guidance only, and not show it to anyone.

After the discussion, you will be provided with a written copy to check for accuracy and for you to sign.

1. Circle appropriate answers, and comment below

- (a) Do you have an up-to-date job description? Yes No
- (b) Do you understand all the requirements of your job? Yes No
- (c) Do you have regular opportunities to discuss your work? Yes No

2. What have you accomplished during the past year (consider the early part of the period as well as more recent events)? Have you made any innovations?

3. List any difficulties you have in carrying out your work. Were there any obstacles outside your own control which prevented you from performing effectively?

4. What parts of your job, do you:
(a) do best?

(b) do less well?

(c) have difficulty with?

(d) do not enjoy?

5. Have you any skills, aptitudes, or knowledge not fully utilised in your job? If so, what are they and how could they be used?

6. Can you suggest training which would help to improve your performance or development?

7. Additional remarks, notes, questions, or suggestions

Recommendation for Pay Progression

For support staff

Current Grade	Change of Grade (Yes/No)	TCP award

For teaching staff

Current Pay Point	Recommended Pay Point	TLR?

Your next Appraisal Meeting will take place on:

Date: __/__/____

Time:

Appendix 3 - Staff Appraisal Template for Senior Leaders including Headteachers

Headteacher Appraisal

School:	
Reviewee:	Position:
Reviewer:	Position:

Disciplined Inquiry

Area	Comments
Context	
Aims	
Rationale	
Starting Points	
Implementation	

Headteacher Standards

Culture and Ethos <ul style="list-style-type: none">• school culture• behaviour• professional development	
Strengths	
Areas to develop	
Actions	

Curriculum and teaching <ul style="list-style-type: none">• teaching• curriculum and assessment• additional and special educational needs	
Strengths	
Areas to develop	
Actions	

Organisational effectiveness <ul style="list-style-type: none">• organisational management• school improvement	
--	--

- working in partnership (trust focus)

Strengths	
Areas to develop	
Actions	

Recommendation for Pay Progression

Current Pay Point	Recommended Pay Point

Appendix 4 – Teachers’ Standards

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.

Part One: Teaching

A teacher must:

1. Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2. Promote good progress and outcomes by pupils

- be accountable for pupils’ attainment, progress and outcomes
- be aware of pupils’ capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

3. Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils’ interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- 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
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics

- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4. Plan and teach well structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5. Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- 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
- have 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; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6. Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7. Manage behaviour effectively to ensure a good and safe learning environment

- 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
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly

- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8. Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

Part Two: 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 which 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' well-being, 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 which set out their professional duties and responsibilities.

Appendix 5 - Pay Progression based on performance (including UPS Criteria)

Decisions regarding pay progression will be made with reference to the teachers' appraisal reports and the key pay recommendations they contain. It will be possible for a 'no progression' determination to be made without recourse to the capability procedure.

In the case of ECTs whose appraisal arrangements are different, pay decisions will be made with reference to the requirements of the statutory induction process. NQT's have no automatic entitlement to pay progression on completion of their induction period. The evidence from induction should however, inform decisions about pay progression.

The general expectation for a teacher to progress within the main pay range is evidence of consistently good teaching and learning. Where a teacher is applying to progress to the upper pay range, they must demonstrate consistent outstanding provision, and are beginning to have a significant impact on the whole school. The general expectation for teachers on the upper pay range is that the evidence will demonstrate consistent outstanding provision of teaching and learning. Performance reviews for teachers on the upper pay range will be completed annually and this may include consideration of any possible future pay implications, however pay progression on the upper pay range will normally be awarded every two years subject to the evidence meeting the criteria. Where a teacher is applying to progress to the Upper Pay Range, they must demonstrate consistent outstanding provision, and are beginning to have a significant impact on the whole school.

All teachers should be able to demonstrate evidence of appropriate pupil progress in line with national standards. Other factors, including evidence of the Teacher's Professional Standards relevant to the criteria for the range may also be important in making sound pay decisions and this should be discussed as part of the appraisal process. The evidence necessary for considering pay progression will usually be available through performance appraisal and other established management systems. In certain circumstances where evidence is not readily available the Headteacher may request that the teacher provides this.

Teachers will be notified of the outcome of their pay decision before 31st October each year. Where pay progression is awarded this will take effect from 1st September and may be backdated should the pay decision not have been made by this date.

Movement to the Upper Pay Range.

Applications and Evidence

Any such expression of interest should be made to the Headteacher by 1st July of the school year. A teacher can only submit one application for progression to the upper pay range in any school year unless there are exceptional circumstances.

All applications should include the results of the two most recent reviews or appraisals, including any recommendation on pay. A teacher may enclose any additional evidence to support their application. Where information from previous reviews is either not available or applicable the teacher may submit a statement and summary of evidence designed to demonstrate that the teacher meets the assessment criteria.

The deadline for submitting an application is the end of Term 6 of the school year. All applications must be submitted to the Headteacher using the Upper Pay range application form (attached as Appendix 6)

Processes and procedures

The application will be assessed against the criteria and the teacher will be informed by the Headteacher in writing, within 15 working days following the deadline for receipt of the application.

In normal circumstances the teacher will move to the minimum salary of the upper pay range however there may be circumstances where it is considered appropriate to move the teacher to a higher value within the range. This decision will be made by the Head Teacher and will be based on the following considerations:

- The nature and impact of the responsibilities undertaken by the teacher
- The level of qualifications, skills and experience demonstrated by the teacher
- The level of performance against the standards demonstrated by the teacher

However, all decisions will be reviewed before confirmation to ensure the award is fair, consistent and fulfils the employers' legal duties with regard to equal opportunity and equal pay for equal value etc. If unsuccessful, the teacher will receive feedback from their line manager and this will be given as soon as possible but no later than 15 working days of confirmation of the decision.

Criteria and Awards for performance-based progression for Teachers

Main Pay Range:

Criteria for Pay Progression

Teachers must be able to demonstrate sound evidence of consistently good teaching and learning. There will be good evidence across the professional standards including a clear and positive impact of CPD on practice. Pupil progress will be at least in line with national standards.

Further relevant criteria that will be taken into account:

- An increasing positive impact on pupil progress
- An increasing impact on wider outcomes for pupils
- Improvement in specific elements of practice identified to the teacher
- An increasing contribution to the work of the school
- For teachers with line management responsibilities – an increasing impact on the effectiveness of staff and colleagues

Examples of Evidence which will be considered

- Assessment against the relevant standards
- Performance objectives
- Classroom observation
- Other evidence

Where the evidence confirms performance has met this criteria then the teacher would normally expect to progress to the next reference point.

Upper Pay Range:

Criteria for Pay Progression

In order to progress within the upper pay range a teacher will need to demonstrate evidence that they have continued to meet the criteria for moving onto the upper pay range and they have further developed their practice with a greater depth and breadth of evidence against the professional standards

Further relevant criteria that will be taken into account:

- Evidence of a greater impact across the work of the school

- Evidence of a commitment to continuous professional development e.g. working towards a higher level qualification
- Delivery of INSET to other staff
- Introducing changes to current practice based on research

Examples of Evidence which will be considered:

- Assessment against the relevant standards
- Performance objectives
- Classroom observation (where relevant)
- Other evidence

Unqualified Range:

Criteria for Pay Progression

Progression on the unqualified teacher range requires evidence to the same level as that expected for a teacher on the main pay range. Where an unqualified teacher is in receipt of an additional allowance that takes their salary above the maximum value of the main pay range (MPR) then the performance expectation will be in line with that expected for teachers on the upper pay range (UPR)

Further relevant criteria that will be taken into account:

- An improvement in teaching skills
- An increasing positive impact on pupil progress
- An increasing impact on wider outcomes for pupils
- Improvements in specific elements of practice identified to the teacher
- An increasing contribution to the work of the school

Standards and Criteria for Progression to and through the Upper Pay Scale

An application from a qualified teacher will be successful where the Trust Leader or Head Teacher is satisfied that:

- a) The teacher is highly competent in all elements of the professional standards; and
- b) The teacher's achievements and contribution to the school are substantial and sustained.

The following terms are defined as:

- **Highly competent:** consistently good teaching and learning with some evidence of outstanding practice in a key area of the professional standards, evidence of being able to give advice and mentoring to others on effective teaching practice and how to make a wider contribution to the work of the school in order to help others meet the professional standards and develop their teaching practice
- **Substantial:** of real importance, validity and value to the school; evidence the teacher plays a critical role in the life of the school; provides a role model for teaching and learning; makes a distinctive contribution to the raising of pupil standards; takes advantage of appropriate opportunities for professional development and uses the outcomes effectively to improve pupils' learning
- **Sustained:** means sustained over the review period, normally two years or a significant part thereof

To provide further clarity, especially on the progression through the Upper Pay Scale (UPS2 and UPS3), the following table indicates more specific criteria that need to be met under key headings.

These criteria will need to be met alongside the disciplined inquiry as part of the appraisal process.

Standards and Criteria for Progression to and through the Upper Pay Scale

Professional Standard	UPS1 Criteria	UPS2 Criteria	UPS3 Criteria
Quality of education	<ul style="list-style-type: none"> Consistently good practice in teaching, learning and assessment Pupil progress and achievement are in line with school expectations 	<ul style="list-style-type: none"> Specialism in specific subject areas is developed Pupil progress and achievement are in line with school expectations with some pupils exceeding them 	<ul style="list-style-type: none"> Lead practitioner within a specific subject area (may link to leading across the trust and/or for an organisation e.g. MathsHub). Pupil progress and achievement are in line with school expectations with many pupils exceeding them
Professional support	<ul style="list-style-type: none"> Provide guidance, advice and support to colleagues Leads occasional PDMs and small scale workshops 	<ul style="list-style-type: none"> Provide high quality advice and guidance to colleagues on teaching, learning and pastoral support Leads regular PDMs 	<ul style="list-style-type: none"> Make a distinctive contribution in raising standards and pupil progression across the whole school through high quality advice and guidance to colleagues Leads occasional trust wide CPD
Evidence informed	<ul style="list-style-type: none"> Proactively engage in current evidence supporting education in addition to disciplined inquiry 	<ul style="list-style-type: none"> Share evidence findings within the school to further develop the practice of others 	<ul style="list-style-type: none"> Share evidence findings and lead relevant CPD that supports it across the trust
Professional conduct	<ul style="list-style-type: none"> Models the standards for professional conduct set out in the Teachers' Standards Be an outstanding role model to other members of staff 	<ul style="list-style-type: none"> Models the standards for professional conduct set out in the Teachers' Standards Be an outstanding role model to other members of staff therefore enthusing and inspiring them in motivation of school values and pupil achievement 	<ul style="list-style-type: none"> Models the standards for professional conduct set out in the Teachers' Standards Be an outstanding role model to other members of staff, actively enthusing and inspiring them in motivation of school values and pupil achievement

APPENDIX 6 - Application for UPS Progression

APPLICATION FOR PROGRESSION ONTO THE UPPER PAY SCALE

In order to progress within the upper pay range a teacher will need to demonstrate evidence that they have continued to meet the criteria for moving onto the upper pay range and they have further developed their practice with a greater depth and breadth of evidence against the professional standards.

Appraisal period:

Name of employee:

Appraiser:

Name:

Designation:

The table below should be completed having regard to the Trust pay policy.

Criteria	Activity / Action	Impact / Outcome
Quality of Education		
Professional Support		
Evidence Informed		
Professional Standards		
Overall assessment		

Recommendation of Appraiser:

Signed:

Date:

Recommendation of Trust Leader:

Signed:

Date:

Trustees decision: APPROVED / REFUSED (delete as appropriate)

Trust meeting:

APPENDIX 7 - TCP Grading matrix

We have four Total Contribution assessment ratings which are defined below:

- Outstanding – Exceeds expectations most of the time.
- Excellent – Exceeds expectations some of the time.
- Successful – Meets expectations all the time.
- Performance Improvement Required – Does not meet expectations all the time.

The expectations for each of the 5 elements of Total Contribution for the ‘successful’ rating are described below in the table. Detailed below is also guidance for the assessment ratings a manager can consider when making their assessments. Using these definitions, you should consider, based on the outcome of the assessment process used within the school, conclude whether your team member has exceeded, met or not met expectations for each of the 5 elements and how often those expectations have been exceeded, met or not met. This assessment will inform which rating is awarded to the individual.

Successful

Criteria	Expectations
Objectives & accountabilities <i>- What the employee does in their job</i>	<ul style="list-style-type: none"> • Achieved all the agreed objectives to expected timelines and standard. • Consistently worked to the standards expected in the role. • Works effectively and expectations are consistently met
Values & behaviours - <i>How the employee does their job</i>	<ul style="list-style-type: none"> • Always works in a way which is consistent with our values and the behaviours which were identified as being important for their role.
Wider contribution - <i>How the employee contributes outside of their day to day job to their team, their service, to the organisation or to public service (Not obligatory for KR3-6)</i>	<ul style="list-style-type: none"> • Outside of the normal job, has made a positive difference to the team/service/organisation/public service. (What this looks like will depend on the level of role, with greater expectations in terms of impact on those on a higher grade).
Personal development - <i>How the employee develops their capacity and capability</i>	<ul style="list-style-type: none"> • Achieved all the agreed development objectives. • Evidence of the application of new skills/knowledge/behaviours which has made a positive difference. • Takes ownership of their development.
Working better - <i>How the employee works to continuously do things better</i>	<ul style="list-style-type: none"> • Acts to continuously improve the way they work/the service they work in in line with reasonable expectations of the role, e.g. seeking new ways to do things/proposing ideas for improvement/taking responsibility for personal development

Expectations are to be scaled to the individual circumstances, opportunities and role.