



# **TEACHERS PERFORMANCE DEVELOPMENT (APPRAISAL) POLICY 2021/2023**

<b>Area: HR</b>	<b>Owner: CEO</b>	<b>18.06.21</b>
<b>Reviewed: Head of Governance – Shalene Varcoe</b>		<b>18.06.21</b>
<b>Approved: Trust Board</b>		<b>13.07.21</b>
<b>Next review date</b>		<b>June 2023</b>

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### **Legal Framework**

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Equality Act 2010
- The School Staffing (England) Regulations 2009 (as amended)
- The Education (School Teachers' Appraisal) (England) Regulations 2012
- DfE (2020) 'Governance handbook.'
- DfE (2019) 'Teacher appraisal and capability: A model policy for schools'
- DfE (2011) 'Teachers' Standards'
- DfE (2021) 'Staffing and employment advice for schools
- DfE (2018) 'The Equality Act 2010 and schools.'

This policy operates in conjunction with the following school policies:

- Teacher Capability Policy
- Confidentiality Policy
- Disciplinary Policy and Procedure
- Records Management Policy
- Whistleblowing Policy
- Teachers' Pay Policy
- School Development Plan

### **SCOPE**

This policy applies to all teaching staff.

## 1. **APPLICATION OF THE POLICY**

- 1.1. The policy applies to the Headteacher (read also Executive Headteacher and Head of School), and all teachers employed by The Charter Schools Educational Trust (the 'Trust'), except teachers on contracts of less than one term, those undergoing induction (*i.e.*, *Early Career Teachers*), and those subject to capability procedures.
- 1.2. The Performance Development process will not be used as a substitute for the informal stage of the capability procedure. Capability is subject to a separate policy and procedure. It will only be invoked when the Performance Development process has been exhausted.

## 2. **PURPOSE**

- 2.1. This policy sets out the framework for a clear and consistent assessment of the overall performance of teachers and the Headteacher and for supporting their development needs within the context of the School Development Plan and their own professional needs.
- 2.2. Where teachers are eligible for pay progression, the assessment of performance throughout the cycle, against the performance criteria specified in paragraph 8.2 below, will be the basis on which the reviewer makes the recommendation.

## 3. **LINKS TO SCHOOL IMPROVEMENT, SCHOOL SELF-EVALUATION AND SCHOOL DEVELOPMENT**

- 3.1. The Performance Development process is one of the primary sources of information for school self-evaluation and the broader school development process.
- 3.2. Reviewees' objectives will be aligned with the school's development priorities and reflect reviewees' professional needs and aspirations.
- 3.3. The performance development and appraisal period commences each year in September at the start of the academic year and ends in July at the end of the academic year.

## 4. **CONSISTENCY OF TREATMENT AND FAIRNESS**

- 4.1. The Trust is committed to ensuring consistency of treatment and fairness in the operation of Performance Development. Accordingly, the following provisions are made to moderation, quality assurance and objective setting.
- 4.2. The Headteacher has determined that they will delegate the reviewer role for some or all teachers for whom he is not the line manager. In these circumstances, the Headteacher will moderate all the Performance Development Planning records to check that the plans recorded in the Performance Development Planning records of teachers at the school:
  - Are consistent between those who have similar experience and similar levels of responsibility.
  - Comply with the school's Performance Development policy, the regulations, and the requirements of equality legislation.

## 5. **GOVERNANCE OF APPRAISAL POLICY**

- 5.1. The pay committee for school staff performance-related pay is delegated by the Trust board to the respective school Local Governing Body (LGB). The LGB will consist of three local governors and meet

annually to review the salaries of all the staff. In addition, the committee takes on the Headteacher's advice about the meeting of performance and professional development objectives. Any paid employees of the school who are also a local governor cannot be members of the pay committee. The LGB Pay committee ensures that:

- criteria are fairly applied related to discretionary payments.
- all staff members are notified of any decisions made relating to pay.
- the principle of confidentiality is maintained concerning staff pay.
- Statutory and contractual requirements are followed.
- To annually review all staff's salaries are reviewed annually
- Reviews the Headteacher annual report about pay and progression and performance management arrangements and presents this to the LGB
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5.2. The Trust appoints a pay committee of two Trustees and the LGB Chair to review Headteachers' appraisal process and salary reviews. An additional Trustee is added to this committee to review the appraisal process and salary of the CEO, the Trust central team and the Teaching School Director. The Trust pay committee:

- Supports the CEO with the annual report to the Trust board about performance management arrangements and pay progression across the Trust.
- fairly applies the criteria related to discretionary payments for Headteachers, Teaching School Director, the CEO and central teaching staff.
- Ensures that Headteachers are notified of any decisions made relating to their pay.
- Follow the principles of confidentiality concerning staff pay.
- Ensures that statutory and contractual requirements are applied appropriately to Headteachers, the CEO and central teaching staff.
- Annually review these staff's salaries, take the CEO's advice about meeting the performance objectives of those line managed by the CEO and take the advice of an external reviewer for the performance objectives of the CEO.

## 6. OBJECTIVE SETTING

6.1. ***All teachers will be assessed against the set of standards in the document called "Teachers' Standards" (July 2011).*** Certain teachers should also be evaluated against other standards published by the Secretary of State relevant to them, when available and if appropriate. Post-threshold teachers will use the post-threshold standards. Teachers on the leadership pay scale will use either the 'excellent teacher' standards or the headteacher standards.

6.2. Reviewers will assess qualified teachers against the standards to a level consistent with the teacher's role and career stage (early-career teacher, mid-career teacher or a more experienced practitioner). We expect that early-career teachers will be at least competent against all the Teachers' Standards, mid-career teachers will be at least confident against all the Teachers' Standards and more experienced teachers will be expert against all the Teachers' Standards.

6.3. The Performance Development Process would involve the teacher in each of his or her roles: class teacher, subject teacher, and TLR/Leadership post if relevant.

6.4. Teachers will complete a self-audit in preparation for setting objectives at the Performance Development Review meeting. The teachers will audit against the extant Teachers' Standards. They will identify which of the Teachers' Standards they might want to set objectives against to improve the

quality of their performance in the classroom (see Appendix 1). The completion of the self-audit should be done in conjunction with the year/subject group self-evaluation activities and improvement plan development in September or the preceding summer term. It may be beneficial for individual teachers to discuss the Teachers' Standards Audit with their Line manager/Mentor before discussing objectives with his/her reviewer.

- 6.5. The objectives set will be rigorous, challenging, achievable, time-bound, fair and equitable to teachers with similar roles/responsibilities and experience. Objectives should be consistent with the desire to bring downward pressure on working hours as part of the school's strategy for ensuring the well-being of staff and maintaining a healthy work/home balance.
- 6.6. The objectives will also consider the teacher's professional aspirations and any relevant pay progression criteria. They should be such that, if they are achieved, they will improve pupils' progress at the school.
- 6.7. 'Pupils' is the term used to define all children and young people learning at the schools and nursery within the Trust. If there is a specific reference to early years or 6th form, then 'children' or 'students' will be used, respectively.
- 6.8. Pupil performance data will not be an objective. Pupil performance data from all taught classes of an individual teacher will be part of the evidence base for evaluating the quality of teaching. Pupil performance data sets are evidence rather than objectives. In July, individual teachers will review their pupils' outcomes against pupils' prior attainment at the previous key stage. Teachers will provide a class commentary or, for subject teachers, a class-by-class analysis on their pupils' performance as part of the year group/subject self-evaluation process. The school must ensure that accurate and timely data is made available to all relevant teachers to allow for this evaluation.
- 6.9. The reviewer and reviewee will seek to agree on the objectives. Where they cannot make a joint determination, the reviewer will decide on the objectives.

In The Charter Schools Educational Trust:

- All teachers, including Headteachers, will have no more than five objectives.
- Main-scale teachers will typically have three objectives.
- All teachers to have one whole school objective or an objective which allows them to make a professional contribution to the school, their subject area or their year group beyond their own teaching and learning.
- All teachers, including the Headteacher, will have at least one objective set against the Teachers' Standards.
- All teachers with a Teaching and Learning Responsibility (TLR), or those on the Leadership Spine, will have at least one responsibility objective.

6.10. It is important to emphasise that Performance Development is an assessment of the overall performance of teachers and Headteachers against the full Teachers' Standards. Objectives cannot cover the full range of a teacher's roles/responsibilities. Objectives will therefore focus upon the priorities for an individual for the cycle derived from completing the initial audit against the Teachers' Standards; *it follows that meeting the objectives will explicitly help the teacher meet the Teachers' Standards.*

6.11. At the assessment stage, the reviewer will discuss the teacher's overall performance over the previous year against the Teachers' Standards. The onus will be upon the teacher to provide evidence of their performance, as detailed in 6.12 below. There will be particular emphasis upon the individual Standards which link to the teacher's performance development objectives. The discussion will allow the

teacher to highlight their successes over the past year and lead into the second half of the review meeting, which looks towards setting performance development objectives for the following year.

- 6.12. At the Review of a teacher's performance against the Teachers' Standards, the teacher will provide the following mandatory evidence:
- Review of their pupil outcomes against their previous attainment, providing a class (or class by class for commentary on their students' performance).
  - Lesson Observation feedback focusing on progress against chosen development areas and teaching standards
  - feedback from work scrutinies – individual feedback should focus on how well the teacher has followed the school curriculum and policies, scaffolded learning to allow all students to access it, used feedback and assessment to support each student's learning over time.
  - Good evidence of thoughtful lesson planning.
  - Any further evidence which might relate specifically to the teacher's performance development objectives.
- 6.13. The teacher is welcome to provide any other evidence which will exemplify his or her performance against the Teachers' Standards.
- 6.14. Where a teacher is eligible for pay progression, it is expected that recommendations for pay progression should be based on evidence that shows that the teacher is meeting the vast majority of the Teachers' Standards and is at least making good progress towards those not achieved (see 7.1 below).
- 6.15. Early Career Teachers who pass their probationary year will be recommended for pay progression
- 6.16. Further details of the decision-making process for pay progression can be found in the Trust's Pay Policy.
- 6.17. The teacher will receive as soon as practicable following the end of each Performance Development period – and can comment in writing on – a written Performance Development report from their reviewer.
- 6.18. This review is the endpoint to the annual appraisal process. Performance and development priorities will be reviewed and addressed regularly throughout the year in interim meetings, which will take place during the Spring Term and coaching sessions.
- 6.19. Coaching could be instructional, informal, traditional or take the character of lesson observations, planning reviews, project reviews, reviews of learning in pupil books. What will unite all these activities is that the teacher will be given achievable next steps. These next steps will be 'evidenced informed, linked to the school's expectations of teaching and learning and the teacher's job description and will not create unnecessary additional workload.
- 6.20. Where evidence emerges during the Performance Development cycle about the reviewee's performance, which causes *some concern*, a review of the teacher's objectives should be undertaken. This review will prioritise and amend the objectives. Any additional objective(s) which are agreed to address the concerns do not take the total number of objectives beyond the maximum of five.
- 6.21. To *support* the teacher whose performance causes *some concern*, an SLT member or Subject/KCL leader in secondary schools (*not* the reviewer) will work with the teacher to establish more specific areas for improvement. The SLT member/subject of KCL leader will develop an Individual Action Plan (IAP) that includes the areas for improvement, the timeframe and the support.

6.22. If despite the reviewee receiving appropriate support, the reviewee's performance does not improve and continues to give rise to *significant concerns*, the Performance Development process will cease. The Headteacher will invoke the separate Capability Policy and procedure.

6.23. In this Trust, teachers and Headteachers will receive their written Performance Development reviews **by 31st July** or the end of the summer term, whichever is sooner. The Performance Development review will include:

- Details of the teacher's objectives for the Performance Development period in question.
- An assessment of the teacher's performance in their role(s) and responsibilities against the Teachers' Standards, including their Performance Development Objectives.
- An assessment of the teacher's training and development needs and identification of any action that needed to address them.
- A recommendation on pay where relevant (*NB – pay recommendations need to be made by 31st July or the end of the summer term, whichever is sooner*).

6.24. The assessment of performance, training and development needs will inform the planning process for the following Performance Development period.

6.25. Adequate time needs to be given in the school strategic calendar to ensure reviewers and teachers can complete reviews and planning session without unnecessary increased workload.

## **7. REVIEWING PROGRESS**

**7.1.** It is a given that assessing a teacher's performance during the performance development review meeting will be rooted in the mandatory evidence outlined in 5.12 above. However, the final judgement of a teacher's performance, using our 1-5 grading system, will be made within the context of our Trust, where historically:

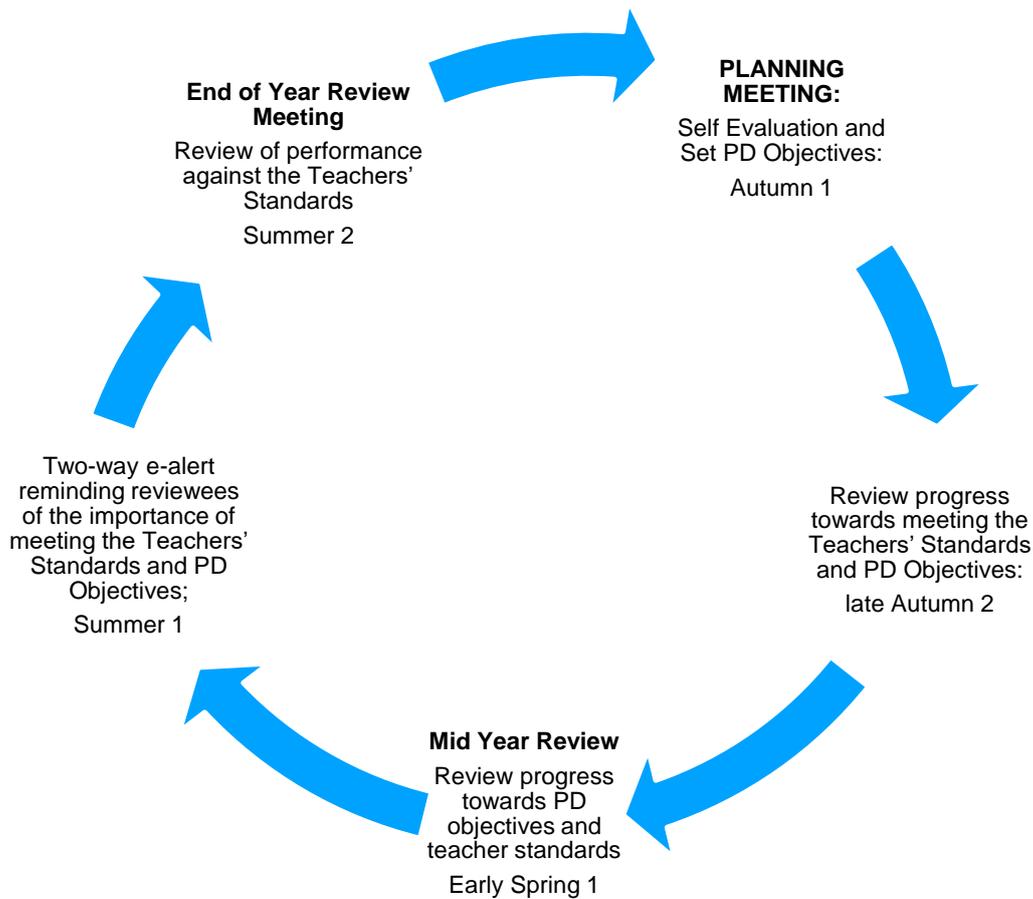
### **Primary**

- Pupils enter the school at attainment levels below typical, but most children achieve the expected standard in EYFS and Year 2.
- Pupils make progress above the expected progress nationally between key stages.
- A significant minority of children leave at the end of Key Stage 2 with attainment levels above the national average.
- Teachers are set stretching targets for all pupils in the knowledge that they can reach them.
- Teachers achieved extraordinary results from extraordinary work

### **Secondary**

- Most students enter the schools at attainment levels in line with age expectations, and most students attain above the national average in year 11
- Students make progress above the expected progress nationally between key stages
- A significant minority of children leave at the end of Key Stage 4 with attainment levels above the national average.
- Teachers have the highest expectations of all our pupils as reflected in our Trust 'Impact' value.
- Teachers are set stretching targets for all students in the knowledge that they can reach them.
- Teachers achieved extraordinary results from extraordinary work

Judgements will be made with professional wisdom and will consider a teacher's contextual analysis of the academic performance of pupils in his/her classes.



7.2. At the end of the cycle, assessment of performance will be judged as follows:

Criterion	Level 5	Level 4	Level 3	Level 2	Level 1
<b>Teachers' Standards</b>	Exceptional performance	Met securely	The vast majority are met and at least making good progress towards those not met	Whilst some are met, a significant number of the standards are not met	Clearly not met

- 7.3. To be recommended for pay progression, a teacher's performance must be judged as Level 3 or above.
- 7.4. In **extraordinary** circumstances, the Trustees/Governors' Pay Committee will consider using its discretion to award more than one point, up to a **maximum of 2 points**, in one year. Accelerated pay progression recommendations will not be based on pupil outcomes alone and will also depend on affordability. Not all schools may be able to afford accelerated pay increases each year.
- 7.5. The performance development cycle is annual. Still, it may be appropriate to set objectives that will cover a period over more than one cycle on occasions. In such cases, the basis on which the progress being made towards meeting the performance criteria for the objective will be assessed at the end of the first cycle and recorded in the Planning and Review statement at the beginning of the next cycle.
- 7.6. The performance development cycle has a minimum of a formal mid-year checkpoint. This mid-point review is an opportunity to review the progress towards meeting both the Teachers' Standards and the objectives. Interim informal reviews should also occur in the second halves of the autumn, spring and summer terms. **There will be an email alert in early June** where the reviewer will remind the reviewee of the importance of meeting their objectives. The reviewee will have the opportunity to email their reviewer if they have any concerns about meeting their objectives. The reviewer will clarify how well they are doing against the Teachers' Standards and their Performance Development Objectives at the end of every interim review meeting.
- 7.7. Only **the mid-year and end of year reviews are expected to be in writing** if good progress towards targets is made.
- 7.8. If, at any stage of the Performance Development cycle, the reviewer judges that a teacher is in danger of not meeting the Teachers' Standards, swift remedial action should be taken as outlined in 6.22 – 6.24 above. The reviewer will put these concerns in writing to the reviewee.
- 7.9. Where there has been *good progress towards a challenging objective*, the reviewee has the once-only option to take that objective into the next Performance Development cycle.
- 7.10. The following flow-chart outlines the critical elements of the Performance Development cycle:

## 8. APPEALS

At specified points in the performance development process, teachers and Headteachers have a right of appeal against any of the entries in their Performance Development Planning records and Review document. If a reviewee wishes to appeal based on more than one entry, this will constitute one appeal hearing. Details of the appeals process are covered in Trust's Pay Policy.

## 9. CONFIDENTIALITY

- 9.1. The whole performance development process and the performance development planning records generated under it, in particular, will be treated with strict confidentiality at all times. The reviewee should provide their line manager with a copy of their plan only if necessary to enable the line manager to discharge her/his line management responsibilities.
- 9.2. Line managers will only be given access to the objectives related to their line management responsibilities. Subject Leaders will have access to all performance development objectives of

colleagues within their departments to gain an overview of the development priorities of their whole teaching team.

- 9.3. Reviewees will be told who has requested and who has been granted access. The Senior Leader with responsibility for Continuous Professional Development will have access to all the training needs for all staff identified in the training annexe of the reviewees' Planning and Review statements collated from Performance Development Review documents by the HR officers in schools.
- 9.4. The School's Continuing Professional Development (CPD) programme will be informed by the training and development needs identified in the training annexe of the reviewees' Performance Development Planning record and Review document.
- 9.5. The Governing Body will ensure in the budget planning that, as far as possible, appropriate resources are made available for any training and support agreed for reviewees.
- 9.6. An account of the training and development needs of teachers in general, including the instances where it did not prove possible to provide any agreed CPD, will form a part of the Headteacher's annual report to the governing body about the operation of the Performance Development in the school.
- 9.7. Where there are competing demands of the school budget for CPD, a decision on relative priority will be taken about the extent to which:
  - (a) the CPD is essential for a reviewee to meet their objectives.
  - (b) the extent to which the training and support will help the school to achieve its priorities.

There is the opportunity for all staff to suggest to the leadership team aspects of pedagogy for whole-school teacher training in their target setting meeting. This opportunity will also arise from the subject-based self-evaluation process. *It is important to reiterate that the core CPD provision will continue to be the year group and curriculum teams and the school coaching programme.*

- 9.8. Teachers will not be held accountable for failing to make good progress towards meeting their performance development objectives where the support recorded in the planning statement has not been provided.
- 9.9. All reviewers will be provided with training to enable them to discharge all aspects of their role appropriately and effectively. Training will include objective setting, classroom observation, and providing quality feedback to reviewees. Training for reviewers will be delivered by the Headteacher and senior members of the Teaching School Hub/Trust as needed. In addition, training on lesson observation will be inherent for all teaching staff within the Trust-wide instructional coaching programme, the ECF support for mentors and the school's CPD offer.

## **10. APPOINTMENT OF REVIEWERS FOR THE HEADTEACHER and the CEO**

### **10.1. Appointment of reviewers for the headteacher**

The CEO is the reviewer for the Headteacher alongside the Chair of the Local Governing body. Where the Headteacher believes that the Chair is unsuitable for professional reasons, they may submit a written request to the Local Governing Body for that governor to be replaced, stating those reasons.

### **10.2. Appointment of reviewers for the CEO**

The board of Trustees will appoint an external adviser to provide advice and support about the development and review of the CEO's performance. The external adviser will have proven expertise in the Performance Development of CEOs and will have no personal connection with the CEO.

## 11. APPOINTMENT OF REVIEWERS FOR TEACHERS

11.1. The Headteacher will be the reviewer for those teachers they directly line manage. They will delegate the reviewer's role in its entirety to the relevant School Leadership Team (SLT) line managers. The SLT will be the reviewers for all those teachers within the subject areas (or responsibility areas) they line manage, *where capacity permits. Further delegation is encouraged to middle leaders where these teachers have been trained and feel confident to be a reviewer.* In secondary schools, KCLs, subject leaders, and Zics will be delegated this responsibility to ensure adequate capacity across the school.

11.2. If a teacher believes that the allocated reviewer is unsuitable for professional reasons, the teacher may submit a written request to the Headteacher for that reviewer to be replaced, stating those reasons.

11.3. Where it becomes apparent that the reviewer will be absent for most of the cycle or is unsuitable for professional reasons, the Headteacher may perform the duties himself/herself or delegate them in their entirety to another teacher. Where this new reviewer is not the reviewee's line manager, the teacher will have an equivalent or higher status in the staffing structure as the teacher's line manager.

11.4. A Performance Development cycle will not begin again in the event of the reviewer being changed.

11.5. All line managers to whom the Headteacher has delegated the reviewer's role will receive appropriate preparation and training for that role.

## 12. THE PERFORMANCE DEVELOPMENT CYCLE

12.1. The performance of teachers will be reviewed on an annual basis. In this Trust, Performance Development planning and reviews will be completed for all teachers **by 31st July** or the end of the summer term, whichever is sooner.

12.2. The Performance Development cycle will run **from 30th September to 31st July** (or the end of the summer term) for Headteachers and teachers. The main review period will be the second half of the summer term:

- The Headteacher will undertake Performance Development reviews for all the School Leadership Team in the 2nd and 3rd week of June;
- SLT and KCLs to undertake Performance Development for all the Subject and Year Group Leaders, gathering Performance Development evidence for each member of each subject area, and gathering thoughts about development priorities (last week June);
- Middle Leaders to undertake all Performance Development reviews for the rest of the teaching staff (first three weeks in July).
- The Headteacher and CEO have performance reviews in July.

12.3. Teachers who are employed on a fixed-term contract of less than one year will have their performance managed by the principles underpinning the provisions of this policy. The duration of their contract will determine the length of the cycle.

12.4. Where a teacher starts their employment at the school partway through a cycle, the Headteacher or, in the case where the teacher is the Headteacher, the Governing Body shall determine the length of the first cycle for that teacher, to bring the cycle into line with other teachers at the school as soon as possible.

12.5. Where a teacher starts their employment at the Trust, they should provide the school with copies of their current Performance Development documentation and previous year's Performance Development documentation. This documentation will ensure continuity, especially in matters related to Threshold and Upper Pay Spine processes. The Human Resources officer will remind new staff of this responsibility in the offer of employment letter.

12.6. Where a teacher transfers to a new post within the school part way through a cycle, the Governing Body shall determine whether the cycle shall begin again and change the reviewer.

### **13. RETENTION OF STATEMENTS**

Performance Development Planning records will be retained for a minimum period of six years.

### **14. MONITORING AND EVALUATION**

14.1. The Trust Board will monitor the operation and outcomes of Performance Development arrangements.

14.2. The CEO will provide the Trust Board with a written report on the operation of the Trust's performance development policy annually at the December meeting of the Trust Board. The report will not contain any information that would enable any individual to be identified.

The report will include:

- The operation of the Performance Development policy;  
The effectiveness of the school's Performance Development procedures;
- Teachers' training and development needs.

The Trust Board is committed to ensuring that the performance development process is fair and non-discriminatory, and the following monitoring data should be included in the CEO's report because it represents the possible grounds for unlawful discrimination:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion and belief
- Sex
- Sexual orientation
- Part-time workers
- Trade union membership.

14.3. The CEO will also report on whether there have been any appeals or representations on an individual or collective basis on the grounds of alleged discrimination under any of the categories above.

## **15. REVIEW OF THE POLICY**

15.1. The Trustees will review the performance development policy every school year at its final Trustee meeting of the academic year.

15.2. The Trustees will take account of the CEO's report in its review of the performance development policy. The policy will be revised as required to ensure that it is always up to date.

15.3. The Trustees will seek to agree on any revisions to the policy with the recognised trade unions.

15.4. To ensure teachers are fully conversant with the performance development arrangements, all new teachers who join the school will be briefed on them as part of their induction.

## **16. ACCESS TO DOCUMENTATION**

All staff will have access to documentation relating to Trust or school improvement and development and any other documents and procedures to which this policy relates. These will be published on the school's shared drives or can be obtained from the school office.

## **17. STATUS OF POLICY**

This policy was consulted upon in June 2021. It replaces the Appraisal policy of the same name, dated September 2018. Changes cannot be made to this document without the approval of The Charter Schools Educational Trust Board of Trustees

If you have any queries about applying this policy/procedure, please contact Shalene Varcoe, Head of Governance, [svarcoe@tcset.org.uk](mailto:svarcoe@tcset.org.uk) .

## Appendix 1: Teacher's Standards 2012: Self-Audit

Teachers' Standards	RAG	Notes for PD Review
<b>Teaching – A teacher must:</b>		
<b>1.Set high expectations which inspire, motivate and challenge pupils</b>		
1.establish a safe and stimulating environment for pupils, rooted in mutual respect		
1.set goals that stretch and challenge pupils of all backgrounds, abilities, and dispositions		
1.demonstrate consistently the positive attitudes, values and behaviour which are expected for pupils		
<b>1.Promote good progress and outcomes by pupils</b>		
1.be accountable for pupils 'attainment, progress and outcomes		
1.be aware of pupils 'capabilities and their prior knowledge, and plan teaching to build on these		
1.guide pupils to reflect on the progress they have made and their emerging needs		
1.demonstrate knowledge and understanding of how pupils learn and how these impact on teaching		
1.encourage pupils to take a responsible and conscientious attitude to their own work and study		
<b>1.Demonstrate good subject and curriculum knowledge</b>		
1.have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils 'interest in the subject, and address misunderstandings		
1.demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship		
1.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		
1.if teaching early reading, demonstrate a clear understanding of systemic synthetic phonics		
1.if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies		
<b>1.Plan and teach well-structured lessons</b>		

1.impart knowledge and develop understanding through effective use of lesson time		
1.promote a love of learning and children’s intellectual curiosity		
1.set homework and plan other out-of-class activities to consolidate and extend knowledge and understanding pupils have acquired		
1.reflect systematically on the effectiveness of lessons and approaches to teaching		
1.contribute to the design and provision of an engaging curriculum within the relevant subject area(s)		
<b>1.Adapt teaching to respond to the strengths and needs of all pupils</b>		
1.know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively		
1.have a secure understanding of how a range of factors can inhibit pupils ’ability to learn, and how best to overcome these		
1.demonstrate and 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		
1.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 them and evaluate distinctive teaching approaches to engage and support them		
<b>1.Make accurate and productive use of assessment</b>		
1.know and understand how to assess the relevant subject and curriculum areas, including statutory requirements		
1.make use of formative and summative assessment to secure pupils ’progress		
1.use relevant data to monitor progress, set targets, and plan subsequent lessons		
1.give pupils regular feedback, both orally and through accurate marking and encourage pupils to respond to feedback		
<b>1.Manage behaviour effectively to ensure a good and safe learning environment</b>		
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.have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly		
1.manage classes effectively, using approaches which are appropriate to pupils 'needs in order to involve and motivate them		
1.maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary		
<b>1.Fulfil wider professional responsibilities</b>		
1.make a positive contribution to the wider life and ethos of the school		
1.develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support		
1.deploy support staff effectively		
1.take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues		
1.communicate effectively with parents with regard to pupils ' achievements and well being		
<b>Personal And Professional Conduct</b>		
<b>1.Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:</b>		
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		
1.having regard for the need to safeguard pupils 'well-being, in accordance with statutory provisions		
1.showing tolerance of and respect for the rights of others		
1.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		
1.ensuring that personal beliefs are not expressed in ways which exploit pupils 'vulnerability or might lead them to break the law		
<b>1.Teachers must have proper and professional regard for ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality</b>		

<b>1. Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities</b>		
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## **APPENDIX 2: CLASSROOM OBSERVATION PROTOCOL**

1. The Trust is committed to ensuring that classroom observation is developmental and supportive and that those involved in the process will:

- Carry out the role with professionalism, integrity and courtesy;
- Evaluate objectively;
- Report accurately and fairly; and
- Respect the confidentiality of the information gained.

2. The number of lesson observations will be a minimum of 3 per year and additional lesson observations to this will be proportionate to need. In this trust, 'proportionate to need' will be determined through discussion in the planning and review meeting and as appropriate to the objectives set and whether the teacher works part or full time.

3. The purpose of the lesson observation in relation to the reviewee will be to confirm that adequate progress is being made towards the reviewee's professional development objectives and that the reviewee continues to teach in line with the school's policies and is meeting the teaching standards. The level of competency expected against the teaching standards will depend on the years of experience and seniority of the teacher reviewed

4. The reviewee and the reviewer should identify and record the possible class, year and focus of the classroom observation at the planning meeting and in any future coaching meetings. The final arrangements for classroom observation will be made by the reviewee by the end of the spring term at the latest; the reviewer should be informed of the amount of classroom observation and specify its primary purpose, any particular aspects of the teacher's performance to be evaluated, how the observation is related to the reviewee's objective(s), the duration of the observation, the date and time the observation will take place and who will conduct the observation.

5. It is expected that reviewers will conduct Performance Development lesson observations in pairs where possible. Joint observations support quality assurance purposes to moderate the judgement of the reviewer and support the quality assurance of the school's overall self-evaluation and help train teachers on effective lesson observations.

6. Information gathered during the observation will be used, as appropriate, for a variety of purposes, including to inform school and subject self-evaluation and school-improvement strategies in accordance with the school's commitment to streamlining data collection and minimising bureaucracy and workload burdens on teachers. Information gathered from classroom observation will assist the Headteacher in the exercise of her/his duty to evaluate the standards of teaching and learning and to ensure that proper standards of professional performance are established and maintained.

7. In keeping with the commitment to supportive and developmental classroom observation, those being observed will be notified in advance.
8. Classroom observations will only be undertaken by persons with qualified teacher status (QTS). Classroom observation will only be undertaken by those who have had adequate preparation and who have the appropriate professional skills to undertake observation and to provide constructive oral and written feedback and support, in the context of professional dialogue between colleagues. Members of the SLT, Subject Leaders, Subject Leaders and mentors, are all qualified to undertake observations for Performance Development purposes.
9. Oral feedback will be given as soon as possible after the observation and no later than the end of the following working day. It will be given, where practicable, during directed time in a suitable, private environment.
10. Written feedback will be provided within five working days of the observation taking place. If issues emerged from an observation that were not part of the focus of the observation as recorded in the planning and review statement, these should also be covered in the written feedback and the appropriate action discussed with the teacher (see 5.12).
11. The written record of feedback will include the date on which the observation took place, the lesson observed, including the relevant details of the class, and the length of the observation. The teacher has the right to append written comments on the feedback document. No written notes in addition to the written feedback will be kept.
12. Learning walks for the purposes of Performance Development will only be undertaken by reviewers. Other members of staff may conduct learning walks as part of individual subject areas' on-going self-evaluation processes.