



Teacher Appraisal Policy

Document provenance

This policy was approved by –

E-ACT Board of Trustees – Personnel Committee Date: September 2018

Frequency of review: Three years

Next review date: September 2021

ELT Owner: Director of Corporate Services

Author: National HR Officer

Summary of changes at last review:

- Removal of clause saying policy does not form part of contract
- Appraisal document submitted 48 hours in advance rather than 24
- Reference made to E-ACT Training and Development Brochure
- Revises pay appeal process steps

Related documents:

- Teacher Pay Policy

This policy will be interpreted and applied in accordance with the employers' duty to respect the rights of employees under the Human Rights Act, particularly the rights to freedom of speech, privacy, freedom of religion and belief and the right to freedom of association.

Recognised trade unions have been consulted on this policy.

Introduction

- 1.1 This policy sets out the framework for a clear and consistent assessment of the overall performance of teachers, including the Headteacher within all E-ACT Academies.
- 1.2 Appraisal within E-ACT 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 motivated and able to continue to improve their professional practice and to develop as teachers. The policy will support each teacher's development within the context of the school's plan for improving educational provision and performance and the Teacher's standards as well as the specific expectations of E-ACT for all of its' teaching staff.
- 1.3 If there are any serious concerns raised about a teacher's performance that cannot be addressed and resolved through the appraisal process, there will be consideration of whether to commence the capability procedure.
- 1.4 This appraisal policy has been developed to comply with current legislation including the Education (School Teachers' Appraisal) (England) Regulations 2012 (the Appraisal Regulations).

2. Scope and purpose of this policy

- 2.1 The policy applies to the Headteacher and to all teachers employed by the school or trust except those on contracts of less than one term, those undergoing induction (NQT's) and those subject to E-ACT's formal Capability Procedure. It does not apply to agency workers.
- 2.2 Regional Education Directors are appraised as part of the Regional and National E-ACT Staff performance management framework and are not included here.
- 2.3 The policy should be read in conjunction with the E-ACT Teachers' Pay Policy, which provides details of the arrangements relating to pay.
- 2.4 The operation of this appraisal policy and process has been workload impact assessed to ensure that it does not add to the workload of anyone involved.
- 2.5 All performance management activities will take place within the teacher's directed time, but not within a teacher's PPA time.
- 2.6 The appraisal policy must always be applied fairly and in accordance with employment law and E-ACT Equalities policies. The application of this policy will not directly nor indirectly discriminate against members of staff on the grounds of their gender, age, disability, gender re-assignment, marital or civil partnership status, pregnancy, maternity status, race (including colour, nationality and ethnic or national origins), religion or belief, or sexual orientation.
- 2.7 The application of this policy will not directly nor indirectly discriminate against members of staff on the grounds of trades union membership or activities.

3. Pay Progression for teachers

- 3.1 Where teachers are eligible for pay progression, the recommendation made by the appraiser will be included on the Pay progression recommendation/outcome form (see Appendix 4) and will be based on the assessment of their overall performance against the agreed objectives, teachers' (and/or other relevant) standards for pay progression.
- 3.2 The recommendation made by the appraiser will be passed to the Regional Education Director (RED) via the Headteacher. It will be for that relevant RED to consider recommendations and make determinations about pay, with input from the Headteacher. Recommendations on the Headteacher's pay will be sent from the RED to the Trustees' Education & Personnel Committee via the National Director of Education. The relevant body will ensure that decisions on pay progression are made by 31st December for Headteachers and 31st October for other teachers, with effect from 1st September.

4. The Appraisal period

- 4.1 The appraisal period will run for 12 months from September to September for teachers.
- 4.2 Teachers who are on a fixed term contract of less than one year but more than one term will have their performance managed in accordance with the principles underpinning this policy. The length of the period will be determined by the duration of their contract.
- 4.3 There is flexibility to have a longer or shorter appraisal period when teachers begin or end employment with a school or within the trust. Objectives will be set up to the end of the academic year, and the employee will then be re-appraised in the new academic year in line with the annual cycle of the teacher appraisal process.
- 4.4 Where a teacher transfers to a new post within the school/Trust, part-way through a cycle, the Headteacher, or in the case where the employee is the Headteacher, the Regional Education Director, shall determine whether the cycle shall begin again and whether to change the appraiser.

5. Appointing Appraisers¹

- 5.1 The Headteacher will be professionally appraised by the relevant Regional Education Director.
- 5.2 The Headteacher will decide who will appraise other teachers. The Appraiser will always be the Headteacher or Line Manager and will always be a qualified teacher with current/recent teaching experience. Account will be taken of the number of staff any one person appraises. We encourage line managers/appraisers to ensure they have a manageable number of employees to appraise so as not to impact on workload. A teacher may request an alternative appraiser to the Headteacher in writing. Where possible, a suitable alternative appraiser will be offered. The decision of the Headteacher will be final.
- 5.3 Where it becomes apparent that the appraiser appointed by the Headteacher will be absent for the majority of the appraisal cycle, the Headteacher may perform those duties herself/himself or delegate those duties to another teacher for the duration of that absence.
- 5.4 If the Headteacher appoints an appraiser who is not the teacher's line manager, the appraiser to whom she/he delegates those duties will have an appropriate position in the staffing structure, together with the necessary background knowledge, skills and training to undertake the role.

¹ Details of appraisers are available in E-ACT's Scheme of Delegation available on the Governance intranet page

5.5 The appraisal structure will be circulated to all staff each September by the academy.

5.6 All staff carrying out appraisals will have relevant Appraisal training and will be confident in carrying out the role.

6. Setting Objectives

6.1 Three objectives will normally be set for any teacher.

6.2 The Headteacher's objectives will be set by their line manager, the Regional Education Director, who will consult with E-ACT's Executive Leadership Team.

6.3 Objectives for each teacher will be set before, or as soon as is practicable after, the start of each appraisal period.

6.4 Before, or as soon as is practicable after, the start of each appraisal period, each teacher will be informed of the standards against which that teacher's performance in that appraisal period will be assessed. All teachers will be assessed against the Teacher Standards, achievement of appraisal objectives using evidence of lesson observations, work scrutiny, student data and other sources of information.

6.5 Before the meeting, teachers and their appraisers need to ensure that they have reviewed the professional standards and professional development documents to highlight any areas for development/aspiration.

6.6 The Teachers' Standards will be used to inform the setting of the teacher's appraisal objectives and will not be used as a checklist against which the teacher's performance is assessed.

6.7 The objectives for each teacher will, if achieved, contribute to the school's plans for improving the school's educational provision and performance and improving the education of pupils at the academy. This will be ensured by rigorous monitoring procedures and quality assuring of all objectives against the school improvement plan.

6.8 Teachers may undertake a self-evaluation exercise prior to their Appraisal meeting (Appendix 2) and Headteachers must undertake this exercise. Wherever possible a copy of these filled in documents should be given to the appraiser at least 48 hours in advance to allow for meaningful preparation.

6.9 During the objective setting meeting, the following should be discussed:

- Setting of objectives for the next academic year should be in collaboration between the appraiser and appraisee through a review of the professional standards; professional development documents; and any other relevant documents. If agreement is not possible, the appraiser will set the objectives based on the above. Rigorous, aspirational and achievable targets need to be set that fit in with the whole school targets.
- What is going well, focusing on evidence.
- An objective statement and action plan.

- Plans for observation and review during the appraisal cycle. There will be a maximum of three formal lesson observations, totalling no more than three hours.
- Evidence that will be collected during the cycle and from whom evidence may be sought.
- Members of staff receiving additional pay for teaching and learning responsibilities (TLR's) may have one of their objectives based on their performance targets that hold them accountable for the performance of others in delivering quality teaching and learning and in achieving good pupil progress. This may be reflected in the wording of the objectives.

6.10 The objectives set for each teacher will:

- Be Specific, Measurable, Achievable, Realistic and Time-bound
- Be Appropriate to the teacher's role and level of experience
- Include appropriately challenging and measurable targets that evidence individual teachers are doing all they can to raise pupils' achievement
- Make reference to the competencies and behaviours required to achieve good outcomes for pupils
- Be Fair and equitable. This will be in relation to teachers with similar roles/responsibilities and will also be sensitive to each individual teacher's circumstances. Objectives will also be consistent with each academy's strategy for achieving a reasonable work/life balance for all staff. Academies will be mindful that resources will need to be made available for the implementation of this policy, particularly in relation to training and accessibility. This will be moderated across each school to ensure that all appraisers are working to the same standards at Regional and Trust level.

6.11 Objectives may be revised and reasonable adjustments made if there is a significant change in circumstance, e.g. a change of job role, long term sickness, maternity leave, disability, or if a teacher requires more support to meet the Teacher's Standards. If objectives for an individual are changed then these will need to be referred back to the Appraiser and Appraisee before being implemented.

6.12 Appraisers and appraisees will need to be clear as to what success will look like and how progress will be measured requiring agreed objectives.

6.13 Appraisees may, at any point, append their comments alongside their objectives.

7. Reviewing Performance

Development and Support

- 7.1 E-ACT's appraisal process is used to inform and decide continuing professional development which improves performance. E-ACT encourages a culture in which all employees take responsibility for improving their performance in their role and extending their depth of knowledge through appropriate professional development. Agreed training and professional development will be linked to academy improvement priorities and where possible, to the ongoing professional development needs and priorities of individuals. We are committed to supporting appropriate and reasonable development which not only assists the employee in their role but also leads to improvements in performance across E-ACT.
- 7.2 To this end, the school's/Trust's CPD programme will be informed by the training and development needs identified as part of the appraisal process. The Regional Operations Team will ensure in the budget planning, that, as far as possible, resources are made available in the school budget for appropriate training, and support agreed for appraisees, maintaining access on an equitable basis.
- 7.3 Appraisers must refer to E-ACT's training and development brochure to ensure employees attend necessary training available to them. Details can be obtained from the Regional or National HR Team.
- 7.4 An account of the training and development needs of teachers 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 Regional Education Director about the operation of the appraisal process in the school. This will, in turn, be reported by the Regional Education Director to the Education & Personnel Committee, including the CPD needs of the Headteachers within their region.
- 7.5 With regard to the provision of CPD in the case of competing demands on the school budget, a decision on relative priority will be taken with regard to the extent to which:
- a) The training and support will help the school to achieve its priorities; and
 - b) The CPD identified is essential for an appraisee to meet their objectives.
- 7.6 Account will be taken in a review meeting of where it has not been possible for teachers to fully meet their performance criteria because the support recorded in the Objective planning statement has not been provided.

Observation

- 7.7 E-ACT believes that observation of classroom practice and other responsibilities is important both as a way of assessing teachers' performance in order to identify any particular strengths and areas for development they may have, and of gaining useful information which can inform school improvement more generally. All observation will be carried out in a supportive fashion.
- 7.8 The classroom observation protocol is set out in Appendix 6 and the Observation focus document is at Appendix 7.
- 7.9 All classroom observation will be carried out by those with QTS/QTLS, and all those undertaking classroom observation will be suitably trained. Observation will not be overburdensome for the appraisee or appraiser.

- 7.10 Observations will be carried out in a supportive fashion, with professionalism, integrity and courtesy, will be evaluated objectively and reported accurately and fairly and will take account of particular circumstances which may affect performance on the day.
- 7.11 For the purpose of Appraisal, teachers' performance will be observed on an appropriate and reasonable number of occasions in accordance with the Observation Protocol (Appendix 6) and will, as far as possible, be agreed by the appraiser with the appraisee based on the individual circumstances of the teacher and the overall needs of the school.
- 7.12 In exceptional circumstances where serious concerns have been raised about a teacher's performance or where the teacher requests, additional observation visits may be agreed.

Feedback and Records

- 7.13 Within E-ACT, employees will receive constructive feedback on their performance throughout the year and as soon as practicable after an observation has taken place (where applicable) or other evidence has come to light. Feedback should highlight particular areas of strength as well as any areas that need development. Feedback will be given during directed time in a suitable, private environment. Often this can resolve issues without the need for any formal action.
- 7.14 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. Other issues relevant to the Appraisal process can also be discussed at this meeting.
- 7.15 Written feedback will be provided within 5 working days of a formal appraisal observation.
- 7.16 The written record of feedback will include the date on which the observation took place, the lesson observed and the length of the observation. The teacher has the right to append written comments on the feedback document. No written notes in addition to the written feedback and teacher's comments will be kept.
- 7.17 The appraiser will be given sufficient time within the school day to put in written form the conclusions agreed with the appraisee on the outcomes of the classroom observation.
- 7.18 Teachers will have access to all written accounts of the observation after their lessons and, if they request, copies will be provided.
- 7.19 Teachers (including the Headteacher) whose posts have responsibilities outside the classroom should also expect to have their performance of those responsibilities observed and assessed.

8 Teachers experiencing difficulties

- 8.1 Where, during the appraisal cycle, there is clear evidence of serious concerns about any aspects of the teacher's performance, the appraiser will arrange to meet with the teacher giving at least 5 days' notice. This is not part of the capability process. Prior to the meeting the appraiser will provide the teacher with clear written feedback about the nature and seriousness of the concerns.
- 8.2 At the meeting the teacher and the appraiser will:

- Consider the evidence of serious concerns;
- Give the teacher the opportunity to comment and discuss the concern; this discussion will include the contextualisation of the concerns, for example, external influences.
- Wherever possible, agree any reasonable and constructive further action required that will be offered in the form of a support programme;
- Make clear how, and by when, the appraiser will review progress (it may be appropriate to revise objectives and it will be necessary to allow sufficient time for improvement. The amount of time for informal support will depend on the individual case and the seriousness of the concerns but will be no less than 8 weeks except in exceptional circumstances. A formal interim review will take place at 6 weeks. During this time additional lesson observations may be required in order to determine the progress being made within the Teacher's Support Programme (TSP).
- Explain the implications and the process if no – or insufficient – improvement is made

8.3 This meeting and any further support and guidance given will be with the aim that the teacher's performance improves and the need to move into formal capability procedures is avoided.

8.4 Although there is no right to be accompanied, teachers may bring a trade union representative to the meeting as this is the best opportunity to avoid the matter becoming formalised.

8.5 The E-ACT Teacher Support Programme can be found in Appendix 1. A Teacher Support Plan is used where the teaching of any staff (other than NQTs) is on two occasions or more graded to be "requires improvement".

8.6 If long term sickness absence appears to have been triggered by the commencement of monitoring or a formal capability procedure, the case will be dealt with in accordance with the school's absence policy and will normally be referred to the occupational health service to assess the member of staff's health and fitness for continued employment and the appropriateness or otherwise of continuing with monitoring or formal procedures. In some cases it may be appropriate for formal procedures to continue during a period of sickness absence. However, the views of the occupational health physician will always be taken into account before a decision is reached.

8.7 Where sufficient progress has been made such that the teacher is performing at a level that indicates that there is no longer a possibility of capability procedures being invoked the teacher should be informed of this at a formal meeting with the appraiser or Headteacher. Following this meeting, the appraisal process will continue as normal. The outcome will be provided in writing to the teacher.

8.8 If no, or insufficient progress, has been made then E-ACT's capability procedure should be followed.

9 Transition to Capability

9.1 If the appraiser is not satisfied with progress following the agreed additional support and time frame, they will report this to the Headteacher.

9.2 A meeting will take place between the line manager/ senior manager and the employee to discuss transition from informal support to formal capability procedures. The employee has the right to be accompanied at this meeting by a trade union representative or a colleague. The purpose of the meeting is to ensure that all possible support and circumstances have been fully considered and explored to enable the employee to meet the required standards before resorting to the formal part of the capability procedures. If the matter progresses to capability, E-ACT's Capability Policy shall apply, and the employee will be invited to a formal capability meeting.

10 Annual assessment

10.1 An annual assessment is the end point to the annual appraisal cycle and will formally assess each employee's performance in respect of that cycle. The employee will receive a written appraisal report as soon as practicable afterwards and by 31st October for teachers and 31st December for Headteacher. Appraisees will have the opportunity to provide written comments on the appraisal report.

10.2 The appraisal report will be a summary of the performance during the year and set out what the employee's development needs are for the next year. In particular the report will include:

- details of the objectives for the appraisal period in question;
- an assessment of performance against their objectives and confirming whether the appraisee continues to meet the relevant professional standards;
- an assessment of training and professional development needs and identification of any action that should be taken to address them;
- a recommendation on pay if relevant. This will be in accordance with the Pay Policy, which will include reference to sources of evidence that may be used in assessment of pay progression.

10.3 The assessment of performance and of professional development needs from each individual appraisal will inform the planning process for the following appraisal period for the whole [School/Academy/Trust].

10.4 At the end of the performance management cycle a formal review meeting will be held where the appraiser and appraisee will discuss achievements, any areas for improvement and professional development activities.

10.5 The assessment meeting is the end point to the annual appraisal process, but performance and development priorities will be reviewed and addressed on a regular basis throughout the year at the feedback meetings following formal observation. This is to ensure there are no surprises at the annual assessment meeting.

10.6 The annual assessment meeting will be run in accordance with this policy. Appraisers will have attended relevant appraisal training, and will have discussed the running of the annual assessment meeting with their appraisee in advance.

10.7 The Headteacher is responsible for submitting the pay recommendations to the Regional Education Director for approval. For recommendations regarding the Headteacher's pay progression, the Regional Education Director is responsible for submitting the recommendation to the Trustee's Education & Personnel Committee.

10.8 The final pay recommendation needs to be made by 31 December for Headteachers to the Trustees' Education & Personnel Committee and by 31 October for other teachers by the Headteachers to the Regional Directors of Education. It will therefore be necessary for the appraisal review to be concluded in good time to ensure that this will be accomplished.

10.9 Where the Headteacher has not been recommended for pay progression, s/he will be informed by the Regional Education Director and confirmed in writing within 5 working days. The Pay progression recommendation form (to be used in compliance with the Teachers' Pay policy) will form part of the written appraisal report.

10.10 Good progress towards the achievement of a challenging objective will be assessed favourably. For the purpose of this policy, 'good' is defined as having met or exceeded those objectives or having made significant progress towards achieving challenging objectives. Consideration will be given to mitigating circumstances.

10.11 Assessment against the Teachers' Standards will start from the premise that all teachers are meeting the Teachers' Standards and they will be assessed as meeting the standards unless clear, compelling written evidence to the contrary is provided. The teacher will receive as soon as practicable following the end of each appraisal period, a written appraisal report, which will have been drawn up during the discussion between the reviewer and teacher at the meeting. The teacher will have the opportunity to comment on the appraisal report in writing, Teachers will receive their written appraisal reports bearing in mind the pay recommendation deadlines of 31 October for teachers and 31st December for Headteachers. There will be space on the report for the appraisee to record any comments.

10.12 The appraisal review statement at the end of the cycle must be the only source of evidence teachers require to support pay progression.

Pay recommendation for [appraise]	Pay recommendation by [appraiser]	Deadline for submission	Decision maker
Teacher	Headteacher	31 October	Regional Education Director
Headteacher	Regional Education Director	31 December	Education & Personnel Committee

11 Appeals

11.1 Appraisees have a right of appeal against any of the entries in the written appraisal report or any procedural issues arising from the Appraisal procedure, including the Appraisers pay recommendation. If the appeal is against the pay progression/ determination it should be carried out under the Teachers' Pay policy appeals procedure. The Grievance procedure should be used if a teacher/Headteacher wishes to exercise their individual right of appeal against the content or misapplication of the Appraisal process and Policy.

12 Consistency of Treatment and Fairness

12.1 E-ACT are committed to ensuring consistency of treatment and fairness. It will abide by all relevant equality legislation, including the duty to make reasonable adjustments for disabled

employees. The Governing Body is aware of the guidance on the Equality Act issued by the Department for Education.

13 Monitoring and Evaluation

13.1 E-ACT will monitor the operation and effectiveness of the appraisal arrangements. In developing, applying and evaluating this policy we will monitor the impact on different groups of people with protected characteristics in line with E-ACT's Equal Opportunities policy and our Staff Privacy Notice. This will ensure that what we do is done fairly.

14 General principles underlying the policy

14.1 ACAS Code of Practice on Disciplinary and Grievance Procedures

14.2 The conduct of the formal capability stage will be undertaken in accordance with the provisions of the ACAS Code of Practice.

14.3 ACAS Guidance – How to manage performance

14.4 Consistency of Treatment and Fairness

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

14.6 Grievances

14.7 Where a member of staff raises a grievance regarding the appraisal process, the appraisal process may be temporarily suspended in order to deal with the grievance.

14.8 Confidentiality

14.9 The appraisal process will be treated with confidentiality. In particular the Appraisal Review statements are confidential to the Principal, appraiser and the appraisee.

14.10 However, the desire for confidentiality does not override the need for the Principal and MAT to quality assure the operation and effectiveness of the appraisal system. The Principal will review all teachers' objectives and written appraisal records personally in order to check consistency of approach and expectation between different appraisers. The Principal will be made aware of all pay recommendations that are made. Information can be anonymised for the purposes of the Trust's monitoring the operation and effectiveness of the system.

14.11 Definitions of terms

14.12 Unless indicated all references to "teacher" include the Headteacher.

14.13 All references to "trade union" include any recognised Body which appears on the certification of listing as a Trade Union

14.14 Monitoring and evaluation

14.15 The Headteacher/ Regional Education Director/ Executive Leadership Team and MAT Board (via the Education & Personnel Committee) will monitor the operation and effectiveness of the appraisal process arrangements. The Headteacher will provide the Regional Director of Education with a written report on the operation of the academy's appraisal (and capability) policies annually. This information will be shared and discussed with the JNC at Trust level.

14.16 The report will not identify any individual by name. It will include an assessment of the impact of these policies on:

- Race
- Sex
- Sexual orientation
- Disability
- Religion and belief
- Age
- Part-time status
- Maternity and pregnancy
- Caring responsibilities

14.17 The policy will be reviewed and amended (where necessary) annually by E-ACT, in consultation with the trade unions at a national level, based on the information received, and on any trust or legislative changes.

15 Retention and data protection

15.1 E-ACT and Headteachers will ensure that all written appraisal records are retained in a secure place. It is the appraiser's responsibility to ensure HR has a copy of all relevant documents.

15.2 As part of the application of this policy, E-ACT may collect, process and store personal data in accordance with our data protection policy. We will comply with the requirements of Data Protection Legislation (being (i) unless and until the GDPR is no longer directly applicable in the UK, the General Data Protection Regulation ((EU) 2016/679) and any national implementing laws, regulations and secondary legislation, as amended or updated from time to time, in the UK and then (ii) any successor legislation to the GDPR or the Data Protection Act 1998).

15.3 Records will be kept in accordance with our Staff Privacy Notice and in line with the requirements of Data Protection Legislation.

16 Access to documentation

16.1 All staff will have access to documentation relating to school improvement and development and any other documents and procedures to which this policy relates. These will be available on the individual Academy and MAT intranet sites and /or can be obtained from the school office.

17 Review of policy

17.1 This policy is reviewed every 3 years by E-ACT in consultation with recognised trade unions. We will monitor the application and outcomes of this policy to ensure it is working effectively.

Appendices

1. Appendix 1 - Teacher Support Plan
2. Appendix 2 – Self evaluation form
3. Appendix 3 - Appraiser’s planning and review statement ahead of appraisal session
4. Appendix 4 – Pay progression and outcome form
5. Appendix 5 – Objective setting, success criteria and CPD form
6. Appendix 6 – Classroom observation protocol

Appendix 1: Teacher Support Plan (TSP)

Teacher		Line manager	
Pay Point		Date	

Objective ²	Success Criteria – how will I know if I’ve met this objective? These should result in teaching being graded as good or better over time.	Key areas for development based on an analysis of performance over the last term/year ³	What support do you need to meet this objective? ⁴	Time scales	Evidence base – what will be monitored and kept as evidence in relation to this objective? ⁵

² Specific targets should be set which will produce the highest possible standard of teaching and learning in order to secure at least good progress for all children and groups of children in your class.

³ Teachers/Senior leaders should give consideration for the key areas for development and come to the TSP meeting with notes and ideas. In the TSP meeting the Senior Leader will work with the teacher to identify very specific things to focus on to improve the standard of their teaching.

⁴ Teachers should give consideration to what support and opportunities they would like in order to meet this objective and come to the meeting with notes and ideas e.g. peer support; observing other colleagues in the same/different academy; support from an E-ACT outstanding teacher mentor; support with planning; team teaching; attending training

⁵ This section should be completed by both the senior leader and the teacher in the meeting and both parties should come to the TSP meeting with notes and ideas.

Appendix 2: Self-evaluation form for Review of Objectives

- This self-evaluation form is provided to enable all teachers and Headteachers to contribute to a personal perspective or additional information to the review process;
- Information supplied on this form will be shared with appointed appeals panels in the review meetings

Current objective	Do you believe that you have met; exceeded; or not met this objective?	Self-evaluation of progress towards objectives or additional information

Additional comments	Notes/Evidence/Dates
What have been your successes over the past year	

What learning and development opportunities have you experienced over the year and its impact on your work?	
What areas do you feel you need to focus on in the coming year [with suggested support/professional learning]	

Please complete and return this self-evaluation form to your appraiser within X working days of your appraisal.

Appendix 3: Appraiser's Planning and Review Statement ahead of appraisal session

This form is for all appraisers to complete prior to any appraisal session

Name of Teacher/ Headteacher:	
Academy:	
Name of Appraiser:	
Date of Appraisal:	
Panel/ Person Reporting Recommendation to:	

Objective	Evidence based on progress towards objectives	Do you believe that you have met; exceeded; or not met this objective?
1. XXX		
2. XXX		
3. XXX		

Please include a comment on the overall performance of the individual, making reference to any mitigating/challenging circumstances that you feel should be taken into account when making a recommendation on pay progression:

Appendix 4: Pay Progression Recommendation/ Outcome Form

<u>Member of staff</u>	
<u>Appraiser</u>	
<u>Date</u>	

Performance Management

<u>Agreed Appraisal Objectives</u>	<u>Objective Met</u>	<u>Progress toward objective</u>	<u>Objective not met</u>	<u>Objectives exceeded</u>
<u>1.</u>				
<u>2.</u>				
<u>3.</u>				

Recommendation on Pay Progression

This recommendation is made with regard to the results of the most recent appraisal/s

I recommend salary progression of 1 point	
I do not recommend salary progression for the following reasons	
I recommend accelerated salary progression of 2 points for the following reasons	

Signatures

	<u>Signature</u>	<u>Date</u>
Appraisee		
Appraiser		
Headteacher (if not appraiser)		
Date		

Appendix 5: Objective Setting, Success Criteria and CPD for [insert year]

<u>Member of staff</u>		
<u>Appraiser</u>		
<u>Date</u>		
Objectives	Success criteria with termly milestones	CPD needs and proposed actions
Objective 1:		
Objective 2:		
Objective 3:		

	<u>Signature</u>	<u>Date</u>
Appraisee		
Appraiser		

Appendix 6: Classroom Observation Protocol

1. Classroom Observation Protocol

- 1.1 Observation of classroom practice and other responsibilities is important both as a way of assessing the performance of teachers' in order to identify any particular strengths and areas of development they may have and to gain information which can inform Academy improvement generally. All observation will be carried out in a professional and supportive fashion, with professionalism integrity and courtesy. They will be evaluated objectively and reported accurately and fairly and will take account of particular circumstances which may affect performance on the day.
- 1.2 Observations will be undertaken by staff with QTS, wherever possible this will be the appraising line manager. Those undertaking observations will have received appropriate professional skills and training to undertake observation and provide oral and written feedback. Appraisal observations should be planned in advance at the review and planning meeting. This includes the focus for observation, the frequency and the time in the year when these will take place. Observations will be undertaken by the Appraiser.
- 1.3 Where it is not possible to set the actual observation date/time at the planning meeting, teachers should be given at least 5 days advance notice of an observation appointment. For the purposes of appraisal, teachers will be observed on an appropriate and reasonable number of occasions. The length and number observations will be appropriate for the experience and career stage of the teacher and the time will not be excessive.
- 1.4 In normal circumstances observation for appraisal purposes should be undertaken on no more than 3 occasions, with the expectation that this shall be no more than 3 hours in total, and used in a multi-purpose way where possible. This excludes:
- Peer observation for professional development purposes
 - The observation of teachers undergoing Initial Teacher Training
 - Observations of NQTs as part of their induction year
 - Observation of teachers who are in receipt of additional focussed support to address performance concerns, within the appraisal process.
 - Where a teacher requests additional observation visits
- 1.5 Leadership drop-ins to monitor and review teaching and learning within subjects will not result in judgements being made regarding the quality of teaching in the classroom and does not form part of the formal appraisal process.

2. Focus of the Observation

- 2.1 The focus of the observation will, as far as possible, be agreed by the appraiser with the teacher during the appraisal review/planning meeting. The observation should provide evidence of the teacher's performance against the Teacher Standards and provide evidence to inform achievement of objectives.

3. Observation Feedback

- 3.1 For the purpose of professional development, feedback about lesson observations should be developmental, not simply a judgement using Ofsted grades. Feedback will highlight particular areas of strength as well as any areas that need attention. Oral feedback following observations should be provided as soon as reasonably practicable, preferably within 24 hours of an observation.
- 3.2 Feedback should take place in a suitable and private environment. Written feedback notes should be provided to the teacher within 5 days and teachers should have an opportunity to append a comment on the feedback notes.