Addison Gardens
Blythe Road
London W14 0DT

Addison Primary School

Staff Appraisal Policy

Approved

Autumn 2026

Addison Gardens
Blythe Road
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The Recourses Committee approved this policy on 6th October 2026 and the Governing Body of Addison Primary School adopted this policy on 6th October 2026.

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1. Purpose

This policy sets out the framework for a clear and consistent assessment of the overall performance of teachers, including the Head Teacher, and for supporting their development within the context of the school's plan for improving educational provision and performance, and the standards expected of teachers.

2. Application of the policy

The policy applies to the Head Teacher, all teachers and support staff employed by the school or local authority, except those on contracts of less than one term, those undergoing induction *i.e. Early Career Teachers (ECTs)* and those who are subject to the associated capability procedure.

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

3. Teacher Appraisal

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

4. Appraisal Period

The appraisal period will run for twelve months from 1st September 2026 to 31st August 2027.

The appraisal review must be completed by 31st October for teachers and support staff and by 31st December for the Head Teacher.

Governors recommend:

a) That the review process is completed by end of July 2027 for teachers (but by 31st October at the latest)
b) That Head Teacher performance review is usually completed in the first weeks of September each year (but by 31st December at the latest)

The cycle will begin with a Planning Meeting to be held by 31st October; there will be a mid-year review (Jan/Feb); and will end with a Review Meeting to be held before the last day of the academic year.

During the appraisal period the appraiser and/or appraisee should raise issues of concern which need to be addressed, so that the appraisee can get back on track to meet their objectives. Mid-year reviews meetings will also be held to undertake a more formal review of progress against the objectives set.

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

Where an employee starts their employment at the school part-way through a cycle, the Head Teacher or, in the case where the employee is the Head Teacher, the governing body shall determine the length of the first cycle for that employee, with a view to bringing his/her cycle into line with the cycle for other employees as soon as possible.

5. Appointment of Appraisers

For the Head Teacher

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

In this school the task of appraising the Head Teacher, including the setting of objectives, will be delegated to a sub-group consisting of two members of the Governing Body.

The Head Teacher is responsible for the appraisal of all other employees but may delegate this responsibility to others who will normally have line management responsibility for those they appraise.

6. Setting objectives

The Head Teacher's objectives will be set by the Governing Body after consultation with the external adviser.

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

At the first meeting in the autumn term (the planning meeting) the appraiser will set the member of staff a number of performance objectives to be met over the coming academic year. It is recommended that 3 performance objectives will be set for employees.

The objectives will be set out in a planning statement which will also specify the evidence that will be collected to support the review of performance including details of the arrangements for classroom observation. The planning statement will also set out details of training and support which have been agreed. The agreed objectives will contain a description of what success may look like in accordance with the school's teaching and learning policy.

The appraiser and staff member will seek to agree the objectives. Should the objectives not be agreed, the final decision on allocation of objectives rests with the Head Teacher.

The school operates a system of moderation to ensure that all appraisers are working to the same standards. Targets will be moderated across the school to ensure that they are consistent between employees with similar experience and levels of responsibility.

Objectives should be SMART (**challenging, specific, measurable, achievable, realistic and time-bound**. Objectives should reflect priorities relating to a combination of the individual's role, the schools' overall priorities, the school improvement plan and the Teacher Standards.

There should be some flexibility in the setting and agreement of objectives to be set and agreed around issues that are emerging for the school. Objectives may need to be adjusted throughout the appraisal period so that they remain relevant to the performance of the individual.

Objectives should also be fair and equitable when judged across employees with similar roles and responsibilities. However, objectives will become more challenging as a teacher progresses up the main scale and if the member of support staff holds a senior role.

7. Reviewing Performance

The performance of all teachers, regardless of their career stage, will be assessed against the Teachers' Standards. The standards define the minimum level of practice expected of all teachers.

The standards against which performance must be assessed in respect of a teacher are the set of standards articulated in the Teachers' Standards document.

In order to meet the Teachers' Standards, a teacher will need to demonstrate that their practice is consistent with the definitions set out in Part 1 (Teaching) and Part 2 (Personal & Professional Conduct).

The Teachers' Standards effectively set out a code of good teaching practice and professional conduct. Teachers will therefore be evaluated against all the elements set out in the Teachers' Standards (a full version of the Teachers' Standards can be found online).

8. Gathering the Evidence

As part of the overall appraisal process, it will be important for all staff to be clear about the evidence that will be required by their appraiser.

Judgements relating to performance should be supported by evidence agreed at the beginning of the performance cycle.

Evidence should show and demonstrate a contribution towards:

a) An increasing positive impact in pupil progress
b) An increasing impact on wider outcomes for pupils
c) Improvement in specific elements of practice e.g. lesson planning, demonstrating AfL strategies to less experienced teachers etc…

Teachers are responsible for building their own evidence bank in relation to the targets set. The evidence gathered by the school and the member of staff will largely be determined by the nature and scope of the agreed objectives and/or the teachers' standards.

Examples of evidence may include:

• Classroom observations • Work scrutiny • Task observations • Reviews of assessment results • Reviews of lesson planning records	• Internal tracking • Moderation within and across schools • Pupils' voice • Parents' voice • Head Teacher & Senior leader learning walks • Evidence supporting progress for teachers' standards

9. Observation

This school believes that observation of classroom practice and other responsibilities is important for two reasons:

- As a way of assessing teachers' performance in order to identify any particular strengths and areas for development they may have
- For gaining useful information which can inform school improvement more generally

All observation will be carried out in a supportive fashion by those with QTS (see Appendix A).

In this school, teachers' performance will be regularly observed but the amount and type of classroom observation will depend on the individual circumstances of the teacher and the overall needs of the school.

Classroom observation will be carried out by those with QTS. In addition to formal observation, Head Teacher or other leaders with responsibility for teaching standards may 'drop in' in order to evaluate the standards of teaching and to check that high standards of professional performance are established and maintained. The length and frequency of 'drop in' observations will vary depending on specific circumstances. Should any safeguarding issues arise regarding a staff member's practice, then additional observations will take place. This will be to ensure points 1 and 7 of the Teacher Standards are in place.

10. Development and support

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

The school's CPD programme will be informed by the training and development needs identified as part of the appraisal process. The governing body 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.

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 Head Teacher's annual report to the governing body about the operation of the appraisal process in the school.

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

b) The CPD identified is essential for an appraisee to meet their objectives

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 school has not been able to provide the necessary support.

11.Feedback

Teachers will receive constructive feedback on their performance throughout the year and as soon as practicable after observation has taken place or other evidence has come to light. Feedback will highlight particular areas of strength as well as any areas that need attention. Where there are concerns about any aspects of the teacher's performance the appraiser will meet the teacher formally to:

- Give clear feedback to the teacher about the nature and seriousness of the concerns
- Give the teacher the opportunity to comment and discuss the concerns
- Agree any support (e.g. coaching, mentoring, structured observations), that will be provided to help address those specific concerns
- Make clear how, and by when, the appraiser will review progress. In particular cases, it may be appropriate to revise objectives, and it will be necessary to allow sufficient time for improvement. The amount of time allowed for improvement will reflect the seriousness of the concerns
- Explain the implications and process if no – or insufficient – improvement is made

When progress is reviewed, if the appraiser is satisfied that the teacher has made, or is making, sufficient improvement, the appraisal process will continue as normal, with any remaining issues continuing to be addressed through that process.

12.Transition to capability

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

Annual assessment

The appraiser must assess the performance in the appraisal period. They must complete an evaluation against the Teacher Standards and assess performance against the objectives set. An assessment must also be made of the professional development needs and any action that needs to be implemented. Finally, a recommendation relating to pay must be made.

This assessment 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 by means of:

a) Lesson observations
b) Planning and work scrutiny
c) Termly meeting with appraiser
d) Mid-cycle review meeting with appraiser
e) Observation / scrutiny of leadership and management activities where appropriate
f) Other feedback obtained during the appraisal cycle relevant to the teacher's overall performance

The employee will receive as soon as practicable following the end of each appraisal period – and have the opportunity to comment in writing on - a written appraisal report. In this school, teachers will receive their written appraisal reports by the last day of the academic year (or by 31st Oct. at the latest).

The appraisal report will include:

- Details of the teacher's objectives for the appraisal period in question
- An assessment of the teacher's performance of their role and responsibilities against their objectives and the relevant standards
- An assessment of the teacher's training and development needs and identification of any action that should be taken to address them
- **A recommendation on pay where that is relevant** *(NB – pay recommendations need to be made by 31st December for Head Teachers and by 31st October for other staff)*
- Other relevant information relating to the appraisal

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

Good progress towards the achievement of a challenging objective, even if the performance criteria have not been met in full, may be assessed favourably.

The overall assessment of performance and pay recommendation will be subject to a process of moderation.

13.Confidentiality

Access to the written appraisal report will normally be limited to the appraisee, the appraiser, the Head Teacher and / or a nominated member of the senior management team. In this school the moderation will be undertaken by a panel of governors / Head Teacher.

14.Equality and consistency

As outlined in paragraph 3.4 8 above, the Head Teacher will have overall responsibility for the quality assurance of the appraisal process across the school. This will include ensuring the consistency and equality of application of the process throughout the school. The Head Teacher may delegate responsibility for monitoring consistency and equality of application to a teacher member of the senior management team.

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

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

15.Pay Progression linked to performance

a) The school pay policy clearly sets out how pay progression will be determined
b) Continued good performance, as defined by the school pay policy should give an expectation of pay progression, subject to the maximum of any pay range applicable
c) A decision may be made not to award pay progression, whether or not the teacher is subject to capability proceedings

16.Monitoring and Evaluation

The governing body and Head Teacher will monitor the operation and effectiveness of the school's appraisal arrangements. The Head Teacher will provide the governing body with a written report on the operation of the school's appraisal and capability policies annually. The report will not identify any individual by name.

17.Specific cases

Particular considerations apply to the following categories of teachers:

a) Part-time teachers and those employed in more than one school
    a. Performance management applies as for full time teachers
b) Teachers who join the school mid-cycle
    a. Should have an Appraiser appointed
    b. May request their previous Head Teacher to forward documentation to the new school
c) Teachers who are absent for a significant part of the cycle
    a. The overall review should take account of what is reasonable
d) Fixed term contracts of one term or more
    - As appropriate, the performance review should be conducted as if they were permanent

18.Employees who make insufficient progress

Where objectives have not been met, the employee should be given clear feedback and have the opportunity to discuss the concerns that are raised. Relevant support should be offered and clear timescales set for a further review of progress.

If serious weaknesses are identified in an employee's or Head Teacher's performance, he/she will be notified in writing that the appraisal system will no longer apply and that their performance will be managed under the capability procedure and will be invited to a formal capability meeting.

At the initial stage of the capability procedure, the employee and their representative should be provided with the evidence from the performance management process which has prompted the move to capability procedures.

19.Retention of statements

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

Updated: Autumn 2026

Due for Review: Autumn 2028

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Appendix A

Protocol for Performance Management Lesson Observations
Reviewers will always treat other teachers with respect and courtesy.
Observation needs to be objective; it must be developmental.

Before the lesson:

- The Reviewer and teacher should agree which lesson will be observed and the main focus of the observation at least a week in advance
- The teacher should provide the Reviewer with a lesson plan and background data relating to students' needs (e.g. SEND, Pupil Premium etc…) before the start of the lesson
- The teacher should be aware that the Reviewer will have the following expectations:
    1. That learning objectives are shared (displayed and articulated)
    2. That the needs of individual learners are met
    3. That there is effective TA deployment (as appropriate)
    4. That the impact of teaching on learning will be critical to any judgement about quality
    5. The 'Teaching & Learning Policy' and 'Teacher Standards' will form the basis of the overall judgement about quality

During the lesson:
The Reviewer will look at pupils' work and talk with pupils to:

- Check pupils' understanding of the work and whether they know how to make further progress
- Briefly check marking and assessment when looking at written work
- Check for evidence that homework is set and marked in accordance with school policy

After the lesson:

- The Reviewer will always make time to thank the teacher and to identify the discussion / feedback meeting time
- Verbal feedback within TWO working days
- Written feedback with FIVE working days

Observation Review meeting:

- The Reviewer and teacher should set aside sufficient time to discuss the qualities in the lesson and potential areas for development
- The review should be a discussion in which the teacher is given the opportunity to identify strengths and potential development areas
- To ensure objectivity and consistency, use of the Teacher Standards and Teaching & Learning Policy will form a part of every lesson review

The Reviewer is responsible for making a professional judgement on the overall best fit in relation to the Teaching & Learning Policy. Copies of the completed record sheet should be kept by the Reviewer, teacher and a copy sent to The Head Teacher/ relevant SLT member.

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Appendix B (i)

Target setting, Review and Pay Recommendation document

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Name of adult:			
Post:		**Length of time in post:**	
Name of Appraiser:			
Date of First Meeting:			

Part A – Personal Development Review

For use by teacher as opportunity for reflection before Performance Management Meeting

1. What do you enjoy most about your work?	
2. Over the last year, what do you think you have done well?	
3. What are your key skills and areas of strength?	
4. If any, which parts of your work have you found challenging or enjoy least?	
5. How has any CPD received in the last year benefited you in your work?	
7. What additional CPD do you need to enhance you practice further?	
8. What issues or challenges occurred for you in the previous academic year?	
9. Personal and Professional Conduct – how effectively do you model this? How do you know?	

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Part B – Statement of Objectives

To be agreed by teacher and appraiser

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. The Teachers' Standards outline the requirements for class teachers (see separate document). Alongside the standards we agree three targets that support the completion of the school priorities.	
Objective 1 •	
Objective 2 •	
Objective 3 •	
Personal & Professional Conduct Be a role-model practitioner in our values based school – being dedicated and putting children first; having high standards and expectations of self and others; supporting the positive and caring ethos of Addison; being flexible and supportive of colleagues; and, having excellent attendance and punctuality.	
CPD	•

Teacher's signature:	Date:
Appraiser's signature:	Date:

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Part C – Performance Management Mid-Point Review

Review of progress towards set objectives

Date	
Reviewer	
Teacher	

Evaluation / progress summary for:	
Objective 1 •	
Objective 2 •	
Objective 3 •	
Evidence supports success criteria being met:	**Yes/No** **If no, briefly list why not:**
CPD impact:	

Teacher's signature:	Date:
Appraiser's signature:	Date:

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Part D – Performance Management Final Review

Review of progress towards set objectives

Date	
Reviewer	
Teacher	

OBJECTIVE	**Evaluation / progress summary for:**
Objective 1 •	
Objective 2 •	
Objective 3 •	
Teachers' Standards been met:	**Yes/No** **If no, list standard below which need to be met:**
Brief outcomes from monitoring activities:	
Evidence supports success criteria being met:	**Yes/No** **If no, briefly list why not:**
CPD impact:	

Teacher's signature:	Date:
Appraiser's signature:	Date:

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Part E – Performance Management Overall Assessment & Pay Recommendation

Final overall assessment of performance: **You may find the following headings useful to consider:** **Knowledge and understanding** **Planning** **Teaching and classroom management** **Use of assessment** **Management responsibilities** **Effective team member** **Pastoral care** **Enrichment activities**	

Recommendation for pay progression: **You may wish to expand on your reason for this decision.**	**Yes/No**

Teacher's signature:	Date:
Appraiser's signature:	Date:

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Appendix B (ii)

PLANNING & REVIEW STATEMENT

Part A – Assessment Outcomes Confidential

Standard	Met	Not Met
1. Preamble		
2. Personal and Professional Conduct		

Standard	Meets CSE*	Below CSE*	Meets ASL*	Not Yet At ASL*
1.1 Set high expectations which inspire, motivate and challenge pupils				
1.2 Promote good progress and outcomes by pupils				
1.3 Demonstrate good subject and curriculum Knowledge				
1.4 Plan and teach well-structured lessons				
1.5 Adapt teaching to respond to the strengths and needs of all pupils				
1.6 Make accurate and productive use of assessment				
1.7 Manage behaviour effectively to secure a good and safe learning environment				
1.8 Fulfil wider professional responsibilities				

*ASL = Aspirational Skill Level (if applicable - e.g. for potential threshold applicants)

Part B – PM Professional Development Objective Priorities

Either Standards Not Met

With support, develop professional expertise to meet the following standards:

Standard	Key elements to be addressed

Or All Relevant Standards Met

With support, deepen and develop professional expertise in the following area:

Standard	Key developmental activity

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SECTION 2 - PLANNING & REVIEW STATEMENT
PM PUPIL PROGRESS OBJECTIVE PRIORITIES

School Improvement Plan Target	
Names of the pupils who are unlikely to meet this target without personalised interventions	

Consider the main challenge that you think stands between each of the pupils you have named and the attainment target you are aiming at. List the names again under the appropriate headings below. There are some blank boxes you can use if the heading you want isn't already there.

BEHAVIOUR	MOTIVATION
HOME SUPPORT	ATTENDANCE
SPECIFIC TECHNICAL WEAKNESS	

Which of the above pupils represent your biggest professional challenge? How can we support you in tackling this challenge?	

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Appendix B(iii) – Professional Skills Level Descriptors

PROFESSIONAL SKILLS LEVEL DESCRIPTORS TO ACCOMPANY THE EDUCATE 3 PAY BAND STRUCTURE (CLASSROOM TEACHERS)

Name	Pay Point	Date	Self/School Assessment	Page 1

Professional Area	Relevant Standards	Band 1 TEACHER			Band 2 ACCOMPLISHED TEACHER			Band 3 EXPERT TEACHER		
		M1	M2	M3	M4	M5	M6	U1	U2	U3
PROFESSIONAL PRACTICE	**1.1(1);1.2(2,3,5) 1.3 (1,3) 1.4(1,2,3) 1.5 all 1.6 (1) 1.7 (1,2,3) 1.8 (3) 2.1 (2,4) Preamble**	Many – but not all – aspects of teaching over time are good			All aspects of teaching over time are good			Many aspects of teaching over time are outstanding		
PROFESSIONAL OUTCOMES	**1.1(2) 1.2(1,2,3) 1.5(1) 1.6 (3,4) Preamble**	With appropriate additional support, most pupils progress in line with school expectations			Most pupils progress in line with school expectations without additional support			Significant numbers of pupils exceed school expectations		
PROFESSIONAL RELATIONSHIPS	**1.1(1) 1.6(4) 1.7(4) 1.8(2,3,5) 2.1 (1,3,4) Preamble**	Positive working relationships established with pupils, colleagues and parents			These working relationships result in good progress by all groups of pupils and productive sharing of professional practice with others.			Working relationships with colleagues are characterised by an enthusiastic commitment to helping them overcome professional challenges		

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PROFESSIONAL SKILLS LEVEL DESCRIPTORS TO ACCOMPANY THE EDUCATE 3 PAY BAND STRUCTURE (CLASSROOM TEACHERS)

Name	Pay Point	Date	Self/School Assessment	Page 2

Professional Area	Relevant Standards	Band 1 TEACHER			Band 2 ACCOMPLISHED TEACHER			Band 3 EXPERT TEACHER		
		M1	M2	M3	M4	M5	M6	U1	U2	U3
PROFESSIONAL DEVELOPMENT	1.2(4,5) 1.3(1,2,4,5) 1.4(5) 1.5(2,3,4) 1.6(1) 1.8(4) 2.1(2) 2.3 Preamble	Develops professional practice in line with advice from more experienced colleagues			Takes a proactive role in identifying areas for professional development, accessing advice and adapting practice			Proactively leads the professional development of others in a way which leads to improved outcomes for pupils		
PROFESSIONAL CONDUCT	1.1(3) 1.7(1) 1.8(1) 2.1(all) 2.2 2.3 Preamble	Meets the standards for professional conduct set out in the Teachers' Standards			Meets the standards for professional conduct set out in the Teachers' Standards			Meets the standards for professional conduct set out in the Teachers' Standards		

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Appendix B (iv)
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IDENTIFYING PROFESSIONAL DEVELOPMENT PRIORITIES

Schools are required to tell teachers the standards against which their performance will be assessed in appraisal round. This audit is intended to help teachers and senior leaders understand the evidence the school currently holds on each teacher's professional contribution over time and establish the most relevant and supportive appraisal objectives.

Teacher:		**Observer:**		**Subject:**		**Date:**	
Teaching Assistant/s:		**Number of children:**		**Time:**		**Overall lesson grade:**	

Teacher Standards	**Outstanding**	**Good**	**RI**	**Inadequate**	**Standards**
Lesson Observation					
1. Set high expectations which inspire, motivate and challenge pupils 1.2 establish a safe and stimulating environment for pupils, rooted in mutual respect 1.3 set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions 1.4 demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils					
2. Promote good progress and outcomes by pupils 2.1 be accountable for pupils' attainment, progress and outcomes 2.2 be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these 2.3 guide pupils to reflect on the progress they have made and their emerging needs 2.4 demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching 2.5 encourage pupils to take a responsible and conscientious attitude to their own work and study					

3. Demonstrate good subject and curriculum knowledge 3.1 have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings 3.2 demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship 3.3 demonstrate an understanding of, and take responsibility for promoting high standards of literacy, articulacy, and the correct use of standard English, whatever the teacher's specialist subject					
4. Plan and teach well-structured lessons 4.1 impart knowledge and develop understanding through effective use of lesson time 4.2 promote a love of learning and children's intellectual curiosity 4.3 set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired 4.4 reflect systematically on the effectiveness of lessons and approaches to teaching					
5. Adapt teaching to respond to the strengths and needs of all pupils 5.1 know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively 5.2 have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these 5.3 demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupil' education at different stages of development 5.4 have a clear understanding of the needs of all pupils including those with special 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.					

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6. Make accurate and productive use of assessment 6.1 know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements 6.2 make use of formative and summative assessment to secure pupils' progress 6.3 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 7.1 have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy 7.2 have high expectations of behaviour, establish a framework for discipline with a range of strategies, using praise, sanctions, rewards consistently and fairly 7.3 manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them 7.4 maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary					
8. Does the teacher use learning assistants effectively? 8.1 deploy support staff effectively					

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APPENDIX B (v)

Leadership Skills Audit – Based on National College Leadership Standards

Standard	Outstanding	Good	R/I	Inadequate
Leading Colleagues, Building Teams				
Build a vision and communicate clear purpose and sense of direction				
Model the vision and values of the school				
Anticipate, lead and manage change				
Inspire, challenge, motivate and empower others to reach challenging outcomes				
Give feedback and provide support to improve performance				
Develop a culture of learning and continuous professional development				
Celebrate achievement and acknowledge excellence				
Managing Personal Professional Development				
Receive and act on feedback to build on strengths and improve personal performance				
Acting on Evidence				
Manage and use performance data				
Evaluate, review and develop systems and structures				
Think strategically, analytically and creatively				
Use research to support and challenge practice				

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Leadership Skills Audit – Based on National College Leadership Standards

Standard	Outstanding	Good	R/I	Inadequate
Developing Teaching and Learning				
Design, develop and deliver the curriculum				
Use developmental models for teaching and learning				
Create flexible and comprehensive learning opportunities for all pupils				
Develop and use effective assessment and moderation systems				
Achieve the best possible learning outcomes for all				
Capitalise on appropriate sources of external support and expertise				
Handling Accountability				
Work strategically with the governing body				
Hold people to account and challenge underperformance				
Consult, engage and communicate with staff, pupils, parents and carers to enhance children's learning				
Negotiate and manage conflict, providing appropriate support				
Managing Resources				
Manage the school's financial, human and physical resources				
Create a working environment which takes account of workload and work-life balance				

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Appendix C – Procedure for Conducting National Standards Audits

C1 The aim of the annual audit against national standards, as required by the regulations, and against school leadership standards will be to identify – through professional dialogue - the standards which represent the most appropriate areas for professional development for individual teachers in the forthcoming appraisal cycle. Wherever possible, these audits will take place in the Summer Term, so that the most helpful professional development performance management objectives can be identified – and any necessary arrangements made – in good time for the new school year.

C2 The 2012 Appraisal Regulations [Para 6 (a)] require head teachers, *"to inform the teacher of the standards against which the teacher's performance in that appraisal period will be assessed"* It follows from this that the school needs to adopt a fair and evidence-based procedure for deciding whether or not standards are met. The head teacher has a key role to play in ensuring that judgments are consistent across the school.

C3 The key stages of the procedure are as follows:

- Time will be provided for teachers to conduct a self-audit of their teaching over time as measured against the criteria contained in the Ofsted framework and against the National Standards (Preamble, Part 1 and Part 2) and the school leadership standards where appropriate at the level indicated by the agreed professional skills level descriptors set out in Appendix B (i) and their teaching over time as set out in Appendix B (ii) and where appropriate against the relevant leadership standards (Appendix B(iv)) and the school's leadership professional skills level descriptors (Appendices B(iii).

- Each teacher's appraiser paired with the head teacher/appropriate senior leadership team member will complete the audit in exactly the same way. Wherever this pair indicates that performance may not be at the level required, it will need to be in a position to back this up by reference either to written evidence previously shared with the teacher suggesting a standard is not met or to a lack of evidence allowing a judgment to be made that it is.

- The audits will then be exchanged. Up to a week will be allowed for the teacher to assemble any necessary evidence if applicable.

- Teacher and appraiser will then attend a 45 minute Professional Dialogue meeting. The aim of the meeting will be to agree the standards against which the teacher's performance will be assessed in the next appraisal cycle. Where the initial audit (or examination of evidence at the Professional Dialogue meeting) results in agreement that all relevant standards are particular standards are not met, these standards will become those against which the teacher's performance will be assessed in the next cycle.

- In respect of the head teacher professional dialogue will be with a member or members of the sub-group set up under paragraph 3.3.2 with responsibility for the head teacher's appraisal, and will where possible include the external adviser.

- Where teacher and appraiser cannot reach agreement on whether or not a standard is met, the matter will be referred to the head teacher, who will meet with the teacher, consider all available evidence, and inform the teacher of his or her decision

- A teacher dissatisfied with the head teacher's decision will have the right of appeal to governors under existing procedures.

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Appendix D – Observation of Teaching and Leadership Practice

D1 **Formal Lesson Observations**.

D1.1 Teachers (other than those who are part of the National Standards Support Programme set out in Appendix E) will have up to 6 lesson observations in the course of the appraisal cycle

D1.2 An individual teacher is free to request that all general lesson observations be unannounced

D1.3 Oral feedback will be given as soon as possible after the end of the lesson; written feedback will be provided within 5 working days

D2 **Other Leadership Visits to Lessons**

D2.1 There will be other occasions in the school year when those with leadership responsibilities are present in lessons. The principle objective of these visits is to enable leaders to understand for themselves what is going on in classrooms and to identify any ways in which either the curriculum or everyday support procedures can be improved

D2.2 Because these are not formal lesson observations, no written feedback will be given, and therefore no evidence from them will be used to inform performance review (unless safeguarding or repetitive behaviour incidents occur).

D2.3 If any aspect of classroom practice seen during leadership visits gives cause for concern, the teacher will be informed so that, if necessary, further investigation may be undertaken or additional lesson observations arranged. If this further investigation leads to a decision that a national standard is not met at the appropriate career stage, the special support arrangements set out in Appendix E will apply.

D3 **Formal Observation of Leadership Practice**

D3.1 Leaders (other than those who are part of the National Standards Support Programme set out in Appendix E) will have up to 6 leadership observations in the course of the appraisal cycle.

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

E1 Where national standards are found not to be met at the appropriate pay band as defined in the school's relevant professional skills level descriptors, special arrangements will be made to ensure that the appropriate support can be provided. These may include:

- The appointment of a reviewer from the senior leadership team
- The setting of an appropriate number of additional appraisal objectives above the school norm
- Additional formal lesson observations, many or all of which may be unannounced

E2 Where information comes to light in the course of an appraisal cycle that leads the Head Teacher to conclude that national and / or school leadership standards are not met at the appropriate pay band in accordance with the school's relevant professional skills level descriptors, these new arrangements, including a change of reviewer, will come into force as soon as possible after the decision has been made

E3 Where national and / or school leadership standards are identified as not being met at the appropriate pay band level by either means, appraisal objectives will be action planned to a much shorter timescale – typically one term, but less if the head decides the situation warrants this. At the end of each such period, progress will be reviewed – and a decision made on whether:

- To end the support programme and resume normal appraisal arrangements
- To continue to provide support within appraisal by setting further short-term objectives
- To suspend appraisal and move immediately into the formal capability procedure

E4 Where a decision to end the support programme has been taken but performance drops again within 12 months, the teacher will move immediately back into the revised appraisal arrangements outlined above and for a shorter timescale as determined by the circumstances. In exceptional circumstances the Head Teacher may decide to move straight to the formal capability procedure at this stage.