

**The Heath Family (NW) Multi Academy Trust
Appraisal Policy (Teaching Staff) - Appendix A**

TEACHERS' STANDARDS

Standard
1.1. Set high expectations which inspire, motivate and challenge pupils 1. Establish a safe and stimulating environment for pupils, rooted in mutual respect 2. Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions 3. Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils
1.2. Promote good progress and outcomes by pupils 1. Be accountable for pupils' attainment, progress and outcomes 2. Plan teaching to build on pupils' capabilities and prior knowledge 3. Guide pupils to reflect on the progress they have made and their emerging needs 4. Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching 5. Encourage pupils to take a responsible and conscientious attitude to their own work and study
1.3. Demonstrate good subject and curriculum knowledge 1. Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject and address misunderstandings 2. Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship 3. Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject. 4. If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics 5. If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies
1.4 Plan and teach well structured lessons 1. Impart knowledge and develop understanding through effective use of lesson time 2. Promote a love of learning and children's intellectual curiosity 3. Set homework and plan out of class activities to consolidate and extend the knowledge and understanding pupils have acquired 4. Reflect systematically on the effectiveness of lessons and approaches to teaching 5. Contribute to the design and provision of an engaging curriculum within the relevant subject areas
1.5 Adapt teaching to respond to the strengths and needs of all pupils 1. Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively 2. Have a secure understanding of how a range of factors can inhibit pupils' ability to learn and how best to overcome these 3. Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development 4. Have a clear understanding of the needs of all pupils, including those with special educational needs; those with high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them

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

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

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

Procedure for Conducting Self-Evaluation against National Standards

- B1 The aim of the annual self-evaluation against national standards, as required by the regulations, 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, the self-evaluation will take place in the Autumn Term, so that the most helpful professional development performance management objectives can be identified – and any necessary arrangements made.
- B2 The 2012 Model Policy (“Setting Objectives”, paragraph 4) states that, with the exception of those teachers qualified by holding and maintaining QTLS status, “all teachers must be assessed against the set of standards contained in the document called “Teachers’ Standards” published in July 2011” It follows from this that each school needs to adopt a fair and evidence-based procedure for deciding whether or not these standards are met. The principal has a key role to play in ensuring that judgments are consistent across their school.
- B3 The key stages of the procedure are as follows:
- Time will be provided (PDT) for teachers to conduct a self-evaluation against the National Standards (Preamble, Part 1 and Part 2)
 - Each teacher’s appraiser will complete the evaluation in the same way. Where this indicates that performance may not be at the required level this 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 appraiser will then give their SLT line manager a summary of this process.
 - The evaluation will then be exchanged by the appraiser and the teacher may also wish to exchange their self-evaluation although there is no obligation to do so. The purpose of this exchange will to inform the discussion. At least a week will be allowed for the teacher to assemble any necessary evidence.
 - 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 evaluation (or examination of evidence at the Professional Dialogue meeting) results in agreement that all relevant standards are met, the teacher will be free to identify the national standard against which he or she would like to be assessed by means of the professional development objective. Where the initial evaluation (or examination of evidence at the Professional Dialogue meeting) results in agreement that particular standards are not met, these standards will become those against which the teacher’s performance will be assessed in the next appraisal cycle
 - Where teacher and appraiser cannot reach agreement on whether or not a standard is met, the matter will be referred to the principal, who will meet with the teacher, consider all available evidence, and inform the teacher of his or her decision

The Heath Family Multi Academy Trust Lesson observation protocol

As part of the statutory responsibilities of Principals to evaluate the teaching and learning within schools and carry out performance management reviews it is necessary to initiate classroom observations.

Performance management is a statutory and contractual obligation as set out in the School Teachers Pay and Conditions Document and the Appraisal Regulations.

Principals have a responsibility to “lead, manage and develop the school workforce, including appraising and managing performance” (Paragraph 47.8 STPCD 2016)

Below is the school Classroom observation protocol that sets out guidelines for both observer/reviewer and observed/reviewee.

Prior to the lesson

Teachers should be informed of/there should be:

- Lesson observations will be linked to issues of pedagogy and practice that will develop teachers in their ability to improve the outcomes for their students.
- Information and arrangements for observations should include the reasons why the observation is taking place.
- Teachers observed will be given at least five days’ notice of any observation.
- Lesson observations may be for the full lesson and the teacher observed will be notified as to which member of staff is to carry out the observation.
- Lesson observations will last no longer than one hour per observation.
- If the teacher observed wishes to give/discuss a focus of the lesson observation then it is their responsibility to seek out the observer to clarify the focus prior to the lesson. If this is not done then the focus of the lesson will be the learning and the teaching that facilitates it.
- If the agreed focus is a starter or plenary then the observer may stay for the duration of the lesson in order to assess the impact of the starter or plenary on the learning outcomes.
- An opportunity for the teacher observed to describe the context of the lesson observed.
- A lesson plan may be submitted prior to the lesson, but this is not compulsory.

The Conduct of classroom observations

- Classroom observations will be conducted by QTS staff.
- Classroom observations will be supportive and developmental.
- Observations will not take place in a negative atmosphere and will be conducted in a supportive and professional manner. They will be neither intrusive nor threatening.
- The observer should act in an unobtrusive, sensitive and professional manner.
- Observations:
 - Should be undertaken with professionalism, integrity and courtesy.
 - Should involve objective evaluation.
 - Should be reported honestly and fairly.
 - Should involve accurate communication about its purpose and outcome.
 - Should be conducted in the best interests of the students and the school.

- Should ensure that the information gained through the observation is confidential to the reviewer and reviewee.

There should not be “bunching” of lesson observations with teachers given reasonable amount of time between observations.

Feedback

- The written feedback will be an accurate reflection on the verbal feedback.
- Verbal feedback will, where possible be given no later than the end of the next school day and if possible immediately after the observation.
- Planning, preparation and assessment time will not be used for feedback unless requested by the teacher observed.
- The reviewer will complete the agreed proforma during the observation. This will form the basis of the verbal feedback.
- The proforma will summarise the focus, what was learned from the observation, the feedback given and any subsequent actions or other follow up.
- The record of the observation will be made available to the observed teacher within five working days.
- Feedback will include all the positive aspects of the lesson and practical advice for realistic improvements.
- Feedback may take the form of a brief discussion after the class for observations that fall outside the requirements of performance management E.G voluntary requested observations
- Feedback will take place in an appropriate environment that ensures confidentiality.
- Teachers have the right to record their own comments if they wish.
- Discussion of the professional needs of each teacher should be built in to any feedback and used to identify opportunities for support and continued professional development.

NQTS

- NQTs will be observed as part of their induction support package and will be appraised according to teachers standards.
- NQTs will be observed in accordance with the induction procedures and will be observed in addition to the agreed number for post induction teachers.
- The protocol does apply to NQTs with regard to “bunching” of observations and the need to be informed on the focus, timing and purpose of observations prior to them taking place.

Criteria and arrangements for observation

- Classroom observations for the purpose of performance management and school self review will be agreed between the observer and the observee and will be set out in the performance review statement of each teacher.
- They will be used to gather information for school self-evaluation and for the purpose of enabling the head to discharge his/her responsibility to evaluate the quality of teaching and learning in order to provide a mechanism for monitoring and improving this.
- Formal observations will be conducted by qualified teachers.
- All those who act as observers for classroom observation purposes will have the appropriate skills and training to undertake observations and provide constructive feedback and support.

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- The Principal may invite others such as local authority advisors, inspectors and consultants to conduct observations. The purpose of these observations should be made clear to the teachers who are being observed and agreement sought with the teachers on when and whether they should take place.
- If these observations provide information to the Principal on the quality of teaching and learning then such observations are covered by the protocols time limit set out below.
- The total period of classroom observations arranged for performance management purposes shall not exceed three hours per cycle or exceed 3 separate observations.
- Classroom observations can be carried out by The Principal and delegated staff.
- Any additional observations should be agreed between the Observer and the observee and the same verbal and written feedback given.
- Unannounced formal observations for the purposes of performance management will not take place.
- Classroom observations generated by the requirements of the school will not take place immediately after an inspection by, for example, OFSTED.
- The Principal should consult with teaching staff and recognised organisations on the pattern of classroom observations, which teachers can expect annually.
- The number of classroom observations per year within the normal performance management cycle will usually be the same for every teacher though this may be subject to change as long as no more than 3 hours of teaching is observed.
- Proportionality will be used for part time teachers.
- If due to no fault of the observee the observations are not undertaken then no detriment will be shown towards the observee with regards to the observation evidence compiled for appraisal completion.
- Paired observations for quality assurance purposes will be counted as one observation. The observee has the right to ask for only one observer to be in the room if they object.
- Where evidence emerges which gives rise to concern about the observees teaching performance, classroom observations may be arranged in addition to this protocol as part of the appraisal process.
- If additional lesson observations are required then the teacher will be informed in advance as part of The Heath Family (NW) Multi Academy Trust Support Programme as part of the appraisal process.

Provision of Additional Support Where Teachers' Standards Are Not Met – (The Heath Family (NW) Multi Academy Trust Support Programme)

- D1 If there are concerns in relation to performance against the Teachers' Standards and against the objectives set, special arrangements will be made. These may include:
- The setting of additional and appropriate agreed support using key priorities and action points using the template in the Teachers Appraisal Policy Appendix E
 - Additional formal lesson observations as required.
- D2 Where information comes to light in the course of an appraisal cycle that leads the Principal to conclude that there are concerns that the Teachers' Standards are not met, new arrangements, possibly including a change of reviewer (of suitable seniority), will come into force as soon as possible after the decision has been made.
- D3 Where Teachers' Standards are identified as not being met, appraisal objectives will be action planned to a much shorter timescale – typically six weeks, but less if the Principal decides the situation warrants this. At the end of each such period, progress will be reviewed – and a decision made on whether:
- To end the associated 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.
- D4 The support plan is part of the appraisal process and not part of the capability procedure. The aim of the procedure is to keep teachers out of the capability procedure where possible.

Teachers are encouraged to seek advice from their professional association during, and throughout, the appraisal process and it's associated support programme.

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The Heath Family Multi Academy Trust Support Programme Template

Key Priority	Action required	By When	Success Criteria	Review	Progress 1	Progress 2	Progress 3
1.							
2.							
3.							

Signed (Teacher)
Date

Signed (Line manager)
Date