

*'...those who hope in the LORD will renew their strength.  
They will soar on wings like eagles; they will run and not grow  
weary,  
they will walk and not be faint.'* Isaiah 40:31

*connect | nurture | aspire | learn | excel | hope*



Charing CE Primary School

Multi Academy Trust Policy

Common Trust Policy, Use as Published

Appraisal policy

Date adopted by Trust Board: 01/08/2018

Date of Review: n/a

Date of next Review: 01/08/2019

Date Adopted by Local Governing Body: November 2018

The Governing Body of Charing CE Primary School have adopted this Appraisal policy. Please see Employment Handbook for the Policy.

**APPENDIX 1:** Advice and guidelines for appraisal

**APPENDIX 2:** Framework for Self Review

**APPENDIX 3:** Standards for roles

**APPENDIX 4:** Appraisal Report Documents

***NB under the staffing regulations (2012) there is no longer a statutory requirement for schools to have a lesson observation protocol, however it is strongly advised that an academy ensures that the purpose, principles and broad nature of the arrangements for observation and feedback are communicated to staff formally.***

# **APPENDIX 1: Advice and Guidance for appraisal**

## **WHAT TO DO BEFORE THE APPRAISAL: APPRAISEE**

### **FAR IN ADVANCE:**

- Use feedback on your performance during the whole year, don't wait for the review meeting
- Have a performance file on yourself (this is for you to share and does not have any school expectations)
- Complete self-appraisal – share with appraiser.
- Make an improvement action plan for yourself if necessary.

### **CLOSE TO THE APPRAISAL:**

- Make sure you know when the appraisal is. Clear your diary beforehand
- Look at prior performance review appraisals. Review your targets
- Collect all documents:
  - \* Lesson observations
  - \* Job description
  - \* Progress and performance of groups
  - \* Training you've undertaken.
  - \* Any documents/evidence of achievements – include impact.
  - \* A list of possible targets for next year
- Be realistic on any shortcomings and investigate training
- Visualise a positive outcome.

### **What to do during the appraisal:**

- Arrive on time and be prepared!
- Make sure all paperwork is included
- Listen (Take notes, restate, etc.)
- Be assertive, not passive or aggressive
- Ask for clarification when needed and request details
- Pay attention to body language
- Retain emotional composure
- Promise improvement realistically
- Ensure you talk about successes
- Accept responsibility
- When discussing problems, remain positive.

### **What to do after the appraisal:**

- Get a copy of documents for yourself
- Complete a support plan if needed and stick to it!
- Follow up if more clarification is necessary
- Schedule training and development
- Periodically evaluate/revise goals
- Give written or verbal feedback to your line manager on your progress
- Use this as an opportunity for personal development.

## **What happens if you are concerned about an appraisal review?**

- Make clear statements about how you are feeling
- Accept appropriate responsibility
- Speak to the Headteacher.
- Worst case scenario – leave politely and reschedule the review.

## **WHAT TO DO BEFORE THE APPRAISAL: APPRAISER**

### **FAR IN ADVANCE:**

- Ensure that your timetable is displayed at least a month in advance.
- Collect together the relevant information that you need to inform you e.g. job descriptions, HT personnel files, SDP etc
- Speak with all stakeholders to collect feedback.

### **CLOSE TO THE APPRAISAL:**

- Review all paperwork.
- Attend SLT meeting re appraisal process and staff information.
- Speak with Headteacher about any concerns.

### **What to do during the appraisal:**

- Ensure appraisees attend with relevant information. If not, rearrange in their own time and have a member of SLT present to support understanding.
- Listen – ask searching questions where needed.
- Ensure that staff are clear on the impact that they have had and have relevant data to support this understanding.
- Pay attention to body language.
- Make it clear what the consequences of each outcome could be.
- Ensure that your notes are clear and will inform pay committee appropriately.
- Ensure successes are celebrated.
- Support staff in being responsible and accountable for their own actions and performance.

### **What to do after the appraisal:**

- Check the paperwork with Headteacher.
- Ask appraisee to check and sign.
- Approach appraisee for more information if needed.
- Ensure all paperwork is returned to Headteacher by deadline.

If you have any concerns during the appraisal process – stop the process, clarify with Headteacher and recommence with a member of SLT present.

## APPENDIX 2: Self-Review and Preparation for Appraisal



Please find some time to think about the following questions in preparation for your appraisal meeting. You may find it helpful to do this with another colleague who may be able to help you think about some of these questions more deeply and in particular the evidence of your achievements and contributions.

You should make some brief notes and take this document with you as an aide-memoire.

	Questions to consider	Notes
1	Reflect over the past year. What areas of your work have given you most satisfaction and why?	
2	<p>What have been the specific highlights for <i>you</i> this year?</p> <ul style="list-style-type: none"> <li>➤ Successes in your role</li> <li>➤ Relationships with others</li> <li>➤ Wider contribution across the school</li> </ul> <p>How and where could you evidence the outcomes and impact of these achievements?</p>	
3	<p>In what areas have you developed over the past year?</p> <p>What training/development have you undertaken and how did this help you?</p>	
4	Have you used other ways to improve your skills and performance? Through individual research or reading, use of feedback or discussions with colleagues, for example?	

	<b>Questions to consider</b>	<b>Notes</b>
5	<p>Has anything not gone as well as you had hoped? In your role? In your appraisal objectives?</p> <p>What have you learnt from this? How will you use this learning?</p>	
6	<p>Looking forward, what areas of the school development plan are most relevant to your role?</p> <p>How will you be able to make a positive contribution in these areas?</p>	
7	<p>In what ways will you be able to support the school's vision and values (in your day to day work, relationships at work as well as specific achievements)?</p>	
8	<p>Thinking about the team that you work most closely with, what can you do through the year that will help this team to be successful?</p>	
9	<p>Thinking about questions 6, 7 and 8 what areas of training or development would help you most?</p> <p>Are there any informal CPD activities you could consider?</p>	
10	<p>Is there any other support or resource that might help you?</p>	
11	<p>Thinking about your appraisal</p>	

	<b>Questions to consider</b>	<b>Notes</b>
	<p>meeting how will you ensure you get the best out of this meeting?</p> <p>What will you do to play a full and active role in your appraisal meeting?</p>	

Is there anything else you need to think about in preparation for your appraisal meeting?

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**(Appendix 3) National Standards Final Review (to be brought to all appraisal meetings and for informal support)**

**Confidential**

**TEACHERS' STANDARDS REVIEW**

Name..... Pay Scale ..... Date.....

**PART 1: TEACHING**

<b>Preamble</b>		
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 up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.		
<b>Met</b>	<b>Not Met</b>	
<b>Standard</b>	<b>Met/Not met</b>	<b>Evidence of Impact</b>
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 <ol style="list-style-type: none"> <li>1. Impart knowledge and develop understanding through effective use of lesson time</li> <li>2. Promote a love of learning and children’s intellectual curiosity</li> <li>3. Set homework and plan out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired</li> <li>4. Reflect systematically on the effectiveness of lessons and approaches to teaching</li> <li>5. Contribute to the design and provision of an engaging curriculum within the relevant subject area(s).</li> </ol>		
1.5 Adapt teaching to respond to the strengths and needs of all pupils <ol style="list-style-type: none"> <li>1. Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively</li> <li>2. Have a secure understanding of how a range of factors can inhibit pupils’ ability to learn and how best to overcome these</li> <li>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</li> <li>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.</li> </ol>		
1.6 Make accurate and productive use of assessment <ol style="list-style-type: none"> <li>1. Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements</li> <li>2. Make use of formative and summative assessment to secure pupils’ progress</li> <li>3. Use relevant data to monitor progress, set targets and plan subsequent lessons</li> <li>4. Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback</li> </ol>		
1.7 Manage behaviour effectively to ensure a good and safe learning environment <ol style="list-style-type: none"> <li>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</li> <li>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</li> <li>3. Manage classes effectively, using approaches which are appropriate to pupils’ needs in order to involve and motivate them</li> <li>4. Maintain good relationships with pupils, exercise appropriate authority and act decisively where</li> </ol>		

necessary		
<p>1.8 Fulfil wider professional responsibilities</p> <ol style="list-style-type: none"> <li>1. Make a positive contribution to the wider life and ethos of the school</li> <li>2. Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support</li> <li>3. Deploy support staff effectively</li> <li>4. Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues</li> <li>5. Communicate effectively with parents with regard to pupils' achievements and well-being</li> </ol>		

<b>Part 2 Personal and Professional Conduct</b> <b>The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career</b>	<b>Up to expectation/ Below expectation</b>	<b>Give details</b>
<p>2.1 Teachers uphold public trust in the professional and maintain high standards of ethics and behaviour, within and outside school, by:</p> <ol style="list-style-type: none"> <li>1. Treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teachers' professional position</li> <li>2. Having regard to the need to safeguard pupils' well-being, in accordance with statutory provisions</li> <li>3. Showing tolerance of and respect for the rights of others</li> <li>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.</li> <li>5 Ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law</li> </ol> <p>2.2 Teachers must have 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</p> <p>2.3 Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities</p>		

## Guidance on expected level of performance against the standards

<i>Standard – UPR Starting</i>	<i>Evidence Available with Impact Of Action</i>	<i>Headteacher Assessment</i>
<p>This form is to be used by teachers wishing to progress from the main pay scale onto the upper pay scale. The expectation is that once staff have progressed they meet the standards at a good to outstanding level consistently and are a positive role model to their colleagues.</p> <p>At Kennington CofE Academy we have high expectations of staff working on the Upper Pay Scale:            UPS 3 would be awarded to staff who are part of the Senior Leadership Team and are regularly in charge of the school. Their impact will be evident in many areas of leadership across the school.            UPS 2 would be awarded to staff who regularly attend SLT meetings and are demonstrating an impact in some areas of school leadership.            UPS 1 would be awarded to staff who occasionally attend SLT and SLT activities. These staff would be strong in subject leadership and would be able to outline the impact that they have had in their subject. They will also be able to outline other areas where they have taken the lead to the benefit of the school.            Prior to application it is expected that teaching overtime would be at least good or better for the past 2 academic years. This can be evidenced through appraisal targets or other ways staff feel appropriate.            Areas in italics are to be the prime areas for evidence. Other areas will support these statements.</p>		
<p><b>Preamble</b> - Teachers make the education of their pupils their first concern, and are accountable for achieving the <i>highest possible standards</i> in work and conduct. Teachers act with <i>honesty and integrity</i>; have <i>strong subject knowledge</i>, keep their knowledge and skills as teachers up-to-date and are <i>self-critical</i>; <i>forge positive professional relationships</i>; and <i>work with parents</i> in the best interests of their pupils.</p>		
<p><b>Set high expectations which inspire, motivate and challenge pupils</b></p> <ul style="list-style-type: none"> <li>• establish a <i>safe and stimulating environment</i> for pupils, rooted in mutual respect</li> <li>• set <i>goals that stretch and challenge</i> pupils of all backgrounds, abilities and dispositions. <i>Achievement of these goals should also be evidenced.</i></li> <li>• demonstrate <i>consistently the positive attitudes</i>, values and behaviour which are expected of pupils. This will include appropriate conversations with staff at all levels.</li> </ul>		
<p><b>Promote good progress and outcomes by pupils</b></p> <ul style="list-style-type: none"> <li>• be <i>accountable for pupils’ attainment, progress and outcomes (links to above but should include school for their subject)</i></li> <li>• be aware of pupils’ capabilities and their prior knowledge, and <i>plan teaching</i> to build on these</li> <li>• guide pupils to <i>reflect on the progress</i> they have made and their emerging needs</li> <li>• demonstrate <i>knowledge and understanding</i> of how pupils learn and how this impacts on teaching</li> </ul>		

<b>Standard – UPR Starting</b>	<b>Evidence Available with Impact Of Action</b>	<b>Headteacher Assessment</b>
<ul style="list-style-type: none"> <li>• <i>encourage pupils to take a responsible and conscientious attitude to their own work and study.</i></li> </ul>		
<p><b>Demonstrate good subject and curriculum knowledge</b></p> <ul style="list-style-type: none"> <li>• <i>have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils’ interest in the subject, and address misunderstandings</i></li> <li>• <i>demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship</i></li> <li>• <i>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</i></li> <li>• <i>if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics, if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.</i></li> </ul>		
<p><b>Plan and teach well structured lessons</b></p> <ul style="list-style-type: none"> <li>• <i>impart knowledge and develop understanding through effective use of lesson time</i></li> <li>• <i>promote a love of learning and children’s intellectual curiosity</i></li> <li>• <i>set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired</i></li> <li>• <i>reflect systematically on the effectiveness of lessons and approaches to teaching</i></li> <li>• <i>contribute to the design and provision of an engaging curriculum within the relevant subject area(s).</i></li> </ul>		
<p><b>Adapt teaching to respond to the strengths and needs of all pupils</b></p> <ul style="list-style-type: none"> <li>• <i>know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively</i></li> <li>• <i>have a secure understanding of how a range of factors can inhibit pupils’ ability to learn, and how best to overcome these</i></li> <li>• <i>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</i></li> <li>• <i>have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.</i></li> </ul>		
<p><b>Make accurate and productive use of assessment</b></p> <ul style="list-style-type: none"> <li>• <i>know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements</i></li> <li>• <i>make use of formative and summative assessment to secure pupils’ progress</i></li> </ul>		

<b>Standard – UPR Starting</b>	<b>Evidence Available with Impact Of Action</b>	<b>Headteacher Assessment</b>
<ul style="list-style-type: none"> <li>• use <i>relevant data to monitor progress</i>, set targets, and plan subsequent lessons</li> <li>• give <i>pupils regular feedback</i>, both orally and through accurate marking, and <i>encourage pupils to respond to the feedback</i>.</li> </ul>		
<p><b>Manage behaviour effectively to ensure a good and safe learning environment</b></p> <ul style="list-style-type: none"> <li>• have <i>clear rules and routines for behaviour in classrooms</i>, and <i>take responsibility for promoting good and courteous behaviour</i> both in <i>classrooms</i> and <i>around the school</i>, in accordance with the <i>school's behaviour policy</i></li> <li>• have <i>high expectations of behaviour</i>, and establish a <i>framework for discipline</i> with a range of strategies, using praise, sanctions and <i>rewards consistently and fairly</i></li> <li>• <i>manage classes effectively</i>, using approaches which are appropriate to pupils' needs in order to <i>involve and motivate them</i></li> <li>• maintain <i>good relationships with pupils</i>, exercise appropriate authority, and act decisively when necessary.</li> </ul>		
<p><b>Fulfil wider professional responsibilities</b></p> <ul style="list-style-type: none"> <li>• make a <i>positive contribution to the wider life and ethos of the school</i></li> <li>• develop <i>effective professional relationships with colleagues</i>, knowing how and when to draw on advice and specialist support</li> <li>• <i>deploy support staff effectively</i></li> <li>• take <i>responsibility for improving teaching</i> through appropriate professional development, responding to advice and feedback from colleagues</li> <li>• <i>communicate effectively with parents</i> with regard to pupils' achievements and well-being.</li> </ul>		

<p><b>Inspiring Others –</b>  Please include ways in which you have inspired others by :  Value and Valuing – demonstrate to others how you value your job, agrees with and supports wholeheartedly the school vision and ethos and encourages others to do so, values all others in the workforce, values themselves and promotes what they do, forward looking and thinking; showing others how to embrace change, highly committed.  Appreciation – recognises when helped and says thank you, celebrates the success of others, celebrates their own successes, knows their next developmental steps, takes responsibility for own development.  Trust – open and speaks their mind appropriately, encourages others to behave appropriately, honest, works to deadlines, uses own initiative and shares with others.  Communication – asks for and respects others opinions, finds solutions for any issues causing concerns, helps all other staff, provides resources for others, admit when a mistake has been made and apologise appropriately, enjoys professional debate and dialogue.  Involvement – enjoys change and variety and encourages others to do so, likes to have freedom, understands</p>	
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and promotes accountability, challenges the status quo, proud of what they do, constantly wanting better.  
Fun and Enjoyment – work hard and enjoy what they do, highly innovative and creative, try new and different approaches to ‘think outside the box’, never phased by a problem or challenge and encourages others to enjoy, has a life outside of work and shares this with others, supports the wider school life, supports the SLT.

Please do not complete each area in the form of prose. A bullet point list of the evidence that is available that shows impact to meet each criterion is acceptable.

Please attach the last 2 appraisal reviews (if appropriate). These do not have to have every target met but do need to show significant impact.

In the additional comment box below you may also wish to note where you have achieved any of the following and the impact this has had –

- Produced and implemented a clear, evidence based action plan.
- Lead on an aspect of school evaluation, provided evidence and presented this.
- Conducted lesson observations and shared through a feedback session. Include the impact your feedback has had.
- Lead a team, show the impact that your coaching has had within this team.
- Line managed another member of staff.
- Managed a specific area of the school’s budget. How did you ensure positive value for money and measure the impact?
- Been involved in recruitment for a new member of staff.
- Been involved in the induction of a new member of staff.
- Shadowed a member of the leadership team for a day.
- Observed a more experienced member of staff giving feedback.
- Mentored an NQT or GTP
- Contributed to a TAC, TAF, CP or ChIN meeting.
- Taken responsibility for productions and organising visits.

	Upper Pay Spine Standards	Supporting Evidence supplied by TEACHER	Headteacher's Comments
Knowledge and Understanding	1. Evidence should demonstrate the teacher has made <b>substantial</b> contribution to the whole school having sustained a thorough and up to date knowledge of the teaching of their subject and take account of the wider curriculum developments that are relevant to their work, using their own initiative to support the development of others' knowledge and understanding.	How do you contribute to the whole school? How do you develop your subject knowledge to ensure it is current? How do you use your own initiative to support the development of others?	
Teaching and Assessment	2. Evidence should demonstrate that the teacher has made substantial contribution to the school having sustained their ability to effectively plan and sequence lessons to meet pupils' individual learning needs, using their own initiative to support the development of others' understanding of effective planning and progression.	How do you make a substantial contribution to the school through using your own initiative? Developing others?	
	3. Evidence should demonstrate that the teacher has made a substantial contribution to the school through sustained use of effective strategies for teaching and classroom management, eg through supporting others by team-teaching, peer observations and support plans.	How do you make a substantial contribution to the school through demonstrating effective teaching and learning strategies? Classroom management? How do you support others?	
	4. Evidence should demonstrate that the teacher has made a substantial contribution to the school through sustained use of information about prior attainment to set and achieve well-grounded expectations for pupils and monitor progress to give clear and constructive feedback. Support for all staff prior to PPMs to ensure clarity of professional discussions.	How do you support and develop colleagues in understanding the use of information?	

Pupil Progress	<p>5. Evidence should demonstrate that the teacher has made a substantial contribution to the school through their teaching resulting in a sustained impact on pupil progress. As a result of their teaching, the pupils should achieve well relative to the pupils' prior attainment, making progress as good or better than similar pupils nationally. This should also be shown in marks or grades in any relevant national tests or examinations, or school based assessment.</p> <p>As a result of their leadership, evidence should show that progress is good or better than national in their subjects across the school. Where this is not the case, rigorous action plans are implemented and staff supported. Concerns regarding accountability directed to SLT.</p>		
Wider Professional Effectiveness	<p>6. Evidence should demonstrate that the teacher has made a substantial contribution to the school through their professional development activities and through sustained use of the outcomes from these activities for the purpose of improving teaching and pupils' learning.</p> <p>Evidence should demonstrate that the teacher has made a significant contribution to the school's professional development by leading activities for others (eg proactively leading staff training and demonstrating impact).</p>	<p>How have you made a significant contribution to school in improving teaching and pupil's learning? How have you contributed to the professional development of others?</p>	
	<p>7. Evidence should demonstrate that the teacher has made a substantial contribution to the school through sustained involvement in areas of school aspiration and policy development (eg proactively ensuring all school policies and statutory guidelines are followed by staff).</p>		
Professional Characteristics	<p>8. Evidence should demonstrate that the teacher has made a substantial contribution to the school through sustained professional effectiveness and have supported pupils to do their best through:</p> <ul style="list-style-type: none"> <li>i. Inspiring trust and confidence</li> <li>ii. Building team commitment</li> <li>iii. Engaging and motivating pupils and staff</li> <li>iv. Analytical thinking</li> <li>v. Positive action to improve the quality of pupils' learning.</li> </ul>	<p>How do you demonstrate professional effectiveness? How do you support pupils to do their best?</p>	

***Admin Staff Standards (Admin Staff to discuss and decide on who has the priority of each expectation)***

***Ensure that documents are prepared and filed, and data is entered into IT systems accurately and on time.***

Not met	Met	Exceeded
<ul style="list-style-type: none"> <li>Letters and other documents often contain typing errors, misspellings and formatting errors</li> <li>Letters and other documents are sometimes presented after deadlines have passed</li> <li>Data entry is sometimes inaccurate and/or there are omissions</li> <li>Data entry deadlines are missed, creating problems for school leaders, governors and curriculum leaders</li> <li>Elements of the job description not being carried out.</li> </ul>	<ul style="list-style-type: none"> <li>Letters and other documents are presented on time and with very few, if any, typing errors</li> <li>Data entry is accurate, on time and reliable</li> <li>All letters are approved by the Head of School / Executive Head</li> <li>All letters are sent promptly</li> <li>Office Diary is kept up-to-date</li> <li>Filing is completed regularly</li> <li>Meeting all aspects of the job description</li> </ul>	<ul style="list-style-type: none"> <li>Letters and other documents are often presented ahead of deadlines and are completely free from errors</li> <li>Positive suggestions are made to the authors of letters and other documents about how they might be improved</li> <li>Data entry is highly accurate and frequently completed ahead of deadlines. The staff member responds proactively where colleagues have not presented data for entry on time</li> </ul>

***Greet visitors, staff and pupils professionally and with a welcoming manner.***

Not met	Met	Exceeded
<ul style="list-style-type: none"> <li>Visitors, staff and especially pupils are kept waiting while other tasks are attended to</li> <li>The receptionist's manner is brusque, officious or unfriendly</li> <li>Distressed adults and pupils are not treated with empathy and kindness</li> <li>Reception is sometimes left unmanned</li> <li>Visitors access the site without having read the safeguarding summary</li> <li>Visitors are not given Visitor ID badges</li> </ul>	<ul style="list-style-type: none"> <li>Non-urgent tasks are always set aside when visitors, staff and pupils approach the reception desk</li> <li>The receptionist's manner is professional and courteous</li> <li>Distressed individuals are treated respectfully and with warmth and empathy, and assistance is summoned quickly</li> <li>Reception is never left unmanned except in a severe emergency, when doors and windows are locked</li> <li>All visitors coming on site have read the Safeguarding summary and issued with a Visitor Badge.</li> </ul>	<ul style="list-style-type: none"> <li>Feedback from visitors, staff and pupils makes clear that the receptionist goes the extra mile to provide welcome, help and support</li> <li>Despite the pressures of the job, the receptionist has a ready smile, is always welcoming and creates a very positive first impression of the school</li> <li>The receptionist is proactive in helping to develop systems to ensure people get the right help and assistance quickly and efficiently</li> </ul>

## ***Professional Attributes - Frameworks***

### **Met**

- Know the limits of their role, including when to refer issues or people on, and to whom, and where to get help and support
- Know, understand and comply with procedures relating to confidentiality
- Know how to report, record and pass on information
- Know and support vision and values
- Understand why it is important to follow policies and procedures and know where to find such policies and procedures
- Act on procedures that relate to pupils' safety and well being

## ***Professional Attributes – Communicating and Working with Others***

### **Met**

- Establish respectful, professional relationships with pupils and adults
- Maintain working relationships with colleagues
- Develop own effectiveness in a support role
- Know who you are accountable to and who is accountable to you (as appropriate) in your working environment
- Communicate with children in clear, jargon-free language, without patronising them
- Liaise effectively with parents
- Liaise with colleagues, professionals and agencies to support families
- Understand why children might behave in unexpected ways
- Communicate effectively with pupils, staff and other adults
- Contribute to the well-being and safeguarding of pupils
- Know own role and the aims of own work
- Work with your manager, or other relevant person, to agree and follow a professional development plan
- Develop and maintain respectful, professional relationships with pupils and adults

## ***Professional Attributes – Personal Professional Development***

### **Met**

- 
- Work with manager, or other relevant person, to agree and follow a professional development plan
  - Understand the importance of continued professional development
  - Show how own day-to-day work has been influenced by feedback from colleagues or from children and families
  - Know ways to improve own practice and take opportunities to do so
  - Understand the opportunities for your career to progress and identify who can help you make the most of those opportunities.
- 

### ***Relationships with Children and Young People***

#### **Met**

- Recognise and respect differences between individuals and play their part in making the school more inclusive
  - Be aware of, and sensitive to, factors that can affect pupils' ability to think and learn
  - Act to promote pupils' safety and well being
  - Show how you include people and act fairly
  - Support and respect people's differences in your day-to-day work
  - Show how you promote the principles and values essential for working with children
  - Reflect the values of the school and act as good role models through their conduct
  - Know the service standards or codes of practice concerning principles and values relevant to your work
- 

### ***Professional Knowledge and Understanding – Teaching and Learning***

#### **Met**

- Respond appropriately to what children are communicating to you (CWDC)
- 

### ***Professional Knowledge and Understanding – Assessment and Monitoring***

#### **Met**

- Assist with data entry regarding outcomes of statutory tests etc
  - Maintain records on SIMs, produce reports from that data
-

- 
- *Collate and input census data*
  - *Maintain electronic registers and interrogate them as needed*
  - *Collect and input pupil data*
- 

### ***Professional Knowledge and Understanding – Subjects and Curriculum***

#### **Met**

- Use computer and other hardware efficiently to access, retrieve and exchange relevant information of different types
  - Use IT to exchange information
  - Use specialist or bespoke software
  - Control practices for handling payments
  - Be involved in organising and maintaining curriculum resources
  - Procure products and services
  - *Keep up to date with operation of photocopiers and other Office technology. Ensure refill stocks maintained.*
- 

### ***Professional Knowledge and Understanding – Achievement and Diversity***

#### **Met**

- Know and respond sensitively to factors that can affect the way pupils learn
  - Understand the roles and responsibilities of teachers and others who work with pupils and how their support role relates to these
  - Report any concerns about pupils to relevant staff
  - Recognise when pupils are in danger of risk or harm, take action to protect them and report any concerns to relevant staff
- 

### ***Professional Knowledge and Understanding – Health and Well-Being***

#### **Met**

- Understand other agencies' roles and responsibilities in keeping children safe from harm
    - Know when and how to refer a concern you have about child protection
-

- 
- report any concerns about pupils to relevant staff
  - Be able to recognise when pupils are in danger of risk or harm and know what actions to take to protect them
  - Understand the important developmental needs of children you work with
- 

### ***Learning Environment***

#### **Met**

- Prepare and maintain a safe environment
  - Maintain a tidy and welcoming reception area
  - Encourage children's positive behaviour
  - The environment is consistently maintained with up-to-date information available to engage visitors and parents. This is regularly updated.
- 

### ***Team Working and Collaboration***

#### **Met**

- Know the principles of effective teamwork
  - Show you are well-organised, reliable and dependable in your work
  - Know the staff support or supervision arrangements available to you
  - Admin team runs smoothly at all times, supporting each other effectively to ensure all deadlines are met.
-

## Teaching Assistant Standards

### **The role is to help raise standards across our school, supporting the children by:**

- establishing positive, effective relationships with them;
- proactively using a range of communication aids and systems;
- enabling individuals or groups of pupils to engage with and achieve or exceed the learning objectives of the lesson, and to work towards individual targets;
- responding to their needs, yet encouraging and ensuring independence;
- promoting their self-esteem;
- helping them with their personal needs (such as supporting pupils in their needs, or looking after them, initially, when they feel unwell);
- helping them to access resources and to use equipment, as necessary;
- promoting inclusion by helping to ensure that all pupils are able to fully access the curriculum;
- ensuring their safety by employing specific behaviour management techniques in line with the school’s behaviour management policy and supporting children through Restorative Justice.
- feeding back with challenge and depth
- CPD – observing other members of staff in-house and in other schools.
- Safeguarding each child’s welfare in line with school policy.
- Vision and values embedded in all areas.

### **Supporting the teachers by:**

- ‘teaching’ with the class teachers, at planned times, under the direction of the year group;
- helping the teacher to model effective learning strategies; proactively;
- making ongoing assessment notes during lessons e.g by using the child’s books;
- preparing learning resources for a child or children they work with using teacher planning;
- escorting groups of pupils to different work areas;
- supervising pupils when they are learning or playing outside the classroom;
- enhancing the learning environment through displays.

### **Supporting the curriculum by:**

- helping children understand instructions, through repetition, rephrasing and modelling; (*Using appropriate grammar and language*)
- undertaking individual or small-group support or interventions, including speech & language activities, occupational therapy programmes etc in an area of TA strength / responsibility;
- showing pupils how to use ICT to develop their learning;

- selecting, preparing and maintaining learning equipment and resources;
- undertaking lunchtime/after school clubs/wider contributions.

### **Supporting the school by:**

- helping to implement policies and timetables
- participating in training, in order to keep up to date with current school issues;
- contributing to discussions about assessment and pupils' progress;
- assisting with the supervision of pupils outside lesson times, i.e. in the playground or in the school grounds generally;
- consistently implementing the school's policy on behaviour and discipline;
- if necessary, and in accordance with our policy on behaviour and discipline, supporting the separation of a disruptive child from the rest of the class, using TeamTeach if appropriate.

The effectiveness of a Teaching Assistant in a class is dependent on the clarity of role, communication and team management. It is vitally important that teaching assistants are fully aware of the learning intention prior to the start of a lesson and give feedback to support assessment and progress. Teaching assistants are invited to pupil progress meetings, ideally at the same time as class teachers.

### **Reflection and Coaching**

- *Is the impact of TA on pupil behaviour, motivation and approaches to learning evident?*
- *Is the impact of TA on teachers and teaching evident?*
- *Is the TA concerned with task completion and/or developing understanding?*
- *Is the TA adequately prepared for their role in classrooms and have time for liaison with teachers?*
- *Is TA used to help pupils develop independent learning skills and manage their own learning?*
- *Does the TA provide the right amount of support at right time?*
- *Does the TA expand teaching through the use of open ended, effective questions?*
- *Does the TA give the least amount of help first to support pupils' ownership of task?*
- *Does TA support pupils in having confidence to take risks in learning?*
- *Does the TA support the development of the learning environment throughout the school?*

## Mid-Day Supervisor Standards.

### **The role is to help raise standards across our school, supporting the children by:**

- establishing positive, effective relationships with them;
- proactively using a range of communication aids and systems;
- responding to their needs, yet encouraging and ensuring independence;
- promoting their self-esteem;
- helping them with their personal needs (such as supporting or looking after them, initially, when they feel unwell);
- helping them to access resources and to use equipment, as necessary;
- promoting inclusion by helping to ensure that all pupils are able to fully access the curriculum;
- ensuring their safety by employing specific behaviour management techniques in line with the school's behaviour management policy promoting positive behaviour to support children to manage their own behaviour through restorative justice. Challenging behaviour is minimised using the behaviour policy in school.
- feeding back with challenge and depth, linked to SIMS or My Concern when necessary.

### **Supporting the teachers by:**

- Informing teachers if incidents, concerns or problems occur at playtimes
- Monitor targeted children through communication with the class teacher
- ‘teaching’ with the class teacher, at planned times, under the direction of the teachers;
- helping the teachers to model effective learning strategies; proactively;
- escorting groups of pupils to different work areas;
- supervising pupils when they are learning or playing outside the classroom;
- enhancing the learning environment through displays.
- routines are managed through good use of time keeping

### **Supporting the curriculum by:**

- helping children understand instructions, through repetition, rephrasing and modelling; (*Using appropriate grammar and language*)
- selecting, preparing and maintaining learning equipment and resources;
- undertaking after school clubs/wider contributions.

### **Supporting the school by:**

- helping to implement policies and timetables
- participating in training, in order to keep up to date with current school issues;
- assisting with the supervision of pupils outside lesson times, i.e. in the playground or in the school grounds generally;
- consistently implementing the school's policy on behaviour and discipline;

– if necessary, and in accordance with our policy on behaviour and discipline, supporting the separation of a disruptive child from the rest of the class, using TeamTeach if appropriate.

The effective role of a Mid-Day Supervisor is dependent on effective communication between the lunch team, children and staff. It is important that MDS do their utmost to resolve, repair and rebuild relationships with children using restorative justice. The intention of any issues are dealt with before going back to class enables learning time to start as soon as the children are returned back from lunchtime.

#### **Evidence for Reflection and Coaching -**

- *Is the impact of MDS on pupil behaviour, motivation and approaches to learning evident?*
- *Is the MDS adequately prepared for their role in the playground and have time for liaison with teachers?*
- *Is MDS used to help pupils develop independent learning skills and manage their own learning?*
- *Does the MDS provide the right amount of support at right time?*
- *Does the TA expand teaching through the use of open ended, effective questions?*
- *Does MDS support pupils in having confidence to take risks in learning on the playground?*
- *Does the MDS support the development of the learning environment throughout the school?*
- *Is the MDS proactively using the behaviour policy in accordance to school policy?*

## Site Staff Standards

<b>Help to keep children safe</b>	This is about keeping children and young people safe during day-to-day work activities. It covers responding to accidents, emergencies and illness, and requires familiarity with and the ability to set in motion safety, safeguarding and welfare procedures, according to the policies and procedures of the setting.
<b>Contribute to positive relationships</b>	This is about interacting with and responding positively to children, young people and adults. It includes verbal and non-verbal communication skills involved when working with children and young people, and when dealing with adults, together with the importance of valuing people equally.
<b>Provide effective support for your colleagues</b>	This unit is about being an effective member of the school staff. It involves working effectively with colleagues and taking an active role in developing skills and expertise.
<b>Provide displays/environment</b>	This unit is about the school environment. It also covers ensuring displays are safe and tidy, with protective spray used to prevent fires.
<b>Promote positive behaviour</b>	This unit is about implementing agreed behaviour management strategies to promote positive behaviour and supporting pupils to manage their own behaviour.
<b>Develop and promote positive relationships</b>	This unit is about developing and promoting positive relationships with children and young people, communicating with children/young people and adults, and fostering positive relationships between children/young people and with other adults. It is appropriate for all settings and services where children and young people are present.
<b>Support the development and effectiveness of work teams</b>	This unit is about being an effective member of a work team. It involves taking an active role in supporting and developing team effectiveness.
<b>Reflect on and develop practice</b>	This unit is about needing to reflect on practice. Self-evaluation and reflection will enable the individual to learn and develop their practice. It also includes taking part in continuing professional development and how this has been used to develop their practice.
<b>Work with young people to safeguard their welfare</b>	This unit is about understanding and evaluating hazards and risks, and the individual carrying out their work safely and in accordance with organisational procedures. It is about enabling young people to assess risks, helping them to develop their confidence to manage them and offering appropriate support to individuals when they are in crisis.
<b>Staff Absence</b>	This is about organising cover when staff are absent. It includes absence which is known in advance (e.g. where a colleague has a medical appointment or is undergoing professional development) and unexpected absence (e.g. absence due to illness).
<b>Provide leadership for your team</b>	This unit is about providing direction to the members of the team and motivating and supporting them to achieve the objectives of the team and their personal work objectives.
<b>Provide leadership in your area of responsibility</b>	This unit is about providing direction to colleagues in a clearly and formally defined area or part of an organisation and motivating and supporting them to achieve the vision and objectives for the area.

## Appraisal Objectives Record Statement

Appraisal Cycle 2018/2019

Name:

Role in school:

Additional (formal) responsibilities:

Objective 1	Indicators of Success	Key Evidence
	<p><i>Insert agreed success criteria</i></p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul> <p><i>Why is this an important objective?</i></p> <p><i>Identify the impact on priorities in the school improvement plan</i></p> <p><i>How does objective support school vision and values?</i></p>	<p><i>Identify the key evidence relevant to the success indicator</i></p> <p><i>This may be drafted by appraisee prior to the appraisal meeting but completion and confirmation should follow from discussion at the end of year review meeting</i></p> <p><i>Give a brief, balanced assessment, starting with the appraisee's perception and evidence. Appraiser should challenge to ensure the evidence is robust and provide any counter evidence if shared previously.</i></p> <p><i>Briefly describe any challenges in the objective and actions or strategies the appraisee used</i></p> <p><i>Also indicate how this objective shows evidence against the relevant standards</i></p> <p><i>Any relevant factors that were outside the control of the appraisee should be noted.</i></p>

Objective 2	Indicators of Success	Key Evidence
<p><i>Insert agreed objective</i></p>	<p><i>Insert agreed success criteria</i></p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul> <p><i>Why is this an important objective?</i></p> <p><i>Identify the impact on priorities in the school improvement plan</i></p> <p><i>How does objective support school vision and values?</i></p>	<p><i>Identify the key evidence relevant to the success indicator</i></p> <p><i>This may be drafted by appraisee prior to the appraisal meeting but completion and confirmation should follow from discussion at the end of year review meeting</i></p> <p><i>Give a brief, balanced assessment, starting with the appraisee's perception and evidence. Appraiser should challenge to ensure the evidence is robust and provide any counter evidence if shared previously.</i></p> <p><i>Briefly describe any challenges in the objective and actions or strategies the appraisee used</i></p> <p><i>Also indicate how this objective shows evidence against the relevant standards</i></p> <p><i>Any relevant factors that were outside the control of the appraisee should be noted.</i></p>

Identify any specific areas of CPD or informal development that may be required to support the achievement of the above objective (staff to investigate):

Note for Review: Appraiser should note if this CPD was taken up and if so then any evidence of change in practice and the impact it has had

Objective 3	Indicators of Success	Key Evidence
<p><i>Insert agreed objective</i></p>	<p><i>Insert agreed success criteria</i></p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul> <p><i>Why is this an important objective?</i></p> <p><i>Identify the impact on priorities in the school improvement plan</i></p> <p><i>How does objective support school vision and values?</i></p>	<p><i>Identify the key evidence relevant to the success indicator</i></p> <p><i>This may be drafted by appraisee prior to the appraisal meeting but completion and confirmation should follow from discussion at the end of year review meeting</i></p> <p><i>Give a brief, balanced assessment, starting with the appraisee's perception and evidence. Appraiser should challenge to ensure the evidence is robust and provide any counter evidence if shared previously.</i></p> <p><i>Briefly describe any challenges in the objective and actions or strategies the appraisee used</i></p> <p><i>Also indicate how this objective shows evidence against the relevant standards</i></p> <p><i>Any relevant factors that were outside the control of the appraisee should be noted.</i></p>

Identify any specific areas of CPD or informal development that may be required to support the achievement of the above objective (staff to investigate):

Note for Review: Appraiser should note if this CPD was taken up and if so then any evidence of change in practice and the impact it has had

### Evidence of Wider Professional Contribution and Impact Plan

Area of school where wider contribution and impact has been demonstrated	Key evidence including impact	Coach and Coachee
<p>This can draw upon a wide range of sources and examples such as:</p> <ul style="list-style-type: none"> <li>➤ Leading an area of CPD</li> <li>➤ Mentoring and/or developing the practice of others</li> <li>➤ Policy development and support for others</li> <li>➤ Subject leadership support</li> <li>➤ Specific project work</li> <li>➤ Informal support for colleagues and/or teamwork</li> <li>➤ Support of clubs</li> <li>➤ Support PTFA events</li> </ul>	<p><i>The appraisee can cite examples of the specific area(s) of contribution they intend to do. This should be supported by indication of verifiable evidence to demonstrate impact and discussed with appraiser at the end of year review</i></p> <p><i>The appraisee should indicate how this evidence supports contribution to school vision and values</i></p> <p><i>The appraisee knowledge of the School Improvement Plan.</i></p>	<p><i>The coach - appraiser should indicate if they can confirm the evidence discussed with the appraisee</i></p> <p><i>The coach - appraiser may cite other examples or evidence of personal qualities if relevant</i></p> <p><i>For teachers it should be noted how this evidence is relevant to any of the professional teacher standards</i></p>

**Signed:**  
**Appraiser**  
**Date:**

**Signed:**  
**Appraisee**  
**Date:**

**Appraisal Objective Plan Mid Term and End of Year Review 2018/19**

**Name:**

**Role in school:**

**Date of first appraisal meeting:**

**Additional (formal) responsibilities:**

**Appraiser:**

**Objective 1:**

**Area of focus:**

**Indicators of success – evidence of impact – End of Year Review**

*Coach and coachee to agree the success indicators and relevant evidence of impact for the objective specific to the Coachee*

**In-year goals reviewed– brief record of actions, evidence and learning - Mid Term Review**

*Coachee to note the specific short term goals identified from the coaching conversations and keep a record of actions, key evidence and reflective learning*

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<b>Next Steps to Achieve:</b>
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<b>Overall Assessment of Objective 1 – Mid Term</b> <i>Indicate if the objective has been:</i> a) <i>On track</i> b) <i>Partially on track</i> c) <i>Not on Track</i>  Summary of reasons for assessment:	<b>Overall Assessment of Objective 1 – End of Term</b> <i>Indicate if the objective has been:</i> a) <i>Exceeded</i> b) <i>Met</i> c) <i>Partially Met</i> d) <i>Not met</i>  Summary of reasons for assessment:
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<b>Objective 2:</b> <b>Area of focus:</b>
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<b>Indicators of success – evidence of impact – End of Year Review</b>
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**In-year goals reviewed– brief record of actions, evidence and learning - Mid Term Review**

*Coachee to note the specific short term goals identified from the coaching conversations and keep a record of actions, key evidence and reflective learning*

**Next Steps to Achieve:**

**Overall Assessment of Objective 2 – Mid Term**

*Indicate if the objective has been:*

- a)On track*
- b)Partially on track*
- c)Not on Track*

Summary of reasons for assessment:

**Overall Assessment of Objective 2 – End of Term**

*Indicate if the objective has been:*

- a)Exceeded*
- b)Met*
- c)Partially Met*
- d)Not met*

Summary of reasons for assessment:

**Objective 3:**

**Area of focus: Personal/Professional Development [identify link with SIP]**

**Indicators of success – evidence of impact – End of Year Review**

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**In-year goals reviewed– brief record of actions, evidence and learning - Mid Term Review**  
*Coachee to note the specific short term goals identified from the coaching conversations and keep a record of actions, key evidence and reflective learning*

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**Next Steps to Achieve:**

**Overall Assessment of Objective 3 – Mid Term**  
*Indicate if the objective has been:*  
 a) *On track*  
 b) *Partially on track*  
 c) *Not on Track*

Summary of reasons for assessment:

**Overall Assessment of Objective 3 – End of Term**  
*Indicate if the objective has been:*  
 a) *Exceeded*  
 b) *Met*  
 c) *Partially Met*  
 d) *Not met*

Summary of reasons for assessment:

**Evidence of Wider Professional Contribution and Impact** (notes to be added from each coaching conversation)

Area of school where wider	Key evidence including impact	Confirmation and any additional
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contribution and impact has been demonstrated			comments (completed by appraiser)	
	Coaching -			
<b>Attendance – Mid Term</b>	<b>Grading – Mid Term</b>	<b>Attendance – End of Year</b>	<b>Grading – End of Year</b>	

**Overall comments from Appraiser** (final comments following the end of year review)

**Final comments from Appraisee** (final comments following the end of year review)

**Signed and dated:  
Appraiser**

**Signed and dated:  
Appraisee**

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