



Teacher Appraisal Policy

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Birtenshaw Appraisal Policy
Reviewed September 2019 by KC
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MODEL TEACHER APPRAISAL POLICY FOR BIRTENSHAW EDUCATION SERVICES

1. INTRODUCTION

- 1.1 This model Teacher Appraisal Policy has been prepared by the Department for Education, and has been amended for Bolton Schools. It is recommended for Education settings to use to support the implementation of the Appraisal / Performance Management arrangements as set out in The Education (School Teachers' Appraisal) (England) Regulations 2012 and replace the Education (School Teacher Performance Management) (England) Regulations 2006 (the 2006 Regulations)
- 1.2 At a local level this Model Policy has been consulted upon with members of the Teachers Associations and any deviation to the Model policy must be negotiated directly with the Teacher Association representatives and Teaching Staff employed within the school/college.
- 1.3 Revised appraisal arrangements came into force with effect from 1 September 2012. They are set out in the Education (School Teachers' Appraisal) (England) Regulations 2012 (the Appraisal Regulations).
- 1.4 From 1st September 2013 the appraisal process will be used to determine pay progression for staff currently on main pay scale and upper pay scale rates. The first pay decisions using this revised process will be 1st September 2014 (the September 2013 process will be used to set objectives which will inform and be assessed for pay purposes in the 2014 cycle.)
- 1.5 Importantly, teachers' performance will be assessed against the relevant standards (as well as against their objectives and against their role in the school/college) and as such the revised Teachers' Standards which were introduced from 1st September 2012 should be read in conjunction with this policy. The 2012 Teachers' Standards regulations are attached to this model policy at appendix 1.
- 1.6 All education settings must have both an agreed appraisal policy for teachers (including head of services/heads of service) and a policy, covering all staff, which deals with lack of capability.
- 1.7 This model policy applies only to teachers, including head of services/heads of service. It has been written in the context of school/colleges, but the same principles apply to teachers unattached to a school/college e.g. Music Service and teachers at Birtenshaw College.
- 1.8 This Model Teacher Appraisal Policy is designed to provide a supportive and developmental framework and process to ensure that all teachers have the skills and support they need to carry out their role effectively.
- 1.9 The Education (School/college Teachers' Appraisal) (England) Regulations 2012 require that the Governing Body shall ensure that the performance of teachers and the head of service/head of service is managed and reviewed in accordance with the

regulations and the school/college's performance management policy. Before establishing or revising the school/college's performance management policy the Governing Body shall seek to agree the policy with the recognised trade unions, and ensuring any subsequent changes from this model policy are communicated to all teachers.

POLICY FOR APPRAISING TEACHER PERFORMANCE AND MAKING PAY DECISIONS

The Chief Executive, on behalf of the Board adopted this policy on 1st September 2013.

It will be reviewed annually at the Autumn Governing Body Meeting.

Purpose

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

Within Birtenshaw all pay decisions will be made by the Chief Executive on behalf of the board.

Application of the policy

This policy covers appraisal, and applies to the head of service/head of service and to all teachers employed by the school/college, except those on contracts of less than one term and those undergoing induction (*i.e. NQTs.*) Furthermore, teachers and head of services/heads of service who are currently subject to formal capability procedures are not covered within the scope of this policy.

2. THE APPRAISAL PROCEDURE

- 2.1 Appraisal in this school/college will be a supportive and developmental process designed to ensure that all teachers have the necessary skills and support they need to carry out their role effectively and one which contributes to the effective management of individuals and teams in order to achieve high levels of performance within this organisation.
- 2.2 Therefore this organisation has developed an Appraisal (Performance Management) process in order to establish a shared understanding about what is to be achieved and an approach to leading and developing people which will ensure that it is achieved. Furthermore, it will help to ensure that teachers are able to continue to improve their professional practice and to develop as teachers.
- 2.3 As such, Performance Management is seen as a continuous cycle and all employees will be monitored, assessed and provided with feedback on their performance on a continual basis.

3. THE APPRAISAL PERIOD

- 3.1 **The appraisal period will run for twelve months** from 1st September to 31st August each year.
- 3.2 Teachers 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.**
There is flexibility to have a longer or shorter appraisal period when teachers begin or end employment with a school/college or local authority or when unattached teachers change post within the same authority.
- 3.3 Where a Teacher starts their employment at the organisation part-way through a cycle, the head of service shall determine the length of the first cycle for that Teacher, with a view to bringing the cycle into line with the cycle for other teachers at the organisation as soon as possible.
- 3.4 Where a teacher transfers to a new post within the organisation part-way through a cycle, the head of service shall determine whether the cycle shall begin again.

4. APPOINTING APPRAISERS

- 4.1 **Heads of Service will be appraised by a subcommittee of the Governing Body, supported by a suitably skilled and/or experienced external adviser who has been appointed by the Governing Body for that purpose.** Prior to the appointment of the external adviser, the subcommittee of the Governing Body and head of each service should meet to discuss the suitability, skills and expertise of the external adviser who is

Commented [jb1]: Who would this be? It's a statutory requirement in 2012 Regs

Commented [KC2R1]: Would it not be Carol Aspinall?

to be appointed.

- 4.2 In this organisation the task of appraising the head of service, including the setting of objectives, will be delegated to a sub-group consisting of three members of the Governing Body.
- 4.3 The head of service will decide who will appraise other teachers.
- 4.4 Where a teacher / head of service is of the opinion that the appraiser appointed under this regulation is unsuitable for professional reasons, s/he may submit a written request to the head of service / governing body for the appraiser to be replaced, stating those reasons. The final decision regarding this matter will rest with the head of service / governing body, and there is no further right of appeal.

5. SETTING OBJECTIVES

- 5.1 **The head of service's objectives will be set by the Governing Body after consultation with the external adviser.**
- 5.2 **Objectives for each teacher will be set before, or as soon as practicable after, the start of each appraisal period**, but no later than 31st October each year (31st December each year for Heads of Service). The objectives set for each teacher, will be Specific, Measurable, Achievable, Realistic and Time-bound (SMART) and will be appropriate to the teacher's role and level of experience.
- 5.3 The appraiser and teacher will seek to agree the objectives but, if that is not possible, the appraiser will determine the objectives. Objectives may be revised if circumstances change.
- 5.4 **The objectives set for each teacher will, if achieved, contribute to the organisation's plans for improving the organisation's educational provision and performance and improving the education of pupils/learners at that organisation.**
This will be ensured by;
 - 1. *Quality assuring all objectives against the appropriate improvement plan.*
 - 2. *Supporting individuals Continuing Professional development (CPD) linked to the appropriate Improvement Plan*
 - 3. *Supporting on-going Progress of children and adults*
- 5.5 Before, or as soon as practicable after, the start of each appraisal period, each teacher will be informed of the standards against which that teacher's performance in that appraisal period will be assessed. (The most up to date Teachers' Standards are attached at appendix 1 of this policy.) The head of service or Governing Body (as appropriate) will need to consider whether certain teachers should also be assessed against other sets of standards published by the Secretary of State that are relevant to them.
- 5.6 Within this organisation normally no more than three objectives will be agreed each

cycle.

6. REVIEWING PERFORMANCE

6.1 Development and support

Appraisal in this organisation is a supportive process which will be used to inform continuing professional development. The organisation 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 improvement priorities and to the on-going professional development needs and priorities of individual teachers.

METHODS OF REVIEWING PERFORMANCE

6.2 Observation

Birtenshaw believes that observation of classroom practice and other responsibilities is important both as a way of assessing teachers' performance in order to identify any particular strengths and areas for development they may have and of gaining useful information which can inform improvement more generally. The organisation is committed to all observation(s) being carried out in a supportive fashion. Formal lesson observations will be carried out termly and will usually be paired observations to validate judgements and share good practice. All QTS teachers will be involved in the observation process both as teachers being observed and as observers.

6.3 In this organisation teachers' performance will be regularly observed according to the overall needs of both the teacher and the organisation. If issues emerged from an observation that were not part of the focus of the observation as recorded in the appraisal statement these should also be covered in the written feedback.

6.4 **Classroom observation will be carried out by those with QTS** and suitable experience as decided by the organisation. In addition to formal observation, heads of service 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. "Drop in" observations will take place every week as part of the schedule of ongoing learning walks conducted by the Heads of Service. Any issues arising from these observations will be discussed with the teacher either at the time or as part of the next scheduled weekly 1:1 meeting.

6.5 Teachers (including the head of service) who have responsibilities outside the classroom should also expect to have their performance of those responsibilities observed and assessed.

6.6 Pupil/learner Progress and Outcomes

Pupil/learner progress and outcomes are a key indicator of performance management and is important both as a way of assessing teachers' performance in order to identify any particular strengths and areas for development they may have and of gaining useful information which can inform improvement more generally.

6.7 Pupil/learner progress and outcomes will be regularly monitored and assessed in accordance with Teachers Standards 2012 (attached at Appendix 1.)

6.8 In addition, education settings may wish to refer to existing agreed policies within the organisation e.g. Teaching and Learning, Assessment and Behaviour Management Policies.

6.9 **Feedback**

Teachers will receive constructive written feedback on their performance throughout the year and as soon as practicable after observation has taken place or other evidence has come to light e.g. pupil/learner progress information. This will normally occur within 5 working days of the observation taking place, and no later than 10 days after the observation taking place.

6.10 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 and confirm details of the meeting in writing 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 (*it may be appropriate to revise objectives, and it will be necessary to allow sufficient time for improvement. The amount of time is up to the organisation but should reflect the seriousness of the concerns*);
- explain the implications and process if no – or insufficient – Improvements are made.

6.11 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.

6.12 **Link to Pay**

Appraisal objectives will be used to inform pay decisions.

6.13 **Transition to capability**

Appraisal within this organisation will be a supportive and developmental process and throughout the academic year teachers will be monitored and assessed and as such will be provided with feedback on their performance on a continual basis.

6.14 During this assessment period, if an appraiser is not satisfied with the progress being made meeting(s) should be held with the teacher concerned to offer additional support, mentoring and guidance. These are informal meetings aimed at improving the teachers performance to the necessary standards, however detailed records of these

meetings and any supporting actions should be made (organisations may wish to use the Performance Improvement Plan template attached at appendix 4 to document this).

- 6.15 Where following this on-going informal support process the appraiser is not satisfied with progress, the teacher will be notified in writing that they are required to attend a transitional meeting with the head of service to further discuss these concerns. The employee should normally be given notice, of at least 48 hours, of this meeting and be advised of their right to be represented. It is the employee's responsibility to arrange representation at the meeting.
- 6.16 The purpose of the transitional meeting is to ensure all parties fully understand the processes which will be followed prior to the commencement of the formal Capability Procedure and that the potential implications following the transition to formal Capability Procedures are fully explained.
- 6.17 **Annual assessment**
Each teacher's performance will be formally assessed in respect of each appraisal period. In assessing the performance of the head of service, the Governing Body must consult the external adviser.
- 6.18 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 in interim meetings which will take place as a minimum every 6 months (*add in alternative timescales if applicable e.g. once a term*).
- 6.19 **The teacher 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 organisation, teachers will receive their written appraisal reports by 31 October (31 December for the heads of service). **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** (*NB – pay recommendations need to be made by 31 December for head of services and by 31 October for other teachers*);
- 6.20 The assessment of performance and of training and development needs will inform the planning process for the following appraisal period.

Teachers' Standards

May 2012

TEACHERS' STANDARDS IN ENGLAND FROM SEPTEMBER 2012

INTRODUCTION, LEGAL STANDING AND INTERPRETATION

1. The new Teachers' Standards published by the Secretary of State for Education introduce some significant changes in terms of structure, content and application. This introduction is designed to assist those who will be using the standards to understand those changes and to implement the new standards effectively.
2. The Teachers' Standards contained in this document come into effect on 1 September 2012, though the Teaching Agency will use the conduct elements from 1 April 2012 as a reference point when considering whether a teacher's conduct has fallen significantly short of the standard of behaviour expected of a teacher. They replace the standards for Qualified Teacher Status (QTS) and the Core professional standards previously published by the Training and Development Agency for School/colleges (TDA), ⁽¹⁾ and the General Teaching Council for England's *Code of Conduct and Practice for Registered Teachers*.
3. The new standards will apply to the vast majority of teachers regardless of their career stage. The Teachers' Standards will apply to: trainees working towards QTS; all teachers completing their statutory induction period; and those covered by the new performance appraisal arrangements (with the exception described in para 4 below). Part 2 of the Teachers' Standards relating to professional and personal conduct will be used to assess cases of serious misconduct, regardless of the sector in which the teacher works.

¹ <http://webarchive.nationalarchives.gov.uk/20111218081624/tda.gov.uk/teacher/developing-career/professional-standards-guidance.aspx>

1. From 1st April 2012, teachers with Qualified Teacher Learning and Skills (QTLS)

status will be able to teach in school/colleges as fully qualified teachers. This change has been made to give school/colleges greater access to experienced teachers of vocational subjects, as recommended in Professor Alison Wolf's *Review of Vocational Education*. Head of services will have the freedom to decide which standards they assess the performance of QTLS holders against. They can either assess QTLS holders' performance against the Teachers' Standards or against any other set of standards relating to teacher performance issued by the Secretary of State or against any other professional standards that are relevant to their performance or against any combination of those three. Before, or as soon as practicable after the start of each appraisal period, QTLS teachers (like other teachers) will be informed of the standards against which their performance in that appraisal period will be assessed.

- 5 The new standards define the minimum level of practice expected of trainees and teachers from the point of being awarded QTS. The standards set out in this document constitute the 'specified standards' within the meaning given to that phrase in Schedule 2 of The 3 Education (School/college Teachers' Qualifications) (England) Regulations 2003.⁽²⁾
- 6 The new standards will need to be applied as appropriate to the role and context within which a trainee or teacher is practising. Providers of Initial Teacher Training (ITT) will assess trainees against the standards in a way that is consistent with what could reasonably be expected of a trainee teacher prior to the award of QTS. Providers will need to ensure that their programmes are designed and delivered in such a way as to allow all trainees to meet these standards, as set out in the Secretary of State's *Requirements for Initial Teacher Training*.⁽³⁾
- 7 Similarly, head of services (or appraisers) will assess qualified teachers against the standards to a level that is consistent with what should reasonably be expected of a teacher in the relevant role and at the relevant stage of their career (whether a Newly-Qualified Teacher (NQT), mid-career teacher, or a more experienced practitioner). The professional judgement of head of services and appraisers will therefore be central to appraisal against these standards.

² <http://www.legislation.gov.uk/2003/1662>

³ <http://www.tda.gov.uk/training-provider/itt/qts-standards-itt-requirements.aspx>

- 8 The new standards replace the existing Core professional standards, and will be used to assess an NQT's performance at the end of their induction period in employment. The standards themselves do not specify any new or different elements to the expectations placed on NQTs as opposed to those required for the award of QTS. The decision about whether an NQT has met the standards to a satisfactory level at the end of their first year of full employment will therefore need to be made on the basis of what should reasonably be expected of an NQT working in the relevant setting and circumstances, within the framework set out by the standards. That judgement should reflect the expectation that NQTs have effectively consolidated their training, and are demonstrating their ability to meet the standards consistently over a sustained period in their practice.
- 9 Following the period of induction, the standards will continue to define the level of practice at which all qualified teachers are expected to perform. From September 2012, teachers' performance will be assessed against the standards as part of the new appraisal arrangements in school/colleges.

Presentation of the Standards

- 10 This document is presented in three parts, which together constitute the Teachers' Standards: the **Preamble**, **Part 1** and **Part 2**.
- 11 The **Preamble** summarises the values and behaviour that all teachers must demonstrate throughout their careers. **Part 1** comprises the Standards for Teaching; **Part 2** comprises the standards for Professional and Personal Conduct.
- 12 In order to meet the standards, a trainee or teacher will need to demonstrate that their practice is consistent with the definition set out in the **Preamble**, and that they have met the standards in both **Part 1** and **Part 2** of this document.
- 13 The new standards are presented as separate headings, numbered from 1 to 8 in **Part 1**, each of which is accompanied by a number of bulleted sub-headings. The bullets, which are an integral part of the standards, are designed to amplify the scope of each heading. The bulleted sub-headings should not be interpreted as separate standards in their own right, but should be used by those assessing trainees and teachers to track progress against the standard, to determine areas where additional development might

need to be observed, or to identify areas where a trainee or teacher is already demonstrating excellent practice relevant to that standard.

Progression and Professional Development

- 14 The new standards have been designed to set out a basic framework within which all teachers should operate from the point of initial qualification. Appropriate self-evaluation, reflection and professional development activity is critical to improving teachers' practice at all career stages. The standards set out clearly the key areas in which a teacher should be able to assess his or her own practice, and receive feedback from colleagues. As their careers progress, teachers will be expected to extend the depth and breadth of knowledge, skill and understanding that they demonstrate in meeting the standards, as is judged to be appropriate to the role they are fulfilling and the context in which they are working.

Date of introduction of the new standards

- 15 The revised standards come into effect on 1 September 2012, on which date they become the 'specified standards' as defined in Schedule 2 of The Education (School/college Teachers' Qualifications) (England) Regulations 2003. The Regulations require that in order to be recommended for the award of QTS, in most cases ⁽⁴⁾ a person must meet the specified standards that are in place at the time of assessment. Providers of initial teacher training will need to ensure that all trainees who complete their training on or after 1 September 2012 are assessed against the standards that are in place as at the time of assessment, in accordance with the Regulations.
- 16 NQTs who qualified under the previous standards but started induction on or after 1 September 2012, or have started but not completed induction by 1 September 2012, will need to be assessed against the new standards at the end of their induction.

(4) For some categories QTS can be awarded without undertaking ITT in England and meeting the QTS standards. Those exempt from meeting the QTS standards are individuals who have already successfully completed ITT or are recognised as teachers in another UK country and EEA nationals who are recognised as teachers in another EEA member state. Qualified further education teachers who have Qualified Teacher Learning and Skills (QTLS) status may also be exempt from meeting the Teachers' Standards. 5

- 17 Existing teachers who have already passed induction will be expected to use the new standards instead of the previous Core standards for appraisal, identifying professional development, and other related purposes.
- 18 When considering new cases of serious misconduct received from 1 April 2012, the Teaching Agency, acting on behalf of the Secretary of State, will have regard to the personal and professional conduct aspects of the new Teachers' Standards document instead of the General Teaching Council for England's (GTCE) *Code of Conduct and Practice for Registered Teachers*. The Teaching Agency will still be able to refer to the GTCE's *Code of Conduct* for any partially completed cases it receives from the GTCE at the point of its abolition.

Note on Terminology Used / Glossary

Specific terminology used in the standards should be interpreted as having the following meaning:

- **'Fundamental British values'** is taken from the definition of extremism as articulated in the new Prevent Strategy, which was launched in June 2011. It includes 'democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs'.
- **'Parents'** is intended to include carers, guardians and other adults acting *in loco parentis*.
- **'Pupil/learner'** is used throughout the standards, but should be taken to include references to children and adults of all ages who are taught by qualified teachers, including those in the Early Years Foundation Stage, and those in post-16 education.
- **'School/college'** means whatever educational setting the standards are applied in. The standards are required to be used by teachers in maintained school/colleges and non-maintained special school/colleges. Use of the standards in Academies and Free School/colleges will depend on the specific establishment arrangements of those school/colleges. Independent school/colleges are not required to use the standards, but may do so if they wish.
- **'Special educational needs'**, as defined by the Department for Education's *Special Educational Needs Code of Practice* (2001), refers to children and adults who have a

learning difficulty. This means that they either: have a significantly greater difficulty in learning than the majority of children/adults of the same age; or have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children/adult of the same age in school/colleges within the area of the local education authority.

- **'Statutory frameworks'** includes all legal requirements, including but not limited to the requirement to promote equal opportunities and to provide reasonable adjustments for those with disabilities, as provided for in the Equality Act 2010. The term also covers the professional duties of teachers as set out in the statutory School/college Teachers' Pay and Conditions Document.

TEACHERS' STANDARDS PREAMBLE

Teachers make the education of their pupil/learners 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 pupil/learners/learners.

PART ONE: TEACHING

A teacher must:

1 Set high expectations which inspire, motivate and challenge pupil/learners

- establish a safe and stimulating environment for pupil/learners, rooted in mutual respect
- set goals that stretch and challenge pupil/learners of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupil/learners.

2 Promote good progress and outcomes by pupil/learners

- be accountable for pupil/learners' attainment, progress and outcomes
- be aware of pupil/learners' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupil/learners to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupil/learners learn and how this impacts on teaching

- encourage pupil/learners to take a responsible and conscientious attitude to their own work and study.

3 Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupil/learners' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- 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
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4 Plan and teach well structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children and adults intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupil/learners have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5 Adapt teaching to respond to the strengths and needs of all pupil/learners

- know when and how to differentiate appropriately, using approaches which enable pupil/learners to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupil/learners' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children and adults, and know how to adapt teaching to support pupil/learners' education at different stages of development
- have a clear understanding of the needs of all pupil/learners, 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.

6 Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupil/learners' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupil/learners regular feedback, both orally and through accurate marking, and encourage pupil/learners to respond to the feedback.

7 Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the organisation, in accordance with the organisation's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupil/learners' needs in order to involve and motivate them
- maintain good relationships with pupil/learners, exercise appropriate authority, and act decisively when necessary.

8 Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the organisation
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupil/learners' achievements and well-being.

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

Birtenshaw School/college
Teachers Appraisal and Capability Procedure
Reviewed September 2018 - KC
Review September 2019

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside organisation, by:

- treating pupil/learners with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- having regard for the need to safeguard pupil/learners' well-being, in accordance with statutory provisions
- showing tolerance of and respect for the rights of others
- 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
- ensuring that personal beliefs are not expressed in ways which exploit pupil/learners' vulnerability or might lead them to break the law.

Teachers must have proper and professional regard for the ethos, policies and practices of the organisation in which they teach, and maintain high standards in their own attendance and punctuality.

Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

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APPENDIX 2

Annual Performance Management Planning Statement

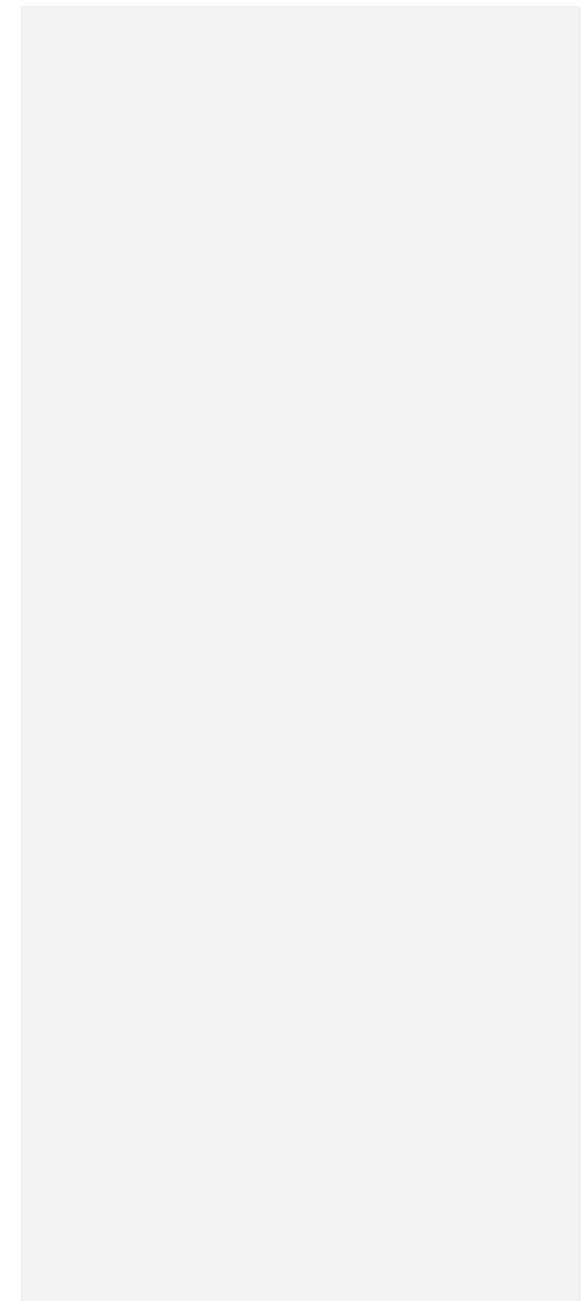
Name :	Review Period :
Job Role:	Date:

Objectives for the forthcoming year

"The employee's objectives shall be such that, if they are achieved, they will contribute to improving the achievement of children and adults at Birtenshaw".

Objective :	How will it be achieved? (tasks involved / support / development needed)	Success / Performance criteria (including timescales)	Monitoring arrangements / evidence requirements

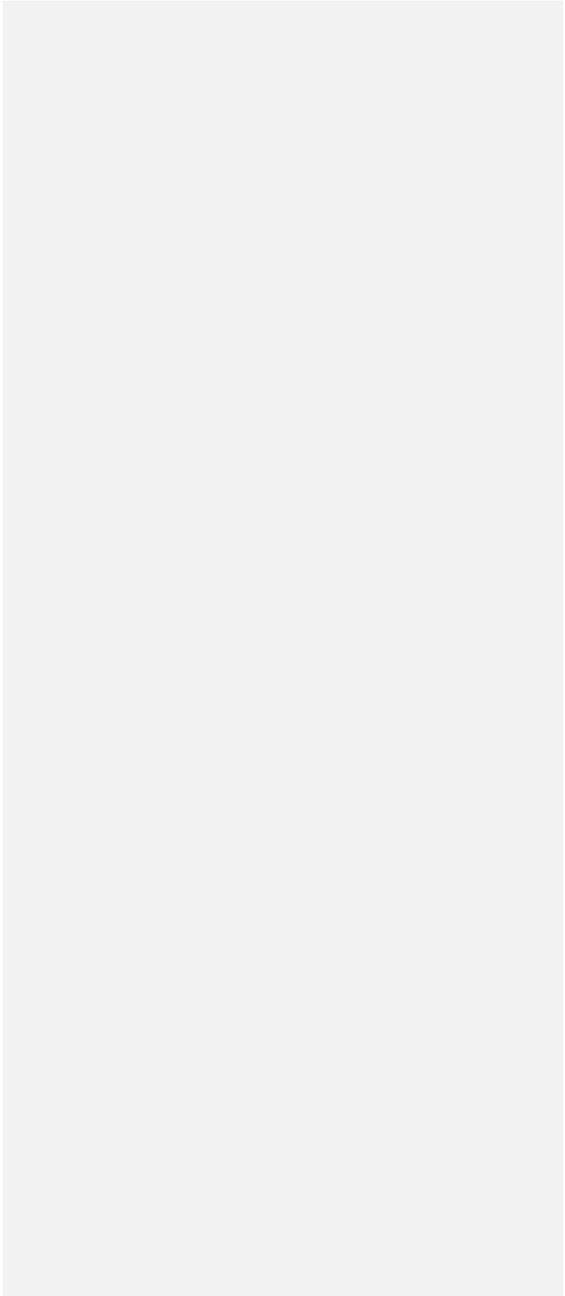
Arrangements for classroom observation (where included in monitoring arrangements / evidence requirements)			
Classroom observations for the specific purpose of performance management will be completed in (insert date / timescale) :		What element of performance will be observed :	
Employee comments (to be completed after receipt of the draft statement and / or receipt of the final statement) :			
Signed (Employee) :		Signed (Facilitator/Manager) :	
Date :		Date :	



Learning and Development Annex

Continuous professional development and other support sought for the forthcoming year
Rationale for CPD/support and outcomes sought
Outline of CPD opportunities and support to be provided
Resource implications

A copy of this Annex should be passed to the person who co-ordinates professional development in the organisation.



Annual Performance Management Review Statement

Name	Date
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Reviewee	Review period
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1. Review of performance against agreed performance objectives

Objective	Summary of progress/tasks completed
Evidence of Impact/Achievement	
Final evaluation and feedback (details the extent to which criteria have been met and why)	
Objective met / not met (to be completed by reviewer)	

2. Continuing Professional Development

Impact of advice, support, training provided during review period		
Brief description of activity	Duration / dates	Impact on performance

3. Further professional development

Areas agreed for further development	
Brief description of need	CPD suggestions to meet need

4. Summary of other achievements and progress (overall performance) during review period

5. Comments about role, responsibilities, career aspirations.

<p>The reviewee is eligible for consideration for pay progression. Yes No</p> <p>Reviewer's recommendation - Taking into account the outcomes and evidence provided in the performance review in period _____ _____, pay progression on the relevant spine is / is not recommended.</p>	
Signed (reviewee)	Signed (reviewer)
Date	Date

APPENDIX 3

**Appendix 3
HEAD OF SERVICE PERFORMANCE REVIEW
Head of service Performance Management
RECORD OF MEETING WITH APPOINTED GOVERNORS AND HEAD OF
SERVICE**

NAME OF SCHOOL/COLLEGE	
Name of Head of service	
Names of appointed governors	
Names of appointed external advisor	
Date of Visit	

OBJECTIVE SETTING FOR 2018-2019

Objective

Success criteria

-
-
-

Monitoring arrangements:

Objective

Success criteria

-
-
-

Monitoring arrangements:

Objective

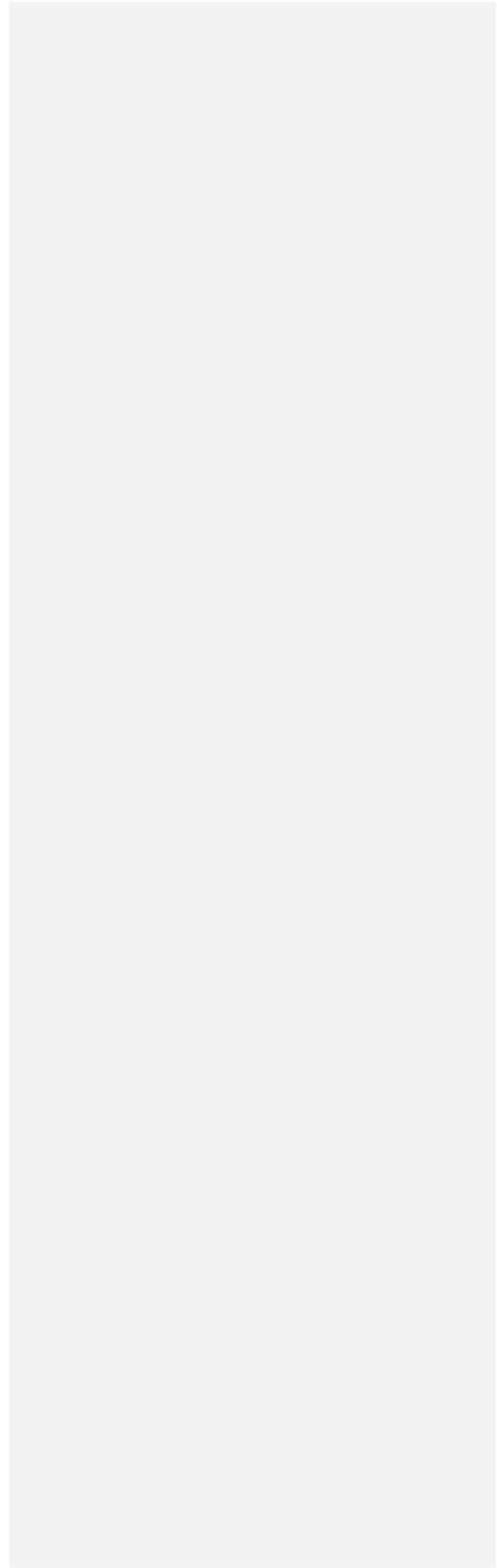
Success criteria

-
-
-

Monitoring arrangements:

Signature of Reviewee: _____ Date: _____

Signature of Reviewer: _____ **Date:** _____



APPENDIX 4

SPECIFIC WORK ISSUES WHICH REQUIRE FURTHER ACTION / SUPPORT

Areas of Concern			
Standards Required			
Agreed Action To Meet Requirements			
Timescale for Improvements			
Support Required			