



## Teachers Appraisal Policy

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<b>Author Initials</b>	RP
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*(This policy supersedes all previous Teachers Appraisal policies)*

## CONTRACTUAL POLICY

### Amendments

Policy Date	New Version Number	Summary of change	Comments

### Union Consultation

Date	Action (meeting, email etc)	Comments	Attendance
10/07/17	Meeting with Union Reps		UNISON, GMB, NASUWT, ATL, NUT

# CONTRACTUAL POLICY

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### 1. Principles

- 1.1 Each school within the Multi Academy Trust has a supportive and developmental process to help ensure that all teachers have the skills and support that they need to carry out their role effectively. It helps teachers to continue to improve their professional practice.
- 1.2 The Appraisal Policy sets out the framework for a clear and consistent assessment of the overall performance of teachers. Appraisal helps to assess the performance of teachers through the cycle against the teacher standards and the performance criteria developed by the Trust in conjunction with staff.
- 1.3 This policy applies to all teachers employed by ESW except those undergoing induction, i.e. NQTs, and those who are the subject of capability procedures.
- 1.4 Pay progression is based on a recommendation following the appraisal cycle. This policy is to be read in conjunction with the pay policy

### 2 Practice

- 2.3 The appraisal period runs for 12 months from 1<sup>st</sup> September to 31<sup>st</sup> August. Teachers who are employed on a fixed term contract of less than one year do not have to follow this policy, but their performance is managed in accordance with its principles.

#### 2.4 *Appointing Appraisers*

The Headteacher/Principal/ Head of School allocates an appraiser, who is normally the line manager, for all teachers. The Headteacher/Principal/ Head of School is responsible for moderating all statements to ensure fairness. The CEO, or his representative, is responsible for moderation across Academies. The Chair of Board appraises the CEO. The CEO appraises other Executive Directors and appoints appraisers, normally the Executive Principal for the School Headteacher/Principal/ Head of School, in conjunction with the Chair of the LGB.

#### 2.5 *Setting Objectives*

Objectives for each teacher are set before, or as soon as practicable after, the start of each appraisal period. The objectives are designed to contribute to the development of the individual teacher and to the School and Team improvement plans. The objectives set are rigorous, challenging, achievable, time-bound, fair and equitable in relation to teachers with similar roles/responsibilities and experience. They have regard to what can reasonably be expected given the desirability of being able to achieve a satisfactory work/life balance. They also take account of the teacher's professional aspirations and relevant pay progression criteria. They contribute to improving the progress of students at the School. The reviewer and reviewee seek to agree the objectives but where a joint determination cannot be made the reviewer makes the determination.

Teachers have no more than 3 objectives covering whole School or Trust and Team priorities. One objective must focus specifically on professional learning.

A section outlining any CPD needs is sent to the CPD coordinator.

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An appendix of CPD opportunities is provided for reference each year.

Appraisal is an assessment of overall performance; objectives cannot cover the full range of a teacher's roles/responsibilities. Objectives, therefore, focus on the priorities for an individual for the cycle. Pay progression decisions are based on the totality of the teacher's Job Description and Teachers' standards, and the relevant pay criteria, not just objectives.

### 2.6 *Reviewing Performance*

Before holding the appraisal meeting:

- (1) The reviewer meets with the link member of the Leadership Team in order to gain whole School perspective on performance;
- (2) Teaching has been assessed in accordance with School procedures. Each Teacher's performance is assessed according to the procedures used within the School which may involve formal lesson observation or more longitudinal assessments of teaching over time or a combination of both. Longitudinal assessments take into account work scrutiny, feedback from students, parents and colleagues, and visits to classrooms. The sum of formal and informal observations, if being used to support the appraisal process, does not exceed three hours in a year. The appraiser has access to a variety of evidence that supports the determination of performance.
- (3) The teacher highlights on the Teacher Standards' criteria sheet where he/she thinks performance currently sits.

### 2.7 *Observation*

ESW believes that observation of classroom practice and other responsibilities is important both as a way of assessing teacher's performance and in order to identify particular strengths and areas for development. All observation is carried out in a supportive fashion. (See Appendix 1: Lesson Observation protocol). Other observation for professional development, such as peer observation, is encouraged. It is clearly understood by participants that such observation is developmental not judgmental, and is not used for appraisal.

In addition to formal observation, the Headteacher/Principal/ Head of School or his/her representatives may "drop in" to check that high standards of professional performance are maintained.

If the judgement of teaching is Good or Outstanding, then the teacher/team leader may decide on further observations for professional development if they wish, but is not necessary for the purposes of appraisal.

If the judgement is Requires Improvement or Inadequate, then:

- The areas for improvement are clearly identified
- A targeted support programme is agreed between the teacher and line manager
- If there is still no improvement, then a formal meeting is held to agree a further programme of support. Any capability proceedings lie outside of the scope of the Appraisal Policy.

### 2.8 *Feedback*

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

- give clear feedback to the teacher about the nature and seriousness of the concerns;
- give the teacher the opportunity to comment and discuss the concerns;
- agree any support (e.g. coaching, mentoring, structured observations, if being used to support the appraisal process), that will be provided to help address those specific concerns;
- make clear how, and by when, the line manager will review progress
- explain the implications and process if no – or insufficient – improvement is made.

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

### 2.9 *Transition to Capability*

If the appraiser is not satisfied with progress, the teacher is notified in writing that the appraisal system no longer applies and that their performance will be managed under the capability policy.

### 2.10 *Annual Assessment*

Performance is formally assessed in respect of each appraisal period.

The teacher receives as soon as practicable following the end of each appraisal period – and has the opportunity to comment in writing on - a written appraisal report. This appraisal report includes:

- details of the teacher's objectives for the appraisal period;
- 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 professional development needs and action to be taken to address them;
- a recommendation on pay where that is relevant

### 2.11 *Appeals*

The teacher has the right of appeal at any point during the appraisal process. This is initially to the School Headteacher/Principal/Head of School and, if not resolved, to the Governors, under the School's usual procedures.

## 3 Confidentiality

The appraisal process and statements generated under it are treated with confidentiality and are made known only to those with a professional need to be informed: the line manager, senior leaders, the School Headteacher/Principal/ Head of School and Executive Principals.

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### 4 Training and Support

The School's CPD programme is informed by the training and development needs identified in the training annex of the reviewees' planning and review statements.

The governing body ensures in the budget planning that, as far as possible, appropriate resources are made available in the School budget for any training and support agreed for reviewees.

With regard to the provision of CPD in the case of competing demands on the School budget, a decision on relative priority is taken with regard to the extent to which: (a) the CPD identified is essential for a reviewee to meet their objectives; and (b) the extent to which the training and support helps the School to achieve its priorities.

### 5 Monitoring and Evaluation

The Headteacher/Principal/Head of School reports to the Governing Body annually on the operation of the School's Appraisal Policy. This report includes:

- How the School has applied the policy with fairness, consistency and rigour;
- The quality assurance processes that have been applied to ensure that there is a clear link between pay progression and the teacher's effective performance;
- How the School is meeting the training and CPD needs identified.

The Governing Body is committed to ensuring that the appraisal process is fair and non-discriminatory.

The CEO reports annually to the Finance Committee on the effectiveness of the process across all schools.

### 6 Review of Policy

- 6.3 This policy is reviewed every three years or upon change of relevant legislation. We will monitor the application and outcomes of this policy to ensure it is working effectively.

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### **Appendix 1**

#### **LESSON OBSERVATION PROTOCOL**

1. A teacher is given at least one working day notice of a formal lesson observation which is part of the appraisal or team review process. No notice is given of short, informal observations which form part of an assessment of teaching over time.
2. The agreed School documents are used for lesson planning and recording observations.
3. Feedback is supportive and developmental. It is given as soon as is practicable after the observation.
4. The School has an ethos of openness and support. Lesson drop-ins may happen at any time and without prior warning as a way to support staff with the management of behaviour for learning, assist continuous professional development, assist with the quality assurance of teaching standards and promote opportunities for interaction between leaders and students in order to celebrate their successes.
5. The School believes that lesson observation is a crucial part of professional development. It seeks to promote as much peer observation as possible and uses incremental coaching as part of supportive CPD. Such observations do not form part of the appraisal process and the purpose is agreed between the teacher and observer, establishing whatever focus and means of recording is appropriate for the purpose.

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### Appendix 2

#### APPRAISAL MEETING

1. Before the meeting, the teacher highlights relevant Teacher Standards' criteria as self- assessment.
2. At the meeting the discussion focuses on the totality of performance over the year including:
  - How the teacher is performing against the Teacher Standards' criteria
  - Achievement of exam groups/ groups of students (e.g. FSM, L/M/H, b/g)
  - Outcomes of lesson observations
  - Attendance record
  - Review of targets from last year
3. In the light of this discussion, targets are set for the following year.
4. The reviewer discusses the report with the link LT member and agrees a pay recommendation based on the totality of performance to be recorded in the report before forwarding for consideration by the Headteacher/Principal/ Head of School andGovernors.
5. The reviewer prepares the Appraisal Report including the strengths and weaknesses and then the documents are finalised and signed by reviewer, link LT member and teacher before being forwarded to the Headteacher/Principal/ Head of School.
6. Related Timescales

Lesson observation:	anytime during the appraisal period Sep – Jul
Team budget	April/May
Draft SEF and TIP	June/July
Appraisal meeting & draft report	June/July
Review of appraisal and final report	Sept
Annual team performance discussion & review of SEF with Headteacher/Principal/ Head of School	September/October
Final TIP	September
Any pay awards are backdated to	1 <sup>st</sup> September

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### Appendix 3 STANDARDS FOR TEACHERS: ESW CRITERIA

		Emerging	Embedded	Mastery
<b>1. Set high expectations which inspire motivate and challenge pupils</b>				
A.	<b>Establish a safe and stimulating environment for pupils, rooted in mutual respect</b>	In classes and activities, students of all abilities and backgrounds engage in learning and respect the learning of others.	Students are able to challenge themselves and others in the interests of their own learning, whilst respecting different views. Engagement in learning is strong and continues beyond the classroom.	Students clearly feel able to take risks whilst learning. They ask challenging questions of each other and the teacher triggering dialogue and debate. Students are absorbed in learning.
B.	<b>Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions</b>	Teachers use School data and information to encourage almost all students to set and meet life goals which are not limited by their personal histories.	Teachers assist students to be aspirational. They assist them to attain their dreams by building their confidence and providing opportunities for them to learn how to be successful.	Teachers encourage students to set very aspirational goals – often beyond those of their communities. They succeed in challenging limiting attitudes by exposing them to possibilities outside of the area.
C	<b>Demonstrate consistently the positive attitudes, values, and behaviour which are expected of pupils</b>	Teachers model respect for all students consistently upholding School systems. They challenge poor behaviour which endangers the safety and confidence of others.	Teachers challenge students consistently who do not meet the School's high standards of behaviour. They support other staff in learning to do so.	Teachers play an active leadership role in the School in developing a culture of respect for the learning and safety of others. They help and challenge colleagues when appropriate to do the same.

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2. Promote good progress and outcomes by pupils				
A	<b>Be accountable for pupils' attainment, progress and outcomes.</b>	Teachers make habitual use of student data to inform their planning so that over time students make appropriate progress.	Teachers draw on their knowledge of students and make regular use of monitoring and tracking to inform interventions so that over time students make good progress.	Teachers consistently engage in forensic analysis of data so that all students make at least good and many make exceptional progress (i.e. 4+ levels' progress). Responsibility for progress of students beyond own teaching group and/or mentor other teachers.
B	<b>Plan teaching to build on pupils' capabilities and prior knowledge</b>	Differentiate, using student data to inform lesson planning and seating plans.	Assessment strategies are used to produce precise information about students' current capabilities. Lessons are differentiated and adapted to meet the specific learning needs of students.	Responsibility for designing differentiated schemes of work, monitoring their effective implementation by other teachers, and implementing outcomes of those reviews.
C	<b>Guide pupils to reflect on the progress they have made and their emerging needs.</b>	A variety of strategies are used to help students reflect on their progress. Students know their grades and how to improve.	Students are given frequent opportunities to reflect on the process of learning (meta cognition) as well as the subject content.	Students understand why they are learning and have a strong grasp of the principles, knowledge and learning capacities that they are developing.
D	<b>Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching.</b>	The teacher is able to articulate why specific teaching strategies have been selected and the intended learning that will take place.	The teacher is able to draw on a wide variety of teaching techniques and can select strategies that maximise learning for specific groups of students.	Demonstrates and mentors others in how the selection of appropriate teaching strategies maximises learning.
E	<b>Encourage pupils to take a responsible and conscientious attitude to their own work and study.</b>	Inspires students to want to learn and make effective use of praise.	Enables students to think for themselves and have frequent opportunities for learning independently.	Innovate and share successful methods with others for developing student responsibility and independent learning.

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3. Demonstrate good subject and curriculum knowledge				
A	<b>Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings.</b>	Have a secure knowledge of subject/curriculum and related pedagogy. Adapt lessons/questioning to address misunderstandings.	Have an awareness of the national agenda for the subject; play a role in furthering curriculum development.	Have a deep and extensive knowledge of the discipline going far beyond the set programme they teach. Leads other staff in learning about new subject/pedagogical developments.
B	<b>Demonstrate a critical understanding of developments in the subject and curriculum areas and</b>	Work with the Subject Leader to identify the School's vision for the subject area and key requirements.	Share knowledge of the subject with colleagues e.g. observations for Challenge Partners. Use a variety of teaching strategies to promote	Joint professional development of the subject area including subject knowledge of colleagues e.g. coaching.
	<b>promote the value of scholarship.</b>	Use TfL consistently in lessons to develop students' skills of independent scholarship.	skills of independent scholarship.	
C	<b>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.</b>	Literacy is included in lesson planning. Teacher is accurate in own spelling, punctuation and grammar. Insists on literate and articulate responses from students. Marking policy used consistently to support literacy.	Plan opportunities to teach explicitly the language relevant to the lesson/module. Provides structures (e.g. writing frames) to build literacy with appropriate intervention to support weak areas.	Teaching is highly effective in creating opportunities to teach explicitly the literacy knowledge/concept/skills necessary for the subject and also to build the breadth, range and depth of literacy beyond specific subject needs.
D	<b>If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics</b>	Have an awareness of the synthetic phonics system used by the School.	Be aware of specific teaching techniques that are used in the School to teach early reading. Use some techniques in lessons where relevant.	Create opportunities for students who are early readers to apply the synthetic phonics strategies they have learned to your subject area.
E	<b>If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies</b>	Teaching indicates an awareness of mathematical skills integral to the lesson.	Teachers are effective in making explicit and teaching, where appropriate, the mathematical skills integral to the module.	Teachers are highly effective in making explicit and teaching, where appropriate, the mathematical skills integral to their lesson/ series of lessons.

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4. Plan and teach well-structured lessons				
A	<b>Impart knowledge and develop understanding through effective use of lesson time</b>	Lessons have a clear structure with an appropriate balance of activities which encourages the engagement of students and meets PIES principles. Knowledge is clearly communicated and understood.	A variety of teaching strategies are used to ensure lesson time is used creatively so students are actively engaged in lessons. Knowledge is communicated and understood in great depth.	The pacing of lessons is well orchestrated with seamless transitions between activities. Knowledge is expertly communicated and understanding is shown through the application by students.
B	<b>Promote a love of learning and student's curiosity</b>	Teachers devise opportunities for students to ask questions and to pursue some tasks independently, making explicit	Teachers regularly create opportunities to foster high quality student dialogue, discussion and questioning.	Lessons foster a consistently high level of interest, curiosity and commitment to learning. Learner competencies seamlessly interwoven into teaching.
		the use of learner capacities. Links are made between their learning and the wider world.	Teachers guide students to make links with other learning and the wider world. Learner strategies are integrated into teaching	Promotes subject/learning across the School (e.g. displays, option presentations, extra-curricular).
C	<b>Set home learning and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired</b>	Home learning is regularly set in accordance with the School policy.	Home learning provides a bridge between previous learning and planned learning in subsequent lessons. Teachers plan School visits and events to develop learning outside the classroom.	Home learning and independent study activities extend the range and depth of students' knowledge, understanding and skills. Leadership of activities beyond the classroom provides students with a rich diet.

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D	<b>Reflect systematically on the effectiveness of lessons and approaches to teaching</b>	Teachers reflect on and evaluate their lessons. Subsequent observations show that the teacher has responded to previous feedback.	Teachers regularly reflect and evaluate their lessons which informs an enquiry approach to developing teaching and learning. Teachers are starting to engage with the research base within their discipline. They support the development of other colleagues in their dept./School	Teachers are highly analytical in evaluating their own practice and knowledge, making full use of cpd and national, international research. They lead professional dialogues on developing teaching and learning in School and across the wider system.
E	<b>Contribute to the design and provision of an engaging curriculum within the relevant subject area</b>	Teachers plan, review and evaluate modules of work to be shared with others.	Teachers plan, review and evaluate SoW for a Key Stage/ exam unit to be used by others	Teachers draw on extensive experience of SoW design or research to contribute to curriculum development at School, regional or national level.

#### 5. Adapt teaching to respond to the strengths and needs of all students

A	<b>Know when and how to differentiate appropriately, using approaches which enable students to be taught effectively</b>	Teachers differentiate appropriately for all groups, in class and for home learning.	Teachers plan effective approaches to differentiation in class and for home learning, making creative use of resources/tasks/ groupings/support etc. to ensure all groups make good progress	Teachers lead others in planning highly effective approaches to differentiation in class and for home learning, tailoring the use of resources, tasks, groupings, support etc. to meet the needs of groups and individual learners.
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B/ C	<p><b>Have a secure understanding of how a range of factors can inhibit students' ability to learn, and how best to overcome these. Demonstrate an awareness of physical, social, intellectual development of students and how to adapt teaching to support students' education at different stages of development</b></p>	<p>Teachers understand and identify potential barriers to learning and seek support from appropriate sources for relevant strategies.</p>	<p>Teachers have a developed understanding of the potential barriers to learning and draw upon a range of strategies to meet individual circumstances. They evaluate impact and adapt.</p>	<p>Teachers have an extensive understanding of potential barriers to learning and are able to draw on that expertise to develop innovative approaches to meet individual circumstances, enabling the student to maximise his/her potential. Support is given to other staff.</p>
D	<p><b>Have a clear understanding of the needs of all students, 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</b></p>	<p>Students with individual needs are clearly identified and planned for. Where necessary, teachers seek guidance from SENCO for classroom strategies which are implemented and evaluated. As a result, these students make appropriate progress.</p>	<p>Students with individual needs are clearly identified and planned for. Teachers have a developed repertoire of strategies which are used imaginatively so that students with individual needs are fully integrated into the lesson and make good progress.</p>	<p>Teachers have an extensive understanding of addressing individual needs within the context of their discipline and they use this to be innovative and creative in developing further approaches. This expertise is used to support other colleagues on how to address the needs of specific learners and a lead is taken in the development for specific areas (e.g. FSM, SEN).</p>

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<b>6. Make accurate and productive use of assessment</b>				
A	<b>Know and understand how to assess relevant subject and curriculum areas, including statutory assessment requirements</b>	Teachers ongoing subject assessments are accurate.	Teachers are fluent with the range of statutory and non-stat assessment requirements, and this is shown in their planning and teaching which is coherently and creatively built around assessment requirements.	Teachers have developed their expertise in statutory and non-stat assessment through participation in professional discourse / research / exam marking, and will use this to inform their own and others teaching and learning.
B	<b>Make use of formative and summative assessment requirements to secure pupils' progress</b>	The programme of study and individual lessons are adapted in the light of planned formative and summative assessment opportunities so that all students make progress.	Detailed formative and summative assessment leads to fine tuning of programmes of study for individual students to ensure that all make at least good progress.	Teachers have responsibility for checking the progress of individuals and/or groups beyond their own classroom, leading practice in the department based on wider theoretical and imperial evidence.
C	<b>Use relevant data to monitor progress, set targets, and plan subsequent lessons</b>	Teachers accurately summatively assess students' work and use this to monitor progress over time; marking is and tightly focused on assessment requirements; it is used to set targets and inform planning.	Formative assessment is diagnostic helping to move students on and promote challenge, leading to good progress.	Progress is at least good and often outstanding because of the sophisticated use of data to set challenging targets and plan finely differentiated work. Responsibility for monitoring progress of groups across the department and/or mentoring the staff.
D	<b>Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to feedback</b>	Teachers follow departmental policy on regular formative assessment (oral and written). They always give students opportunities to respond to their feedback.	Methods for students to respond to feedback are robust and sophisticated resulting in discernible progress which is at least good.	Teachers share their understanding of assessment with others in their department, School and professional community.

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7. Manage behaviour effectively to ensure a good and safe learning environment				
A	<p><b>Have clear rules and routines for behaviour for learning 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.</b></p> <p><b>Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.</b></p> <p><b>Manage classrooms effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them.</b></p> <p><b>Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.</b></p>	<p>Promote positive and courteous behaviour by communicating and maintaining high expectations of behaviour. They model positive behaviour themselves. Follow the School Behaviour Management policy to adhere to rules, rewards and sanctions fairly and, in the case of negative behaviour, communicate sanctions calmly and clearly, to help build good relationships with pupils.</p>	<p>Explore and execute creative solutions to on-going behavioural issues so as to promote positive behaviour - seeking advice from SEN, learning coordinators, mentors and HoY/HoD. Be responsive to the views/needs of students, parents and colleagues in the execution of behaviour policies.</p> <p>Maintain good relationships with pupils over time by exercising appropriate authority, acting decisively when necessary and maintaining a clear framework for discipline with a range of strategies used consistently and fairly.</p>	<p>Take responsibility for communicating expectations of behaviour to a year group, key stage or set of students, so that they understand and respect the School policies. Support colleagues in the management of classes / groups of students by offering effective advice and actions, and maintaining this support regularly so as to support these colleagues in being able to establish and maintain good relationships with pupils themselves.</p>

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8. Fulfil wider professional responsibilities				
A	<b>Make a positive contribution to the wider life and ethos of the School</b>	Teachers consistently model and implement School policies and values. They support and participate in the wider and enriched curriculum – e.g. trips and visits.	Teachers play a role in organising and leading extra- curricular activities in the School which enrich the lives of students.	Teachers are innovative in the activities they organise and lead; support and challenge students who do not engage in such activities, or how they might offer new opportunities to students.
B	<b>Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.</b>	Teachers seek advice from experts in School and from multi-disciplinary teams serving the School in order to meet the needs of students they teach	Teachers seek wide-ranging expertise about how to meet the needs of students they teach including national research and other schools. They support colleagues through mentoring and coaching e.g. PGCE trainees / NQTs	Teachers engage in activities with other schools to co-create new knowledge. They coach and collaborate with colleagues from other schools and sometimes internationally.
C	<b>Deploy support staff effectively</b>	Teachers collaborate effectively with support staff – ensuring that they are well prepared for lessons. They contribute effectively to students’ reviews.	Teachers have developed working relationships with support staff enabling them to support a range of students effectively – including withdrawal when needed. Support staff work flexibly in their lessons.	Teachers play a role in developing the expertise of support staff so that they are able independently support students and lead classes or groups of students.
D	<b>Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.</b>	Teachers take responsibility for seeking professional development opportunities which enhance their skills and knowledge. They listen to and act on guidance from colleagues.	Teachers actively seek opportunities to enhance their professional skills and knowledge through challenging and accredited CPD opportunities. They are engaged in joint practice development with others.	Teachers lead on improvement projects within this School or other schools, thus developing their own practice. They lead CPD opportunities for others in or beyond the School.

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E	<b>Communicate effectively with parents with regard to pupils' achievements and well-being.</b>	Teachers comply with School mechanisms for feeding back to parents e.g. parents evenings and review days. They respond in an appropriate and timely manner to email, telephone contact from parents. As a member of the pastoral system, they monitor and support a group of students.	Teachers develop a range of strategies and engage in a range of opportunities to communicate with parents and engage them in the education of their children. They are pro-active in contacting parents and helping to inform them on how to support students.	Teachers are able to support students in the CEIAG programme where appropriate. They lead teams of others or support newer teachers to build home-school contacts.
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### PERSONAL AND PROFESSIONAL CONDUCT

1. Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
  - treating pupils 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 pupils' 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 pupils' vulnerability or might lead them to break the law.
2. Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
3. Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

APPRAISAL FORM – TEACHING STAFF

<b>Member of Staff:</b>		<b>Reviewer:</b>		<b>Year:</b>	
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**For a successful appraisal you will need to fulfil the teaching standards, post threshold expectations for those members eligible for the senior pay scale and any leadership responsibilities laid out in job descriptions for staff paid for an additional TLR, paid on the lead practitioner scale or paid on the leadership scale.**

*For each target that you set with your reviewer last year please consider the extent to which you achieved it. There are four possible outcomes:*

<i>Fully met</i>	<i>The target set was achieved in all aspects</i>
<i>Substantially met</i>	<i>The target was almost always present (e.g. as evidenced in the lesson observations) or for a numerical target was within 5%</i>
<i>Partly met</i>	<i>The target has not been met but you can demonstrate that every effort was made to engage learners, their parents, pastoral support, etc. but for reasons beyond your control the target was not met or the cohort was so small that a single result caused distortion</i>
<i>Not met</i>	<i>The target has not been met</i>

Target 1 (student performance)		Outcome mid-year				Outcome			
		Fully Met	Substantiall y Met	Partially Met	Not Met	Fully Met	Substantially Met	Partially Met	Not Met
Actions:	By when?								
How will this be measured/evidenced?		Justification:							

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<b>Target 2</b>		<b>Outcome mid-year</b>				<b>Outcome</b>			
		<b>Fully Met</b>	<b>Substantially Met</b>	<b>Partially Met</b>	<b>Not Met</b>	<b>Fully Met</b>	<b>Substantially Met</b>	<b>Partially Met</b>	<b>Not Met</b>
Actions to achieve this (incorporated in Team/School Plan)	By when?								
How will this be measured/evidenced?		Justification:							

<b>Target 3</b>		<b>Outcome mid-year</b>				<b>Outcome</b>			
		<b>Fully Met</b>	<b>Substantially Met</b>	<b>Partially Met</b>	<b>Not Met</b>	<b>Fully Met</b>	<b>Substantially Met</b>	<b>Partially Met</b>	<b>Not Met</b>
Actions to achieve this (incorporated in Team/School Plan)	By when?								

CONTRACTUAL POLICY											
How will this be measured/evidenced?					Justification:						

Areas of strength

Areas to develop further

Specific training needs

**CONTRACTUAL POLICY**

Staff comments [optional]

*This records the agreement of both parties to this record and a commitment to the agreed action and training plans.*

<b>Member of Staff:</b>		<b>Reviewer:</b>		<b>Date:</b>	
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