



## **APPLICATION OF THE POLICY**

The policy applies to the Head Teacher and to all teachers employed by the school except teachers on contracts of less than one term, those undergoing induction (i.e. NQTs) and those who are the subject of capability procedures.

## **PURPOSE**

This policy sets out the framework for a clear and consistent assessment of the overall performance of teachers and the Head Teacher and for supporting their development needs within the context of the school's improvement plan and their own professional needs. Where teachers are eligible for pay progression, the assessment of performance throughout the cycle against the performance criteria specified in the statement will be the basis on which the recommendation is made by the reviewer.

## **OUTCOME**

The outcome of the appraisal process will provide evidence of performance of both the individual teacher and of the school that will inform career and pay progression for the teacher and School Development priorities.

The ultimate outcome of the appraisal process will be a judgement of a teacher's performance. This judgement may, for those teachers who are eligible lead to a pay and career progression recommendation. Details of who might be eligible and when recommendations are to be made are set out in the pay policy.

The appraisal process is the only mechanism by which performance judgements and pay and career recommendations can be made.

This policy should be read in conjunction with the school's pay policy which provides details of the arrangements relating to teacher's pay in accordance with the School Teachers' Pay and Conditions Document.

## **LINKS TO SCHOOL IMPROVEMENT, SCHOOL SELF EVALUATION AND SCHOOL DEVELOPMENT PLANNING**

To comply with the requirement to show how the arrangements for appraisal link with those for school improvement, school self-evaluation and school development planning and to minimise workload and bureaucracy, the appraisal process will be the main source of information as appropriate for school self-evaluation and the wider school improvement process.

Similarly, the school development plan and the school's self evaluation form are key documents for the appraisal process.

All reviewers are expected to explore the alignment of reviewees' objectives with the school's priorities and plans. The objectives should also reflect reviewees' professional aspirations.



## **CONSISTENCY OF TREATMENT AND FAIRNESS**

The Governing Board is committed to ensuring consistency of treatment and fairness in the operation of appraisal.

To ensure this the following provisions are made in relation to moderation, quality assurance and objective setting.

### **Quality assurance**

The Head Teacher has determined that s/he will share the reviewer role with the deputy Head Teacher. The Head Teacher will allocate reviewees and reviewers and ensure this policy is followed. The Head Teacher will:

Moderate a sample of planning statements to check that the plans recorded in the statements of teachers at the school:

- are consistent between those who have similar experience and similar levels of responsibility;
- comply with the school's appraisal policy, the regulations and the requirements of equality legislation

## **OBJECTIVE SETTING**

The planning meeting marks the beginning of a new appraisal cycle. At this meeting, the reviewer and reviewee may consider:

- the reviewee's job description
- their progress against the teachers' standards (or other relevant professional standards, such as the standards for Head Teachers)
- any relevant pay progression criteria
- any relevant whole-school or team objectives specified in the School Development Plan
- what can be reasonably expected of any teacher in that position given the desirability of the reviewee being able to achieve a satisfactory balance between the time required to discharge his professional duties and the time required to pursue his personal interests outside work; and the reviewee's professional aspirations

They shall then determine:

- the reviewee's objectives set in accordance with the school Appraisal protocol
- the arrangements for observing the reviewee's performance in the classroom and any other evidence which will be taken into account in judging the reviewee's performance
- the performance criteria set in accordance with the school appraisal protocol
- the support through on going monitoring and review that will be provided to the reviewee to help him/her to meet the performance criteria
- the timescales for the achievement of the objectives and within which support will be provided, where these differ from the length of the cycle of the reviewee and



the reviewee's training and development needs and the actions which will be taken to address them in accordance with the school CPD policy.

Where a joint determination cannot be made in relation to any of the above the reviewer shall make the determination.

Where the Head Teacher is of the opinion that a plan is inconsistent with the plans recorded in the statements of other teachers at the school who have similar experience or similar responsibilities; or does not comply with the appraisal policy s/he shall instruct the reviewer to prepare a new plan and statement.

The objectives set will be rigorous, challenging, achievable, time-bound, fair and equitable in relation to teachers with similar roles/responsibilities and experience. In this school, teachers, including the Head Teacher, will not necessarily all have the same number of objectives.

Though appraisal is an assessment of overall performance of teachers and the head teacher, objectives cannot cover the full range of a teacher's roles/responsibilities. Objectives will, therefore, focus on the priorities for an individual for the cycle. At the review stage it will be assumed that those aspects of a teacher's roles/responsibilities not covered by the objectives or any amendment to the statement which may have been necessary in accordance with the provisions of the regulations have been carried out satisfactorily.

### **Reviewing Progress**

At the end of the cycle, assessment of performance against an objective will be on the basis of the performance criteria set at the beginning of the cycle. Good progress towards the achievement of a challenging objective, even if the performance criteria have not been met in full, will be assessed favourably.

The appraisal cycle is annual, but on occasions it may be appropriate to set objectives that will cover a period over more than one cycle. In such cases, the basis on which the progress being made towards meeting the performance criteria for the objective will be assessed at the end of the first cycle and will be recorded in the planning and review statement at the beginning of the cycle.

### **APPEALS**

At specified points in the appraisal process teachers and Head Teacher have a right of appeal against any of the entries in their planning and review statements. Where a reviewee wishes to appeal on the basis of more than one entry this would constitute one appeal hearing.

Governing Board are required by law to establish procedures for dealing with any grievance teachers may have at work and a reviewer can use these procedures to appeal against any entry on their planning and review statement, including any changes made to the statement during the cycle. Any appeal should be deferred until after the moderation process is complete where the Head Teacher has indicated an intention to moderate the statements. Simple disagreements should be capable of being resolved by discussion between the reviewer and the reviewee without recourse to formal grievance procedures.

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Details of the appeals process are covered in the school's pay policy.



## **CONFIDENTIALITY**

The whole appraisal process and the statements generated under it, in particular, will be treated with strict confidentiality at all times. Only the reviewee's line manager or, where s/he has more than one, each of her/his line managers will be provided with access to the reviewee's plan recorded in her/his statement, upon request, where this is necessary to enable the line manager to discharge her/his line management responsibilities. Reviewees will be told who has requested and has been granted access.

## **TRAINING AND SUPPORT**

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

The Governing Board will ensure 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.

An account of the training and development needs of teachers in general, including the instances where it did not prove possible to provide any agreed CPD, will form a part of the head teacher's annual report to the Governing Board about the operation of the appraisal in the school.

With regard to the provision of CPD in the case of competing demands on the school budget, a decision on relative priority will be taken with regard to the extent to which: (a) the CPD identified is essential for a reviewee to meet their objectives; and (b) the extent to which the training and support will help the school to achieve its priorities. The school's priorities will have precedence. Teachers should not be held accountable for failing to make good progress towards meeting their performance criteria where the support recorded in the planning statement has not been provided.

## **APPOINTMENT OF REVIEWERS FOR THE HEAD TEACHER**

### **Appointment of Governors**

At Village Infants, the Governing Board is the reviewer for the Head Teacher and to discharge this responsibility on its behalf may appoint 2 or 3 governors.

Where a Head Teacher is of the opinion that any of the governors appointed by the Governing Board under this regulation is unsuitable for professional reasons, s/he may submit a written request to the Governing Board for that governor to be replaced, stating those reasons.

### **Appointment of School Improvement Partner or External Adviser**

The school continues to buy in to a LA Link Advisor, who will provide the Governing Board with advice and support in relation to the appraisal of the Head Teacher.



## **APPOINTMENT OF REVIEWERS FOR TEACHERS**

In this school the Head Teacher has decided that s/he will share the reviewer role with the Deputy Head Teacher however, the Head Teacher may delegate the duties imposed upon the reviewer, in their entirety, to other members of staff.

Where a teacher has more than one line manager the Head Teacher will determine which line manager will be best placed to manage and review the teacher's performance.

Where a teacher is of the opinion that the person to whom the head teacher has delegated the reviewer's duties is unsuitable for professional reasons, s/he may submit a written request to the Head Teacher for that reviewer to be replaced, stating those reasons.

Where it becomes apparent that the reviewer will be absent for the majority of the cycle or is unsuitable for professional reasons the Head Teacher may perform the duties himself/herself or delegate them in their entirety to another teacher. Where this teacher is not the reviewee's line manager the teacher will have an equivalent or higher status in the staffing structure as the teacher's line manager.

An appraisal cycle will not begin again in the event of the reviewer being changed.

All line managers to whom the Head Teacher has delegated the role of reviewer will receive appropriate preparation for that role.

## **THE APPRAISAL CYCLE**

The performance of teachers must be reviewed on an annual basis. Performance planning and reviews must be completed for all teachers by 31 October and for Head Teachers by 31 December.

The appraisal cycle in this school, therefore, will run from September/October to September/October for teachers, and from December to December for the head teacher.

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 the provisions of this policy. The length of the cycle will be determined by the duration of their contract.

Where a teacher starts their employment at the school part-way through a cycle, the head teacher or, in the case where the teacher is the Head Teacher, the Governing Board shall determine the length of the first cycle for that teacher, with a view to bringing his cycle into line with the cycle for other teachers at the school as soon as possible.

Where a teacher transfers to a new post within the school part-way through a cycle, the head teacher or, in the case where the teacher is the Head Teacher, the Governing Board shall determine whether the cycle shall begin again and whether to change the reviewer.



## **RETENTION OF STATEMENTS**

Appraisal planning and review statements will be retained for a minimum period of 6 years.

## **MONITORING AND EVALUATION**

The Governing Board will monitor the operation and outcomes of appraisal arrangements.

The Head Teacher will provide the Governing Board with a written report on the operation of the school's appraisal policy annually. The report will not contain any information which would enable any individual to be identified. The report will include:

- the operation of the appraisal policy;
- the effectiveness of the school's appraisal procedures;
- teachers' training and development needs.

The Governing Board is committed to ensuring that the appraisal process is fair and non-discriminatory and the following monitoring data should be included in the Head Teacher's report because they represent the possible grounds for unlawful discrimination:

- Race
- Sex
- Sexual orientation
- Gender reassignment
- Pregnancy and maternity
- Disability
- Religion and belief
- Age
- Part-time contracts
- Trade union membership.

The Head Teacher will also report on whether there have been any appeals or representations on an individual or collective basis on the grounds of alleged discrimination under any of the categories above.



## **REVIEW OF THE POLICY**

The Governing Board will review the appraisal policy every school year at its autumn meeting.

The Governing Board will take account of the Head Teacher's report in its review of the appraisal policy. The policy will be revised as required to introduce any changes in regulation and statutory guidance to ensure that it is always up to date.

The Governing Board will seek to agree any revisions to the policy with the recognised trade unions having regard to the results of the consultation with all teachers.

To ensure teachers are fully conversant with the appraisal arrangements, all new teachers who join the school will be briefed on them as part of their introduction to the school.

## **ACCESS TO DOCUMENTATION**

Copies of the school development plan can be obtained from the school office.

## **CLASSROOM OBSERVATION PROTOCOL**

All classroom observation will be undertaken in accordance with the appraisal regulations, the associated guidance published by the Rewards and Incentives Group and the classroom observation protocol.



## Appendix 1 - CLASSROOM OBSERVATION PROTOCOL

The Governing Board is committed to ensuring that classroom observation is developmental and supportive and that those involved in the process will:

- carry out the role with professionalism, integrity and courtesy
- evaluate objectively
- report accurately and fairly and respect confidentiality of the information gained

The total period for classroom observation arranged for any teacher will not exceed three hours per cycle having regard to the individual circumstances of the teacher. There is no requirement to use all of the three hours. The amount of observation for each teacher should reflect and be proportionate to the needs of the individual.

In this school 'proportionate to need' will be determined by the Head Teacher.

The arrangements for classroom observation will be included in the plan in the planning and review statement and will include the amount of observation, specify its primary purpose, any particular aspects of the teacher's performance which will be assessed, the duration of the observation, when during the appraisal cycle the observation will take place and who will conduct the observation.

Observations focussing on the quality of teaching will use the standard lesson observation pro-forma.

Where evidence emerges about the reviewee's teaching performance which gives rise to concern during the cycle, classroom observations may be arranged in addition to those recorded at the beginning of the cycle subject to a revision meeting being held in accordance with the Regulations.

Information gathered during the observation will be used, as appropriate, for a variety of purposes including to, inform school self-evaluation and school improvement strategies in accordance with the school's commitment to streamlining data collection and minimising bureaucracy and workload burdens on staff.

In keeping with the commitment to supportive and developmental classroom observation those being observed will be notified in advance.

Classroom observations will only be undertaken by persons with QTS. In addition, in this school, classroom observation will only be undertaken by those who have had adequate preparation and the appropriate professional skills to undertake observation and to provide constructive oral and written feedback and support, in the context of professional dialogue between colleagues.

Oral feedback will be given as soon as possible after the observation and no later than the end of the following working day. It will be given in a suitable, private environment.

Written feedback will be provided within five working days of the observation taking place. If issues emerged from an observation that were not part of the focus of the observation



as recorded in the planning and review statement these should also be covered in the written feedback and the appropriate action taken in accordance with the regulations and guidance.

The written record of feedback also includes the date on which the observation took place, the lesson observed and the length of the observation. The teacher has the right to append written comments on the feedback document. No written notes in addition to the written feedback will be kept.

A Head Teacher has a duty to evaluate the standards of teaching and learning and to ensure that proper standards of professional performance are established and maintained. Heads have a right to drop in to inform their monitoring of the quality of learning. Clearly the appraisal arrangements are integral to fulfilling this duty and head teachers may consider the classroom observations they have agreed for appraisal are sufficient and that drop in will not be needed.

In this school drop-ins will be undertaken by the Head and Deputy Head Teacher.

Drop-ins will only inform the appraisal process where evidence arises which merits the revision of the appraisal planning statement, in accordance with the provisions of the regulations.



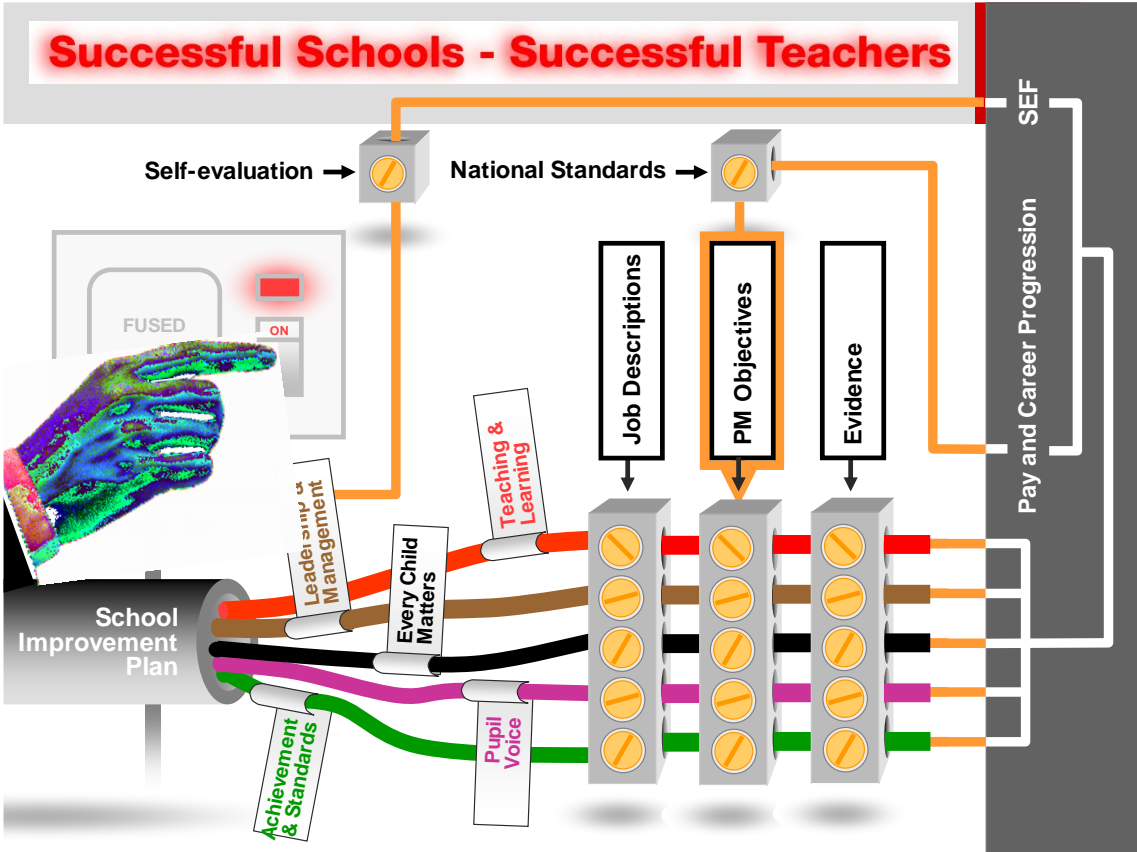
### Appendix 2 – Integration of School Review and Teacher Standards

The School Development Plan is delivered by the teachers and therefore their job descriptions will need to include the competencies and skills necessary to deliver each of the five strands of activity. This is best presented through the Teacher Professional Standards, as it is these that the teacher must meet to sustain their position and to be eligible for career progression.

The PM regulations require objectives to be set having regard to the teacher’s job description, by having the job descriptions relate to the SDP and the appropriate standards the objectives will have relevance to the teacher and the school.

The outcome of the objectives will be evidence of performance and practice. This evidence will serve two purposes: the teachers pay and career progression and the school’s self-evaluation.

Where evidences show a shortfall against the relevant school or individual standards, the teacher will ensure that the objectives set in the following cycle address these needs in order to deliver the evidence the following year.





### **Appendix 3 – School Appraisal Protocol and Pro-forma Statements**

The reviewee's objectives shall be such that, if they are achieved, they will contribute to improving the progress of pupils at the school.

Each Reviewee will discuss and agree objectives with their Reviewer who will record these in an individual plan.

An objective has five parts:

1. The headline objective.
2. The action steps (usually four or five) the teacher intends to take to deliver the objective.
3. The Monitoring strategy the teacher intends to use to assess progress towards achieving the objective.
4. The evidence that the teacher will present by the end of the cycle to assess the impact of the action steps on the objective.
5. The performance criteria against which the evidence will be assessed by the reviewer.

Objectives should be SMART (specific, measurable, achievable realistic and time bound) and take account of colleagues' job description, contract and their existing skill and knowledge base. All objectives should require the teacher to make something happen that would not otherwise have happened.

Examples of performance criteria for main pay scale teachers may include:

- Targets set for individual pupils contribute adequately to overall school targets.
- Classes have teacher assessments in line with or better than the target grades for the class.
- Teaching methods are imaginative and lead to a high level of interest from most learners.
- Has a secure understanding of key concepts of the subject and how aspects of the subject relate to each other, and make appropriate use of subject specific vocabulary.

Examples of performance criteria for upper pay scale teachers are:

- Demonstrate that, as a result of their teaching, pupils achieve well relative to the pupils' prior attainment, making progress as good as or better than similar pupils nationally.
- Demonstrates consistent and effective monitoring of progress to give clear and constructive feedback.
- Has a well developed understanding of key concepts of the subject and how aspects of the subject relate to each other and how learning progress within them.
- Has an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise the learning experience to provide opportunities for all learners to achieve their potential.



Examples of performance criteria for Leadership Group are:

- Leaders have a good understanding of the school's strengths and weaknesses, and have a good track record of making improvements, including dealing with any issues from the last inspection.
- The inclusion of all learners is central to the Leader's vision and they are effective in pursuing this and dismantling barriers to engagement.

## **Appendix 4 – The Evidence Protocol**

### **Potential Sources of Evidence for Appraisal Review**

Only persons who have a direct professional knowledge of the reviewee may provide evidence.

### **Planning and organising learning**

- Groupings based on assessment information
- Termly or weekly lesson plans showing links to assessment information
- Teaching log or notes
- Schemes of work contributed to/reviewed
- Action plans
- PLPs
- Work plan for classroom assistant/learning support
- Record of resources for learning
- Monitoring report from curriculum leader
- Monitoring/evaluation report from senior manager
- Witness statement from peer/line manager

### **Quality of teaching and pupils learning**

- Samples of pupils work
- Comments on pupils work
- Lesson observation feedback record
- Examples of differentiated activities/work sheets
- OFSTED feedback
- Feedback from pupils
- Feedback from parents
- Information about joint action with SENDCo to meet pupil's needs

### **Assessment**

- Samples of marked pupil's work
- Group and individual targets and objectives
- Written feedback to pupils/pupils reports
- Marking records
- Records of assessments against school assessment framework



### **Pupil Attainment**

- Analysis of baseline information from the beginning of the year
- Projected attainments/targets
- Progress records/report
- Analysis of teacher assessments
- End of module assessments
- Analysis of school based test results
- Analysis of external testing
- PLPs
- Pupil feedback
- Records of events, displays, awards

### **Professional Development and Professional Effectiveness**

- Record of action taken as a result of a professional development activity
- The use of different strategies/improved approaches to teaching and learning (observation records or witness statements)
- Notes of presentations to colleagues/parents/governors
- Classroom research and development projects
- Research and development work from elsewhere in the school
- Contributions to the work of the 'team' (KS or departmental)
- Contributions/review of policy
- Contributions to/review of SOW
- Contribution to the implementation of the SDP
- A bid or proposal that has been written
- Notes of presentations on behalf of the school
- Training and development record

### **Wider contribution to the school**

- Clubs that are run
- Organisation of trips
- Team meeting notes
- Annual review record
- Representing the school
- Feedback from colleagues/pupils/parents
- Monitoring/evaluation records of the SDP



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## Appendix 5 – Appraisal Process Checklist

Teacher:
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Reviewer:
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Date of Planning Meeting
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<b>Checklist</b>	<i>Reviewer to initial</i>	<i>Reviewee to initial</i>
<b>Before the Planning Meeting</b>		
Meeting takes place in directed time		
Teachers Job Description is available		
Teacher is clear about the purpose of performance		
Teacher is familiar with the School Development Plan		
Teacher is clear about their eligibility for pay recommendations in the current cycle		
Teacher and reviewer have available the relevant professional standards		
Teacher and reviewer have a copy of the teachers' review from the previous cycle		
Teacher has access to the PM policy and the observation protocol		
Teacher has opportunity if they wish to undertake a self review which is made available to reviewer		
<b>The Planning Meeting</b>		
Meeting takes place within time allocated		
Objectives are set according to the specification laid out in the policy		
Objectives are SMART		
The purpose of all classroom observations are set out in the statement		
Classroom Observation time does not exceed three hours		
The evidence required is agreed and recorded		
Responsibilities of the reviewer and reviewee are understood		
Performance criteria are agreed and set		
The planning statement is drafted and sent to the reviewee within 5 days of the planning meeting		
Reviewee has had the opportunity to amend the statement and has returned it to the reviewer within 5 days of receiving it.		
The Agreed statement is sent to the Head Teacher within 10 days of the planning meeting taking place		
If the Head Teacher has required any changes the reviewee has had the opportunity to consider and agree to the final statement		
Reviewee is aware that should he not agree with the Head Teachers instruction he can invoke an appeal		
<b>Monitoring</b>		
Classroom observations and other evidence collection takes place as agreed and set out on the statement		
Mid year review meeting (if part of the policy) take place at agreed time		
Reviewee understands their responsibility for gathering and bringing the evidence to the review meeting		

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<b>The Review Meeting</b>		
Reviewer considers the evidence against the performance criteria		
Reviewer make a judgement of the teacher's performance and records it in the review statement		
If the teacher is eligible for a pay award the reviewer records and shares their recommendation with the reviewee		
Review statement is sent to the reviewee for comment within five days of the meeting		
Reviewee statement is sent to Head Teacher within ten days of the review meeting		



## **Appendix 6 – The Appraisal Appeals Process**

An appeal must be made within ten school days of receiving the statement and must be in writing to the Governing Board .

An appeals officer will then be appointed to contact an appeals review. The Governing Board will provide an appeal officer or officers and any external adviser assisting the appeal officer or officers with a copy of the review statement and the statement of objectives within five school days of receiving the notice of appeal.

The appeals officer will normally be the Chair of the Governing Board (for appeals by the Head Teacher) or the Head Teacher (for appeals by teachers) unless they have participated in the review appealed against. For appeals by a Head Teacher an external adviser who did not assist in relation to the initial review must assist the appeals officer or officers.

For appeals by the Head Teacher, where the Chair of Governors has been involved in the review process, the Governing Board will appoint one or two governors who have not participated in the initial review. No governor who is a teacher or staff member can be appointed as an appeals officer for the Head Teacher. For appeals by teachers, where the Head Teacher has been involved in the review process, the Chair of Governors will be the appeals officer. In this situation, an external adviser must assist him or her.

The appeal review will be carried out within 10 days of the appeal officer or officers receiving the review statement.

In conducting an appeal review the appeals officer or officers must take into account any representations made by the Head Teacher or teacher. After due consideration, the appeals officer or officers may consider the Appraisal has been carried out satisfactorily (and may make observations); may, with the agreement of the appraiser(s), amend the review statement; or may order that a new planning meeting or review meeting be carried out.

The appeals officer or officers may not determine that new objectives should be set or that existing objectives should be altered.

Any new or part planning or review meeting ordered should be conducted within a further fifteen school days. Where a new or part planning or review process takes place new governors and a new external adviser are appointed for the head teacher's review. For teachers, the Head Teacher must appoint a new line manager to carry out the review; if there is no suitable teacher to do this, the appeals officer must appoint a member of the Governing Board. However, no governor who is a teacher or staff member can be involved in the appraisal. The pay Policy Appeals process will apply to all appeals concerning pay decisions.



Appendix 7

The Individual Plan

**Name** **Main Responsibilities**  
**Reviewer** **Date of initial review**  
**Period covered**

<b>Headline Objective</b> [SMART -specific, measurable, achievable, realistic, time bound] <i>Learning Based Objective</i>
What Performance will look like [ success criteria]
Actions/steps to achieve objective
Support/CPD
Evidence / Monitoring
Review
Comments



**Name** **Main Responsibilities**  
**Reviewer** **Date of initial review**  
**Period covered**

<b>Headline Objective</b> [SMART -specific, measurable, achievable, realistic, time bound]
<i>Attainment Based Objective</i>
What Performance will look like [ success criteria]
Actions/steps to achieve objective
Support/CPD
Evidence / Monitoring
Review
Comments

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**Name**

**Main Responsibilities**

**Reviewer**

**Date of initial review**

**Period covered**

<b>Headline Objective</b> [SMART -specific, measurable, achievable, realistic, time bound] <i>Leadership Based Objective</i>
What Performance will look like [ success criteria]
Actions/steps to achieve objective
Support/CPD
Evidence / Monitoring
Review
Comments



## Appendix 8 - Sample Teacher's Job Description

### Class Teacher's Job Description

#### Name:

*2012 Preamble.....Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge; keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils*

#### **Overall purpose of job**

- To carry out the professional duties of a teacher in line with the conditions of employment and maximise the achievement of all children in your charge
- To have a working knowledge of the School's Health and safety Policy be responsible for children's safety and welfare
- To work as a team with all members of staff to provide a high quality of teaching and learning
- To be actively committed to the growth and development of the school

### **PART ONE: TEACHING**

#### **A teacher must:**

#### **1. Set high expectations which inspire, motivate and challenge pupils**

- Establish a safe and stimulating environment for pupils, rooted in mutual respect
- Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils

#### **2. Promote good progress and outcomes by pupils**

- Be accountable for pupils' attainment, progress and outcomes
- AfL - Plan teaching to build on pupils' capabilities and prior knowledge
- AfL - Guide pupils to reflect on the progress they have made and their emerging needs
- Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- Encourage pupils 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 pupils' interest in the subject and address misunderstandings
- Demonstrate a critical understanding of developments in the subject and curriculum areas
- 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 mathematics, have a clear understanding of appropriate 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's curiosity
- Set homework and out of class activities as appropriate to consolidate and extend the knowledge and understanding of pupils
- 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 areas

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

- Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- Have a secure understanding of how a range of factors can inhibit pupils' ability to learn and how best to overcome these
- 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

Have a clear understanding of the needs of all pupils, including those with special educational needs; 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 pupils' progress
- Use relevant data to monitor progress, set targets, and plan subsequent lessons



- AfL -Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback - To use the Success and Improvement Marking Strategy to highlight successes and give children improvement prompts and the time to respond to them in order to improve their work

#### 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 school, in accordance with the school'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 pupils' needs in order to involve and motivate them
- Maintain good relationships with pupils, exercise appropriate authority and act decisively where necessary

#### 8. ***Fulfil wider professional responsibilities***

- Make a positive contribution to the wider life and ethos of the school
- Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- Deploy support staff effectively – ensure that support staff are confident to be focused as leaders of learning and **NOT** completion of task
- Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- Communicate effectively with parents with regard to pupils' 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.

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



# Village Infants - Appraisal Policy for Teachers Oct 2024

- 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.

### **Additional Duties**

Any other duty deemed reasonable, as directed by the Head Teacher.

### **Review of Performance**

Performance Management/Appraisal reviews will focus on the post holders’ responsibilities. There is recognition that however good we are at our jobs, we should embrace the notion of ‘continuous improvement’.

### ***Generic Responsibilities of all Village Infants Staff***

- To work consistently to uphold School’s mission statement.
- To follow all school policies
- To work in a co-operative and polite manner with all stakeholders.
- To work with pupils in a courteous, positive, caring and responsible manner at all times.
- To follow the child protection procedures. To ensure that pupils’ safety and wellbeing is never compromised.
- To be polite, cooperative and positive when communicating to other staff.
- To take an active and positive role in the school’s commitment to the development of staff, and their annual review procedures.
- To work with visitors to the School to enhances the reputation of the school.
- To seek to improve the quality of the School’s service.

To present oneself in a professional way that is consistent with the values and expectations to the school

Teacher.....

Date .....

Head Teacher.....

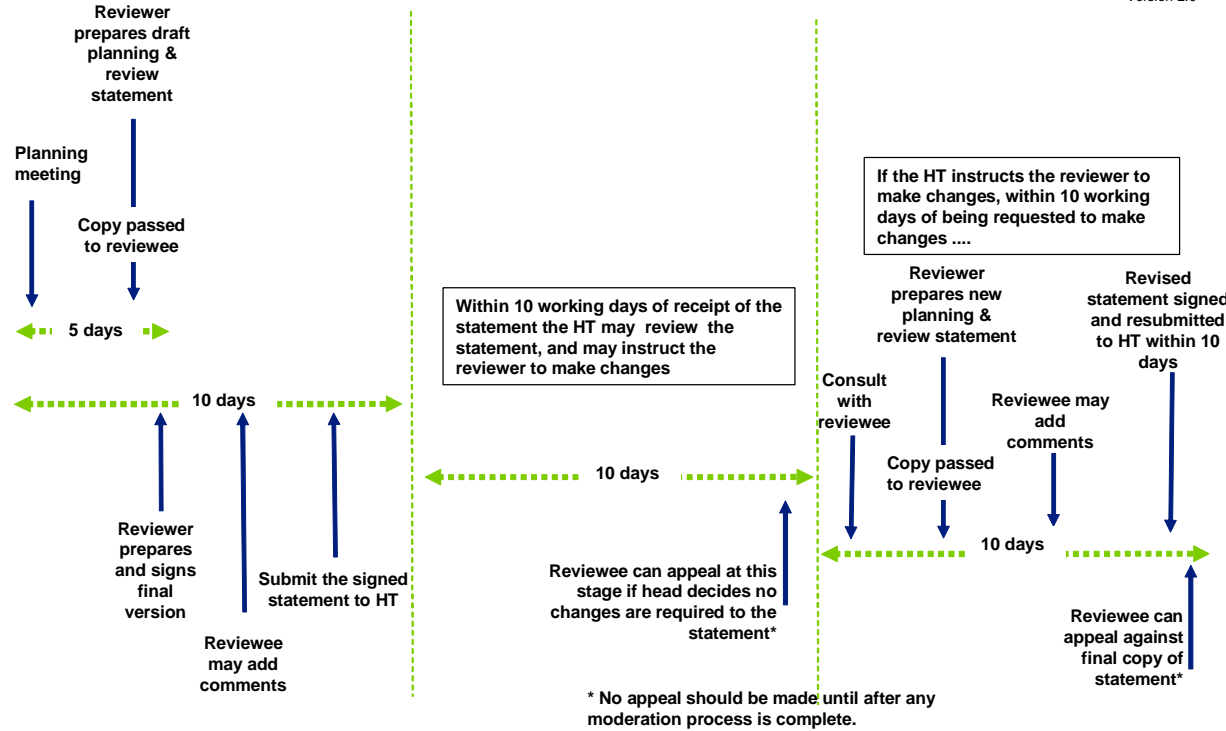
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Appendix 9 - Overview of Process and Timings

**Process and Timings  
- timeline for agreeing the planning meeting statement**

Version 2.0



Source: TDA Performance Management Briefing and Planning event