

Appraisal Policy Teachers

November 2016 – November 2017

In the development of this policy consideration has been given to the impact on protected characteristics under the Equality Act and the work life balance of employees.

1. Status.

- 1.1** This policy and procedure is applicable to all teachers in each of the Academies in the Sidney Stringer Multi Academy Trust and was adopted on 1st September 2016. Changes made to this policy are as a result of changes made to the Multi Academy Trust Pay Policy following the publication of the new STPC. The changes in both policies reflect the consultation with staff and governors.

This policy incorporates changes to the School Teachers Pay and Conditions Document 2014 effective from September 2014 in respect of leadership group pay progression linked to performance.

2. Scope

- 2.1** This policy sets out the framework for a clear and consistent assessment of the overall performance of teachers, including the Principal and for supporting their development within the context of the Academy's plan for improving educational provision and performance and the standards expected of teachers.

This policy does not form part of any employee's contract of employment and it may be amended at any time following consultation. We may also vary any parts of this procedure, including any time limits, as appropriate in any case.

This appraisal policy applies to the Principal and to all teachers employed by the Academy, except those on contracts of less than one term, those undergoing induction (i.e. NQTs) and those who are subject to capability.

3. Authority

- 3.1** The Principal is accountable for the proper application of the Appraisal Policy for all Teachers at the Academy. The Board of Directors of the MAT is responsible for the application of the Appraisal Policy in respect of the Principal at the Academy. This is a statutory requirement.
- 3.2** Each Performance Appraisal must be considered on its own merits; consistency and equitable treatment are paramount.

4. Application of the policy

- 4.1.** Appraisal in the Academy will be a supportive and developmental process designed to ensure that all teachers have the skills and support they need to carry out their role effectively. It will help to ensure that teachers are able to continue to improve their professional practice and to develop as teachers by fostering professional dialogue between colleagues. In this Academy all teachers can expect to receive regular, constructive feedback on their performance and are subject to annual appraisal that recognises their strengths, informs plans for their future development, and helps to enhance their professional practice.

- 4.1.1 Awards for performance progression to teachers paid on the main pay scale, the upper pay scale or unqualified teachers' pay scale (this section is copied directly from the September 2016 Pay policy section 3.6)

At the time of the annual assessment of teachers' salaries referred to in paragraph 6 of the Academy Pay policy, the review committee will consider written recommendations from the Principal that a teacher be paid a higher salary on the main classroom teachers' pay spine for the Academy, or the upper pay spine, depending on which scale the teacher is currently paid. The Principal will also provide written reasons why any teacher should not progress on either scale.

- 4.1.2 Any recommendations for progression to a higher salary made by the Principal shall be in respect of the excellence of the teacher's performance during the previous year across all aspects of the teacher's professional duties as measured against the Teachers' Standards, and also having regard to his/her performance review under the Academy's Appraisal policy with particular reference to the achievement of objectives and classroom performance. The evidence we will use will include self-assessment, peer review, tracking pupil progress, lesson observations and the views of pupils and parents where applicable. The expectations regarding teacher performance are outlined in Appendix 4 (Annex 1a in the Pay Policy) in the Professional Skills Level Descriptors. In the case of teachers beyond the threshold the Principal will also have regard to the teacher's overall contribution to the Academy.
- 4.1.3 Before the Principal decides whether or not to make a written recommendation to the relevant committee, the MAT directors will expect that the Principal will have had due regard to the appropriate level of performance expected of a teacher against the Academy's criteria for the relevant level of the Teachers' Standards according to the salary scale on which the teacher is paid. The Academy's criteria for determining whether or not a teacher shall progress are set out in appendix 4 and 5 (in Annex 1a and 5 of the Pay policy) together with the salary points on the Main and Upper Pay scales adopted by the Academy and shall be made available to all teachers on the main classroom teacher pay scale and the upper pay spine.
- 4.1.4 Recommendations for increases in pay will be differentiated such that the amount of any increase is clearly attributable to the performance of the teacher in question.
- 4.1.5 The Principal may recommend that there will be no progression on the scale in a given year where the performance of the teacher does not warrant progression. A newly qualified teacher who achieves the required standards at the end of his/her induction will normally progress to the second point on the main classroom teachers' scale. However, it will be possible for a 'no progression' determination to be made for an NQT without recourse to the capability procedure.
- 4.1.6 Where a teacher has been absent through long term illness or on maternity leave the Principal will ensure that the requirements of the STPC Document are complied with by ensuring that a performance review has been conducted. In

the event that a review cannot be conducted until the teacher returns to the Academy the Principal/ Head Teacher will conduct a review at such time following the teacher's return to the Academy to enable a proper and reasonable assessment to be made and in the event that the recommendation is to pay the teacher on a higher salary on the appropriate pay spine the award may be back dated to the appropriate date on which the award would normally have been paid.

4.1.7 Teachers' appraisal reports will contain pay recommendations. Final decisions about whether or not to accept a pay recommendation will be made by the Governing body having regard to the appraisal report and taking into account advice from the senior leadership team. Teachers on the senior leadership team will be referred to the MAT finance committee, taking into account advice from the Principal. The Governing Body will consider its approach in the light of the Academy's budget and ensure that appropriate funding is allocated for pay progression at all levels.

4.1.8 In Sidney Stringer Multi Academy Trust, judgements of performance linked to pay progression will be made on the following basis:

Pay Progression within bands

Pay progression within bands will be subject to sustained performance towards the next higher band, and meeting the relevant teacher standards and Professional Skills Level Descriptors for that band. Meeting appraisal objectives will not automatically mean that pay progression will be awarded. Where a teacher's performance does not demonstrate a sustained level and is below the Academy's expectations at that level of post, the governors may determine that no incremental progression will be awarded in that year.

The governing body has determined that normally progression within a band will be by annual increments. However, where a teacher's performance has been of a sustained high quality, exceeding school expectations at that level, the governing body may award accelerated progression (of up to two increments) within the band. Progression to the next band will be subject to the criteria for the higher band being met as set out in the previous paragraphs of this section of the policy.

Pay progression between bands

The governing body has determined that, other than in exceptional circumstances, a teacher would not move to band 2 (Accomplished Teacher) unless they are able to demonstrate the criteria required in the Professional Skills Level Descriptors and a minimum 2 years teaching experience / experience of working across different key stages, including a period of a sustained level of performance at the higher level immediately prior to moving to Accomplished Teacher, or to band 3 unless they are able to demonstrate the criteria required e.g. at least 3 years' experience / experience of working across different key stages, and including a period of a sustained level of performance at the higher level immediately prior to, moving to Expert Teacher.

Progression between bands will be based on the teacher demonstrating, through performance appraisal that they meet the teacher standards and Professional Skills Level Descriptors for the new band.

A teacher reaching the top of Band 1 will automatically progress to the next band if they meet the criteria for the higher band and are recommended for progression by the appraiser. Progression to the upper pay range (Band 3) is detailed in this policy

Accelerated progression

The governing body has determined that normally progression within a band will be by annual increments. However, where a teacher's performance has been of a sustained high quality, exceeding school expectations at that level, the governing body may award accelerated progression (of up to two increments) within the band. Progression to the next band will be subject to the criteria for the higher band being met as set out in the previous paragraphs of this section of the policy.

Similarly, those paid on the school's leadership pay range may be considered for accelerated progression within their pay range, in accordance with the arrangements set out in the school's Pay Policy. This will be subject to review of performance against the relevant school's skills level descriptors and may require additional or more challenging objectives to have been met.

4.2 Threshold Application

From September 2014 any qualified teacher who has made substantial progress towards the maximum of the main classroom teachers' scale and are able to show they meet the Professional skill level descriptors as an 'Expert teacher' as outlined in Annex 1a, may apply to their line manager to be paid on the upper pay range. It is the responsibility of the teacher to decide whether or not they wish to apply.

An application must be made by the end of the appraisal period in the autumn term as stated in the published calendar and no later than 31st October annually.

A successful applicant will progress to the minimum point of the Upper Pay Spine on an annual basis and successful applications in October will be backdated to September of that same academic year.

A teacher may only apply once in any academic year.

A successful applicant will have demonstrated;

- that as a teacher s/he is highly competent in all elements of the relevant standards; and
- that his/her achievements and contributions to the Academy are substantial and sustained; and
- that he/she meets the Professional Skills level descriptors

(See Annex 1a for the Academy's Professional Skills level descriptors and Annex 3 for the Academy's definition of "highly competent" and "substantial and sustained".)

This policy should be read in conjunction with the Sidney Stringer Multi-Academy Trust pay policy which provides details of the arrangements relating to employees pay in accordance with the Academy Pay and Conditions Document.

4.3 Appraisal Period

The appraisal period will run for twelve months from the 1st September each year. All statements must be completed by the 31st each year. However, there will be an annual audit against the teachers' standards undertaken for all teachers before the end of the summer term which will be used to inform the setting of annual appraisal objectives for the following academic year. The detail of the audit process is set out in Appendices 1-2.

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

4.4 Appointing Appraisers

The Principal, Business Manager and Associate Head will be appraised by the Governing Body, supported by a suitably skilled and/or experienced external adviser and the Executive Headteacher of the MAT who has been appointed by the Governing Body for that purpose.

The task of appraisal including the setting of objectives will be delegated to a sub-group consisting of at least two members of the Governing Body.

The Principal/ Head Teacher will decide who will appraise other teachers. This will be notified to staff annually. Appraisers will normally be:

- The Principal
- A member of the Academy Leadership Team
- The teacher with clear line management overview of a teacher's work

Line managers will usually be the reviewers for all the employees they line manage. For most employees this will mean 4 reviews per cycle. Colleagues on the Leadership spine and Academy Leadership Team may exceed this in order to ensure appropriate and meaningful appraisal takes place.

4.5 Setting Objectives

The Principal's/Head Teacher's/Business Manager's/Associate head Teacher's objectives will be set by the Governing Body after consultation with the external adviser. The objectives will take account of the relevant head teacher standards, including the revised national head teacher standards when available.

Objectives for each teacher will be set before or as soon as practicable after, the start of each appraisal period. The objectives set for each teacher will be linked to the relevant initial audit against the national standards (see Appendix

1-2)

The objectives will be linked to the relevant standards and be Specific, Measurable, Achievable, Realistic and Time-bound and will be appropriate to the teacher's role and level of experience. In addition appropriate standards will also be applied to those teachers with leadership and management responsibilities in the Academy and these will be linked to the leadership audit against the standards where appropriate. 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.

The objectives set for each teacher will, if achieved, contribute to the Academy's plans for improving the Academy's educational provision and performance and improving the education of pupils at this Academy. This link will be made:

- By ensuring that the pupil progress objective (all teachers) addresses the key attainment priority identified by the Academy improvement plan.
- By ensuring that the professional development (all teachers) addresses the key development priority identified by the annual audit against teacher standards (see Appendix 1-2).
- By ensuring that the leadership and management objective (all teachers with paid leadership responsibilities) addresses the key development priority by the study of the leader's effectiveness in regard to key school improvement plan priorities.

Under normal circumstances teachers will have 3 objectives. To support their own professional development, teachers may wish to take up the option of requesting additional agreed objectives (e.g. particular professional training). However, teachers who are found not to be meeting standards by the annual standards audit may be given as many additional objectives as are required to ensure that the most appropriate support can be provided.

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. In this MAT that will be undertaken through a joint audit process with the teacher to identify performance against each of the relevant standards for that teacher. The arrangements for the audit process are set out in Appendix 2. All teachers should be assessed against the set of standards contained in the DfE document entitled "Teachers' Standards" published in July 2011 and any subsequent amendment thereof. Assessments will also be conducted (if appropriate) against:

- National Head Teacher Standards (currently those published in 2004 but due to be replaced)
- National Standards for Subject Leaders (1998)
- Excellent Teacher Standards
- SENCO standards
- Draft National Standards for School Leaders.(National College)
- School Leadership Standards

The Principal will be responsible for ensuring that the appraisal process operates consistently, that objectives are focused on Academy priorities and that they take account of the standards audit. All objectives will be referred to the Principal prior to the commencement of the cycle of monitoring. Where the Principal has concerns about the relevance of the objectives set, these concerns will be discussed with the appraiser. The objectives may require amendment following discussion with the teacher.

4.6 Reviewing performance

➤ Monitoring and Observation

Observation of classroom and leadership practice 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 Academy improvement more generally. All monitoring, including observation, will be carried out in a supportive fashion. The detailed arrangements for classroom observation are set out in the Academy's observation protocol which is attached as Appendix 3.

Teachers' performance will be regularly observed but the amount and type of classroom observation will depend on the individual circumstances of the teacher and the overall needs of the Academy. Classroom observation will be carried out by those with QTS.

Normally classroom observations will be planned and announced however, the Governing Body wishes to give staff the opportunity to request that some or all observations are unannounced and that is set out in the Academy protocol.

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

➤ Development and support

Appraisal is a supportive process which will be used to inform continuing professional development. The Academy wishes to encourage a culture in which all teachers take responsibility for improving their teaching through appropriate professional development. The annual audit process against the relevant teacher standards will inform the on-going professional development needs for individual teachers. This will be supported through the Academy's continuing professional development programme. The process outlined for the setting of objectives will include an objective for professional development and will take account of the relevant teacher standards appropriate to the teacher's stage of career development. (see Appendix 2) Professional development will be linked to Academy improvement priorities and to the ongoing professional development needs and priorities of individual teachers as detailed in the section on 'Setting Objectives'.

➤ Feedback

Teachers will receive constructive written feedback on their performance throughout the year and within 5 days (as per the classroom observation protocol – Appendix 3) after observation has taken place or other evidence

has come to light. Feedback will include discussion with the teacher and highlight particular areas of strength as well as any areas that need attention.

4.7 Annual assessment

The arrangements for the annual assessment of a teacher's performance against the relevant teacher standards are as set out in Appendix 2.

Each teacher's performance will be formally assessed in respect of each appraisal period. In assessing the performance of the Principal, the Governing Body must consult the external adviser.

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 by means of:

- Lesson observations
- Planning and work scrutiny
- Interim meetings with the appraiser
- Observation / scrutiny of leadership and management activities where appropriate
- Other feedback obtained during the cycle relevant to the teacher's overall performance.

The teacher will receive as soon as practicable following the end of each appraisal period – and have the opportunity to comment in writing on – an appraisal report. 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, relevant standards and career expectations;
- 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 where that is relevant

In this Academy all recommendations on pay progression will be made by the Principal taking account of the original recommendation of the appraiser.

The assessment of performance and of training and development needs will inform the planning process for the following appraisal period.

If there is any disagreement about the objectives set and/or the success criteria or outcomes, then, following a further discussion, the appraiser's decision will be final.

4.8 Confidentiality

The appraisal process will be treated confidentially and information relating to appraisal should only be disclosed to those who are part of the process. Confidentiality does not override the need for the Principal and governing body to quality-assure the operation and effectiveness of the appraisal system.

4.9 Consistency of Treatment and Fairness

The Principal will have overall responsibility for the quality assurance of the appraisal process across the school. This will include ensuring the consistency and equality of application of the process throughout the Academy. The Principal may delegate responsibility for monitoring consistency and equality of application to a teacher member of the senior management team.

The Governing Body is committed to ensuring consistency of treatment and fairness and will abide by all relevant equality legislation.

4.10 Monitoring and Evaluation

The governing body and Principal will monitor the operation and effectiveness of the Academy's appraisal arrangements.

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

- Race
- Sex
- Sexual orientation
- Disability
- Religion and belief
- Age
- Part-time contracts
- Trade union membership

The Principal /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.

4.11 Retention of Records

The governing body and Head teacher /Principal will ensure that all written appraisal records are retained in a secure place for six years and then destroyed.

Appendix 1

NATIONAL STANDARDS AUDIT PART 1

NAME..... PAY POINT..... DATE.....

*A=strength B= sound evidence C=developing evidence D=needs to be developed

Standard	A*	B	C	D
<p>1.1. Set high expectations which inspire, motivate and challenge pupils</p> <ol style="list-style-type: none"> 1. Establish a safe and stimulating environment for pupils, rooted in mutual respect 2. Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions 3. Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils 				
<p>1.2. Promote good progress and outcomes by pupils</p> <ol style="list-style-type: none"> 1. Be accountable for pupils' attainment, progress and outcomes 2. Plan teaching to build on pupils' capabilities and prior knowledge 3. Guide pupils to reflect on the progress they have made and their emerging needs 4. Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching 5. Encourage pupils to take a responsible and conscientious attitude to their own work and study 				
<p>1.3. Demonstrate good subject and curriculum knowledge</p> <ol style="list-style-type: none"> 1. Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject and address misunderstandings 2. Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship 				

Standard	A	B	C	D
<p>1.3 (cont'd)</p> <ol style="list-style-type: none"> 3. Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject 4. If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics 5. If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies 				
<p>1.4. Plan and teach well structured lessons</p> <ol style="list-style-type: none"> 1. Impart knowledge and develop understanding through effective use of lesson time 2. Promote a love of learning and children's intellectual curiosity 3. Set homework and plan out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired 4. Reflect systematically on the effectiveness of lessons and approaches to teaching 5. Contribute to the design and provision of an engaging curriculum within the relevant subject area(s) 				
<p>1.5. Adapt teaching to respond to the strengths and needs of all pupils</p> <ol style="list-style-type: none"> 1. Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively 2. Have a secure understanding of how a range of factors can inhibit pupils' ability to learn and how best to overcome these 3. Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development 4. Have a clear understanding of the needs of all pupils, including those with special educational needs; those with high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them 				

Standard	A	B	C	D
<p>1.6. Make accurate and productive use of assessment</p> <ol style="list-style-type: none"> 1. Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements 2. Make use of formative and summative assessment to secure pupils' progress 3. Use relevant data to monitor progress, set targets, and plan subsequent lessons 4. Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback 				
<p>1.7 Manage behaviour effectively to ensure a good and safe learning environment</p> <ol style="list-style-type: none"> 1. Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy 2. Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly 3. Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them 4. Maintain good relationships with pupils, exercise appropriate authority and act decisively where necessary 				
<p>1.8 Fulfil wider professional responsibilities</p> <ol style="list-style-type: none"> 1. Make a positive contribution to the wider life and ethos of the school 2. Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support 3. Deploy support staff effectively 4. Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues 5. Communicate effectively with parents with regard to pupils' achievements and well-being 				

<p>Part 2 Personal and Professional Conduct</p> <p>The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career</p>		
<p>2.1. Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:</p> <ol style="list-style-type: none"> 1. Treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position 2. Having regard to the need to safeguard pupils' well-being, in accordance with statutory provisions 3. Showing tolerance of and respect for the rights of others 4. Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs 5. Ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law <p>2.2 Teachers must have a proper and professional regard for the ethos, policies and practice of the school in which they teach, and maintain high standards in their own attendance and punctuality</p> <p>2.3 Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities</p>		
<p>Preamble</p>		
<ul style="list-style-type: none"> • 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 		

NATIONAL STANDARDS AUDIT PART 2: TEACHING, LEARNING, BEHAVIOUR AND PROGRESS OVER TIME

IDENTIFYING PROFESSIONAL DEVELOPMENT PRIORITIES VIA OFSTED OBSERVATION CRITERIA

Paragraph 54 of the April 2013 Ofsted framework set out the evidence sources that inspectors will use to judge the quality of teaching, learning and pupil behaviour over time. They will also be assessing the extent to which schools use the Teachers' Standards to identify the most appropriate professional development objectives for teachers. Since September 2012, schools have been required to tell teachers the standards against which their performance will be assessed in the forthcoming appraisal round. This audit is intended to help teachers and senior leaders understand the evidence the school currently holds on each teacher's professional contribution over time and establish the most relevant and supportive appraisal objectives. It uses the eleven descriptors from the 2012 framework (Paragraphs 107-118) which are better subdivided for audit purposes.

SELF ASSESSMENT SHEET

Name.....

Date.....

Ofsted Area	A	B	C	D	Standards
Lesson Observations					
Is work challenging enough for pupils? Does it meet their individual needs? 1.1.2 – set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions 1.5.1 – know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively					1.1; 1.5
Do pupils' responses demonstrate sufficient gains in their knowledge, skills and understanding, including in literacy and mathematics? 1.2.3 – guide pupils to reflect on the progress they have made and their emerging needs 1.3.3 – demonstrate an understanding of and take responsibility for promoting high standards of numeracy, articulation and the correct use of standard English, whatever the teacher's specialist subject					1.2; 1.3
Do teachers monitor pupils' progress in lessons and use the information well to adapt their teaching? 1.4.4 – reflect systematically on the effectiveness of lessons and approaches to teaching 1.6.2 – make use of formative and summative assessments to secure pupils' progress					1.4; 1.6
Does teaching engage learners and promote positive attitudes to learning? 1.2.5 – encourage pupils to take a responsible and conscientious attitude to their own work and study 1.4.2 – promote a love of learning and children's intellectual curiosity					1.2;1.4

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TEACHING, LEARNING, BEHAVIOUR AND PROGRESS OVER TIME – 2012 OFSTED FRAMEWORK
IDENTIFYING PROFESSIONAL DEVELOPMENT PRIORITIES VIA OFSTED OBSERVATION CRITERIA

SELF ASSESSMENT SHEET

Name.....

Date.....

Ofsted Area	Out	Good	R/I	Inad	Standards
Lesson Observations					
Do teachers use questioning and discussion to assess the effectiveness of their teaching and promote pupils' learning? 1.2.3 – guide pupils to reflect on the progress they have made and their emerging needs 1.4.4 – reflect systematically on the effectiveness of lessons and approaches to teaching					1.2; 1.4
Do pupils understand well how to improve their work? 1.6.4 – give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback					1.6
Do teachers manage behaviour effectively? 1.7.1 – have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy 1.7.4 – maintain good relationships with pupils, exercise appropriate authority and act decisively where necessary					1.7
Do teachers use learning assistants effectively? 1.8.3 – deploy support staff effectively					1.8
Over Time Observations					
Are marking, assessment and testing used well to help pupils improve their learning?					1.6

1.6.2 – make use of formative and summative assessment to secure pupils’ progress					
What are the views of pupils, parents and staff?					1.8; 2
1.8.2 – communicate effectively with parents with regard to pupils’ achievements and well-being					
2.1.1 – treat pupils with dignity, building relationships rooted in mutual respect					
1.8.5 – develop effective professional relationships with colleagues					
Do pupils make good progress over time?					1.2
1.2.1 – be accountable for pupils’ attainment, progress and outcomes					

Appendix 2 – Procedure for Conducting National Standards Audits

- A1 The aim of the annual audit against national standards, as required by the regulations, will be to identify – through professional dialogue - the standards which represent the most appropriate areas for professional development for individual teachers in the forthcoming appraisal cycle. Wherever possible, these audits will take place in the Summer Term, so that the most helpful professional development performance management objectives can be identified – and any necessary arrangements made – in good time for the new Academy year.
- A2 The 2012 Appraisal Regulations [Para 6 (a)] require head teachers “to inform the teacher of the standards against which the teacher’s performance in that appraisal period will be assessed” It follows from this that the Academy needs to adopt a fair and evidence-based procedure for deciding whether or not standards are met. The Principal has a key role to play in ensuring that judgments are consistent across the Academy.
- A3 The key stages of the procedure are as follows:
- Time will be provided for teachers to conduct a self-audit against the National Standards (Preamble, Part 1 and Part 2) and school leadership standards and level descriptors where appropriate.
 - Each teacher’s appraiser paired with the Principal/appropriate senior /extended leadership team member will view the teacher audit once completed. Wherever this pair indicates that performance may not be at the level required, it will need to be in a position to back this up by reference either to written evidence previously shared with the teacher suggesting a standard is not met or to a lack of evidence allowing a judgment to be made that it is
 - The reviewer will inform the teacher if they feel a standard is not met. At least a week will be allowed for the teacher to assemble any necessary evidence.
 - Teacher and appraiser will then attend a Professional Dialogue meeting. The aim of the meeting will be to agree the standards against which the teacher’s performance will be assessed in the next appraisal cycle. Where the initial audit (or examination of evidence at the Professional Dialogue meeting) results in agreement that all relevant standards are met, the teacher will be free to identify the national standard against which he or she would like to be assessed by means of the professional development objective. Where the initial audit (or examination of evidence at the Professional Dialogue meeting) results in agreement that particular standards are not met, these standards will become those against which the teacher’s performance will be assessed in the next appraisal cycle.
 - Where teacher and appraiser cannot reach agreement on whether or not a standard is met, the matter will be referred to the Principal/Head Teacher, who will meet with the teacher, consider all available evidence, and inform the teacher of his or her decision
 - A teacher dissatisfied with the Principal’s/Head Teacher’s decision will have the right of appeal to governors under existing procedures.

Appendix 3 – Observation of Teaching and Leadership Practice

Formal Lesson Observations.

Teachers will have up to 3 hours of lesson observations in the course of the appraisal cycle. There is no requirement to use all of the three hours. Lesson observation weeks will be published in the annual Academy Monitoring and Evaluation Calendar.

An individual teacher is free to request that all general lesson observations be unannounced and outside of the designated lesson observation weeks.

Oral feedback will be given as soon as possible after the end of the lesson; written feedback will be provided within 5 working days

Other Leadership Visits to Lessons

There will be other occasions in the Academy year when those with leadership responsibilities are present in lessons. This includes those who hold TLRs and Pastoral leaders. The principal objective of these visits is to enable leaders to understand for themselves what is going on in classrooms and to identify any ways in which either the curriculum or everyday support procedures can be improved. These visits will include learning walks, pastoral drop ins and pupil pursuits.

Because these are not formal lesson observations, no written feedback will be given, and therefore no evidence from them will be used to inform performance review.

If any aspect of the classroom practice seen during leadership visits gives cause for concern, the teacher will be informed so that, if necessary, further investigation may be undertaken or additional lesson observations arranged. If this further investigation leads to a decision that a national standard is not met the support arrangements set out in the Academy's policy will apply.

Formal Observation of Leadership Practice

Leaders will have up to 3 leadership observations in the course of the appraisal cycle, some announced and some unannounced.

Appendix 4

PROFESSIONAL SKILLS LEVEL DESCRIPTORS TO ACCOMPANY THE 3 PAY BAND STRUCTURE

Name	Pay Point	Date	Self/Academy Assessment							
Professional Area	Relevant Standards	Band 1 TEACHER			Band 2 ACCOMPLISHED TEACHER			Band 3 EXPERT TEACHER		
		M1	M2	M3	M4	M5	M6	U1	U2/U2a	U3/U3a
PROFESSIONAL PRACTICE	1.1(1);1.2(2,3,5) 1.3 (1,3) 1.4(1,2,3) 1.5 all 1.6 (1) 1.7 (1,2,3) 1.8 (3) 2.1 (2,4) Preamble	Many – but not all – aspects of teaching over time are good. ¹			All aspects of teaching over time are good. ¹			Many aspects of teaching over time are outstanding. ¹		
PROFESSIONAL OUTCOMES	1.1(2) 1.2(1,2,3) 1.5(1) 1.6 (3,4) Preamble	With appropriate additional support from colleagues, most pupils progress in line with Academy expectations. ²			Most pupils progress in line with Academy expectations without the teacher receiving additional support. ²			Many pupils exceed Academy expectations. ²		
PROFESSIONAL RELATIONSHIPS	1.1(1) 1.6(4) 1.7(4) 1.8(2,3,5) 2.1 (1,3,4) Preamble	Positive working relationships established with pupils, colleagues and parents			These working relationships result in good progress by most groups of pupils and productive sharing of professional practice with others.			Working relationships with colleagues are characterised by a commitment to helping them overcome professional challenges		

1. Paragraph 54 of the April 2013 Ofsted framework & the eleven descriptors from the 2012 framework (Paragraphs 107-118) which are better subdivided for audit purposes.

2. Three levels of progress for low and middle attainers and four levels of progress for high attainers.

PROFESSIONAL SKILLS LEVEL DESCRIPTORS TO ACCOMPANY THE 3 PAY BAND STRUCTURE

Name	Pay Point	Date	Self/Academy Assessment							
Professional Area	Relevant Standards	Band 1 TEACHER			Band 2 ACCOMPLISHED TEACHER			Band 3 EXPERT TEACHER		
		M1	M2	M3	M4	M5	M6	U1	U2/U2a	U3/U3a
PROFESSIONAL DEVELOPMENT	1.2(4,5) 1.3(1,2,4,5) 1.4(5) 1.5(2,3,4) 1.6(1) 1.8(4) 2.1(2) 2.3 Preamble	Develops professional practice in line with advice from more experienced colleagues			Takes a proactive role in identifying areas for professional development, accessing advice and adapting practice			Proactively leads the professional development of others in a way which leads to improved outcomes and/or progress for pupils ₃		
PROFESSIONAL CONDUCT	1.1(3) 1.7(1) 1.8(1) 2.1(all) 2.2 2.3 Preamble	Meets the standards for professional conduct set out in the Teachers' Standards			Meets the standards for professional conduct set out in the Teachers' Standards			Meets the standards for professional conduct set out in the Teachers' Standards		

3. Outcomes may include a variety of measures such as behaviour, attendance, punctuality, engagement.

Appendix 5

PROGRESSION ON THE MAIN AND UPPER PAY SCALES FOR QUALIFIED TEACHERS AND THE UNQUALIFIED TEACHERS SCALE

This annex, referred to in paragraph 3.6 of the Pay Policy sets out the Academy's policy regarding Progression on the Main and Upper Pay scales and on the unqualified teachers' scale.

The governing body will establish posts paid in accordance with the minimum and maximum points for such posts as determined by the School Teachers' Pay and Conditions Document. The governing body has established a pay structure for these posts as follows:

Qualified Teachers:

Band 1	
Point 1	£22,467 Teacher
Point 2	£24,243
Point 3	£26,192
Band 2	
Point 4	£28,207 Accomplished Teacher
Point 5	£30,430
Point 6	£32,835
Band 3	
UPS 1	£35,571 Expert Teacher (UPS)
Point 1a	£36,230
Point 2	£36,889
Point 2a	£37,570
Point 3	£38,250

Unqualified Teachers:

Point 1	£16,461
Point 2	£18,376
Point 3	£20,289
Point 4	£22,204
Point 5	£24,120
Point 6	£26,034

Teachers on the Main, Upper and Unqualified teachers' pay scales will have their salary reviewed annually in accordance with paragraph 6 of the Pay Policy. To move up the Main pay scale or the unqualified teachers' pay scale one point at a time teachers will need to have made good progress towards their objectives and have shown they are competent in all elements of the Teachers Standards. For teachers to progress to Band two and higher, teaching over time should be at least good as defined by Ofsted and outlined in the Professional standards Levels Descriptors.

The following criteria will be taken into account in making a judgment:

1. Impact on pupil progress

2. Outcome of lesson observations (All lesson observations to evidence effective T&L and where an observation has given cause for concern regarding teacher performance the subsequent re observation should evidence effective T&L.)
3. Whether a teacher has been on a support plan to improve their T&L
4. Appraisal targets and how successfully these have been met
5. Competency in all elements of the Teachers Standards
6. Contributions to whole school development
7. Wider outcomes for pupils and colleagues
8. Professional Standards Level Descriptors

Taking into account all of the criteria and any external factors, a best fit judgement will be made by the Principal as to a teacher's overall band based on Ofsted judgements. Teachers demonstrating exceptional performance may be awarded progression up to two points on the scale; this will be determined by progress significantly above expected, evidence of consistently outstanding teaching and meeting all performance management targets as well as demonstrating they are competent in all elements of the teachers' standards.

Teachers' annual appraisal reports will contain pay recommendations. Final decisions about whether or not to accept a pay recommendation will be made by the governing body, having regard to the appraisal report and taking into account advice from the senior leadership team. Teachers on the senior leadership team will be referred to the MAT finance committee, taking into account advice from the Principal. The Governing Body will consider its approach in the light of the Academy's budget and where possible will ensure that appropriate funding is allocated for pay progression at all levels.

Unqualified Teachers

* These points overlap with Band 1 (Teacher) on the Qualified Teacher scale and therefore the governing body will take account of the professional skill level descriptors for those teachers in setting the relevant expectations for an unqualified teacher paid at this level.

A newly appointed unqualified teacher will usually be appointed at any point in the band determined by the Principal. The initial salary on appointment may be on a probationary basis and subject to performance. This may be reviewed after 6 months, after which time the pay band and relevant pay point will be finalised. The revised salary / pay range will be no lower than the initial salary on appointment.

Progression within the range will be subject to a review of the teacher's performance set against the annual appraisal review and the appropriate Teachers' Standards. The governing body may decide to award one increment for sustained high quality performance or more increments where performance has been exceptional. Where performance has not been of a sustained high quality the governing body may decide that there should be no pay progression. In such circumstances where a teacher's performance is not at the required level this will be addressed through the school's appraisal and possibly capability procedure.

The pay review will be completed as per appraisal policy.

Where an unqualified teacher obtains qualified teacher status whilst employed by the school, they will transfer to the relevant pay band for qualified teachers at a salary at least equivalent to the salary they were being paid as an unqualified teacher.

The Governing Body may pay additional allowances to an unqualified teacher where, the teacher has either:

- taken on a sustained additional responsibility which is focused on teaching and learning and requires the exercise of a teacher's professional skill and judgment; or
- gained qualifications or experience which bring added value to the role being undertaken.