



# Performance Management and Professional Development Policy

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Vale of Evesham School  
A specialist school for cognition and learning - creating tomorrow's leaders

## **Principles:**

Advance Trust's aim is to build a strong performance, learning development and supportive ethos within each school. The culture is focused on the highest quality of service to children, young people and each other, as well as having a strong innovative, questioning and curious strand. All staff will continuously build on this culture with managers taking on an essential role.

Underpinning the performance management process is a strong belief that all employees can improve performance year on year. Performance management significantly contributes to the professional satisfaction, career development and high levels of expertise of staff and is therefore integral to the continuous improvement of education standards across the Trust.

## **Professional development:**

Professional development has many facets and opportunities both in school and out, but the focus must begin within our own institutions across the Trust. This has many benefits and positive features because:

- providing education is essentially a team activity centred in the school;
- the staff development policy recognises specific needs and enables action to be negotiated within the context of staff contributions to school;
- it involves all staff in the development of the school, as well as sharing responsibility for their own learning;
- it moves professional development from being something "in addition" to being a central part of the life of every member of staff;
- it enables more specific and effective design and use of training by relating it to the needs of the school and of individual colleagues;
- it raises whole school awareness of needs and helps to identify priorities for the use of resources;
- the school is best placed to identify and rationalise the needs of the staff and to provide for changes proposed by Governors, The Trust Board and Government.

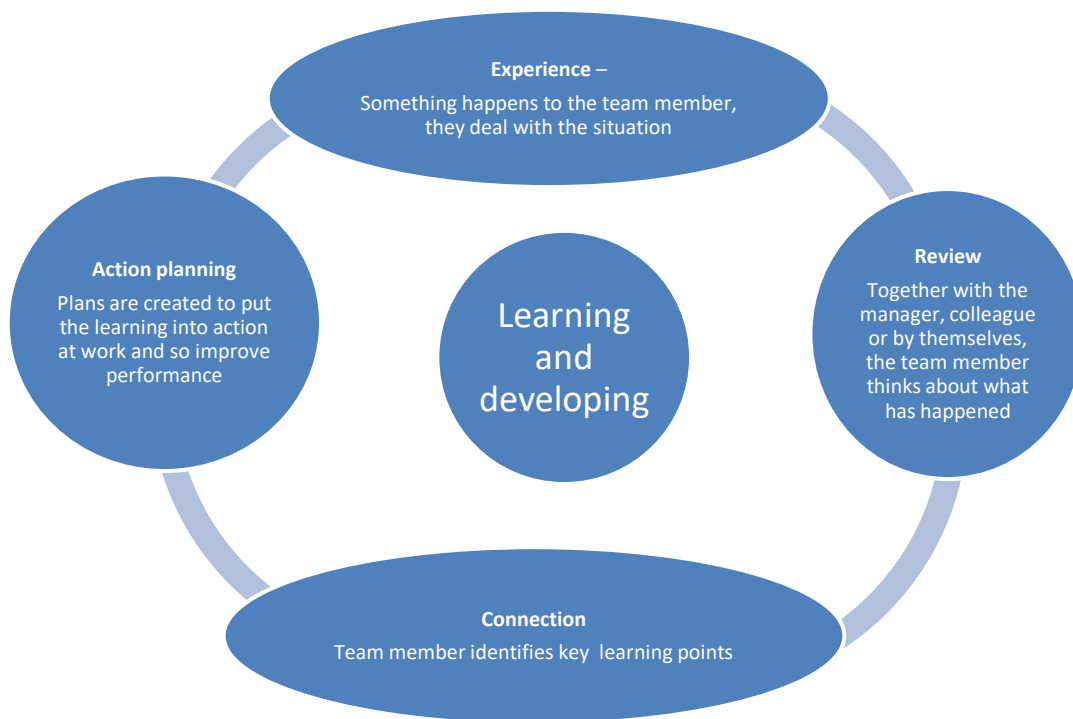
## **Aims**

- To enhance the quality of education for pupils.
- To enhance job satisfaction.
- To provide time for the annual structured appraisal programme, so that staff may identify their needs for the development of their professional skills and to make provision for this development.
- To identify school needs for the development of the professional skills of its staff and to make provision for this development.
- To identify staff needs for the development of their professional skills in pursuit of their careers and to make provision for this development.
- To create a climate of openness and participation that fosters change in both individuals and the school as a natural and shared activity of the school.

- To enable the school and its staff to meet the challenge of the rapidly changing world in which we live and its implications for the educational process.
- To enable all the above to proceed in a planned and coherent way, relating resources available to the priorities.
- Professional development is the right and responsibility of every member of staff. A structure to support it will require every member of staff to assume some responsibility for their own development and some staff to assume specific responsibilities for facilitating the review and development of their colleagues.

**The Process: The Kolb Learning Cycle**

# Kolb Learning Cycle



**Purpose:**

The Advance Trust performance management process aims to:

- Recognise and value the contribution of all individuals
- Build a positive relationship between managers and all staff
- Provide clarity of expectations relating to Trust wide and individual School Development Plans
- Set and maintain high standards
- Improve ownership of performance and identify eliminating constraints to achieving the highest standards

- Identify learning and development needs through audit, appraisal and school development plan
- Enable all individuals to gain useful and valuable feedback
- Ensure that managers/appraisers have the skills and confidence to always take action about poor performance.

It is **NOT** about:

- Additional stress and pressure
- Ticking boxes
- Controlling individuals
- Top down communication
- Disciplinary matters

Performance development and improvement is a continuous process, which contributes to achieving the priorities of the Trust and its schools, by ensuring that performance reviews are conducted regularly, to an established standard, and to agreed timeframes. It is the responsibility of all staff to familiarise themselves with this policy.

**Managers/assessors to develop the values, skills and understanding to achieve the following:**

1. Understand the performance management process and frequently interact with members of their team
2. Reflect on their team's performance and understand why some staff perform excellently, so they can continue to achieve this
3. Understand the causes of sub-standard performance, and help staff to improve
4. Transfer lessons learned about individual performance, across to other team members, and, if possible, across the school/Trust
5. Require each team member of staff to track their own performance against national standards (self-assess) and to be accountable as much as possible, for their own performance management
6. Be aware of each staff member's performance
7. Collect data/evidence based on clear performance criteria set at performance management meetings or appraisals which occur annually at least for every member of staff.  
How well does the member of staff:
  - achieve the quality standards set for their role? **Quality**
  - achieve outcomes for children and young people/the school? **Quantity**
  - access and use, an appropriate amount of resources to achieve goals/tasks that contribute to their performance level? **Resources**
  - meet deadlines? **Time management**
  - manage themselves (and others), to produce quality and quantity? **Pace**
  - do the right things within their role and responsibilities **Scope**
8. Interpret and evaluate data
9. Provide regular feedback to staff to increase and motivate them to peak performance e.g. frequently give recognition to individuals for their achievements; give positive attention; ensure staff know what is expected of them, and where appropriate, experience flexibility in the

workplace and recognise that the school/Trust understands and supports their need to achieve a work/life balance

#### 10. Action plan to improve performance

#### **The individual whose performance is being reviewed will:**

1. Understand the performance management process
2. Understand the requirements of their job – to reflect on current performance in achieving agreed objectives and to agree future objectives with their manager/assessor through the performance management process.
3. Consider appropriate ways to provide evidence of targets achieved.
4. Consider what skills and knowledge they require to enable them to work towards their career goals.
5. Receive and act upon feedback

#### **The Trust schools approach to performance management includes:**

**Appraisal and Supervision** – which identifies, monitors and evaluates the individual's objectives/goals, which are tracked through supervision and other strategies, e.g. learning walks, and builds their personal strategy to support the individual, the team's and the school/Trust's overall strategy.

Supervision – which helps staff to make sure that objectives/goals agreed during the appraisal process, are progressing in day to day practice and keeps the manager/assessor in touch with how they are doing in the context of whole school/Trust developments. (To be carried out a maximum of half termly and minimum of termly.)

Appraisal and supervision in the Trust schools 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.

The appraisal period will run for twelve months **from October to September**.

Teachers who are employed on a fixed term contract of less than one year will have their performance managed in accordance with the principles underpinning this policy. **The length of the period will be determined by the duration of their contract.**

There is flexibility to have a longer or shorter appraisal period when teachers begin or end employment with a school. Where a teacher starts their employment at a school part-way through a cycle, the Headteacher or, in the case where the employee is the Headteacher, the governing body shall determine the length of the first cycle for that teacher, with a view to bringing his/her cycle into line with the cycle for other teachers as soon as possible.

## Appraising Teacher Performance

### Purpose

This section of the policy, sets out the framework for a clear and consistent assessment of the overall performance of teachers, including the Headteacher, and for supporting their development within the context of the school's plan for improving educational provision and performance, and the standards expected of teachers. It also sets out the arrangements that will apply when teachers fall below the levels of competence that are expected of them.

### Application of the Policy

This policy, which covers appraisal, applies to the Headteacher and to all teachers employed by the school or local authority, except those on contracts of less than one term, those undergoing induction (*i.e.* NQTs) and those who are subject to The Capability Procedure (see Appendix 8).

The Capability Procedure applies only to teachers (including the Headteacher) about whose performance there are serious concerns that the appraisal process has been unable to address.

The policy also applies to unqualified teachers.

### Appraisal and supervision

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### Appointing Appraisers

All appraisers of teachers, other than those appraising Headteachers, will be qualified teachers and will be suitably trained.

In Advance Trust schools, the task of appraising the Headteacher, including the setting of objectives, will be delegated to a sub-group consisting of one member of the Governing Body, the Executive Principal, plus an external advisor.

The Headteacher will decide who will appraise other teachers. Where teachers have an objection to the headteacher's choice their concerns will be carefully considered and where possible an alternative appraiser will be offered.

### Setting Objectives

The Headteacher's objectives will be set by the Governing Body and Executive Principal, in agreement with the Head Teacher and after consultation with the appointed external adviser.

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 SMART: Specific, Measurable, Achievable, Realistic and Time-bound and will be appropriate to the teacher's role and level of experience and the requirements of school development planning. 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. Objectives set will link closely to the school's development plan and National Standards for teachers/ headteachers as appropriate.

All teachers will be assessed against the set of standards contained in the document called "Teachers' Standards" published in September 2012. The Headteacher or governing body (as appropriate), will need to consider whether some teachers should also be assessed against other sets of standards published by the Secretary of State that are relevant to them (*i.e.* UPS).

For teachers planning to apply for careers and pay progression from main scale to Upper Pay Scale, the UPS terms and conditions must be considered, most notably how the teacher demonstrates significant and sustained progress. It is necessary for the appraiser to see evidence of this and be able to see the impact on the school during the appraisal period prior to application.

## **Reviewing Performance**

Appraisal of performance will include:

- Lesson observation
- Self-assessment against appropriate national standards
- Outcomes for children and young people - in line with or exceeding end of year individual targets
- Attainment of objectives set the previous year
- Reflective discussion and review with line manager

## **Observation**

Advance Trust believes that observation of classroom practice and other responsibilities is important both as a way of assessing teachers' performance in order to identify any particular strengths and areas for development they may have and of gaining useful information which can inform school improvement more generally. All observation will be carried out in a respectful and supportive manner.

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 school. Classroom observation will be carried out by those with QTS. In addition to formal observation, Headteachers or other leaders with responsibility for teaching standards may conduct focused learning walks in order to evaluate the standards of teaching and to check that high standards of professional performance are established and maintained. The length and frequency of learning walks will vary during the year depending on the focus outlined in school improvement documentation.

Teachers, 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 (CPD). The school wishes to encourage a culture in which all teachers take responsibility for improving their teaching through appropriate professional development.

Where a teacher's performance is considered to be "requiring improvement" or to be "inadequate" by the head teacher, a supportive package of intervention will be put in place for a period of not less than six weeks, and the lesson observation undertaken following this will determine whether a formal arrangement to improve performance should be considered.

Teaching Assistants employed within Advance Trust schools will also have their performance assessed by a delegated line manager and targets will be set using the National Standards for Teaching Assistants.

## **Feedback**

Teachers, teaching assistants and learning mentors (hereafter referred to "teachers") will 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 will highlight particular areas of strength as well as any areas for development.

**Where there are concerns** about any aspects of the teacher's performance the appraiser, head teacher or line manager will meet the teacher formally to:

- give clear feedback about the nature and seriousness of the concerns;
- provide an opportunity for comment and to discuss the concerns;
- agree any support (e.g. coaching, mentoring, structured observations), that will be provided to help address those specific concerns;

- make clear how, and by when, the appraiser will review progress - it may be appropriate to revise objectives, and it will be necessary to allow sufficient time for improvement;
- explain the implications and process if little, or insufficient - improvement is made.

If at a later stage, the appraiser is satisfied that the teacher has made, or is making, sufficient improvement, with agreement of all parties there will be a return to the appraisal process, with any remaining issues to be addressed through that process.

### **Transition to Capability**

If the appraiser is not satisfied with progress, he/she will refer the matter to the Headteacher, who will decide whether the concerns should be managed under the Capability Procedure.

### **Annual Assessment**

Each teacher's performance will be formally assessed in respect of each appraisal period.

In assessing the performance of the Headteacher, the Governing Body must consult the external adviser and Executive Principal.

This assessment is the end point to the annual appraisal process, but performance and development priorities will be reviewed and addressed on a regular basis throughout the year in interim meetings and during supervision.

The teacher will receive, as soon as practicable, following the end of each appraisal period (and have the opportunity to comment in writing on) a written appraisal report (Appendix 2) by 31 October (31 December for the Headteacher and SLT). 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, outcomes for students, any professional observations and the relevant national standards;
- an assessment of the teacher's training and development needs and identification of any action that should be taken to address them;
- a recommendation on pay, where that is relevant, must to be made by 31 December for Headteachers and SLT, and by 31 October for other teachers;
- any recommendation for pay should be agreed by the Governing Body.

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

### **Teachers who are on maternity leave**

When a teacher returns to work from maternity leave, the school must give her any pay increases that she would have received, following appraisal, had she not been on maternity leave.

Schools need to take a practical and flexible approach to conducting appraisals and making pay decisions for those absent on maternity leave, including where a teacher has been absent for part or all of the reporting year.

In those circumstances, schools should ensure that the absent teacher receives fair treatment while ensuring the integrity and robust processes of the school's appraisal system are evident equitably for all teachers. When considering these options, schools should seek to ensure that they minimise bureaucracy for all involved. Schools should consider conducting appraisals prior to individuals departing on maternity leave, even if this is early in the appraisal year, and basing any appraisal and pay determination on the evidence of performance to date in that appraisal year. Account could also be taken of performance in previous appraisal periods if there is very little to go on in the current year.

### **The Self-Assessment Process**

- Advance Trust expects teachers to self-assess against national standards, and engage in reflective practice in order to refine skills and knowledge base; the appraiser will then consider whether he/she can accept the teacher's judgements.



- If there is agreement this can be used to form the basis of objective setting.
- If further discussion is required about one or more of the standards, an evidence-based meeting should be arranged. The appraiser will present the written evidence (lesson observations, work scrutiny, incident logs etc) that has informed the school's initial assessment of skill level. The teacher will be invited to bring along the evidence he/she has used to make a self-assessment. Any teacher dissatisfied with the final conclusion has the right of appeal to governors.

### **Leadership and Management**

Advance Trust expects that all its leaders will use the Head Teacher standards descriptors in Appendix 1, as the basis for self-review and discussion during the appraisal process.

### **Non- teaching staff**

The Trust expects that all Teaching Assistants and other non-teaching staff will be involved in the performance management process and will use the document in Appendix 3.

### **The Process**

All schools will use the relevant system for recording and tracking performance management processes. It is the appraisees responsibility to ensure that their supporting evidence is uploaded prior to the appraisal meeting; this process remains confidential between the appraisee and appraiser. The performance review meeting for all staff, should take place before 31<sup>st</sup> October and for the leadership team and all other staff, before 31<sup>st</sup> December.

### **Examples of development and training for staff**

- Coaching
- Mentoring
- Problem solving/ action learning sets
- Reading/researching
- Taking a qualification
- Observation and sharing good practice
- On line learning
- Self -study
- Training courses

# Appendices

1. Head Teacher standards Page 12
2. Teachers' Standards Page 15
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4. TAs and support staff self-review questionnaire Page 22
5. Creating the climate for effective performance management Page 27
6. Giving successful feedback Page 28
7. Agreement for Repayment of Training Costs Page 29

### The Four Domains

The National Standards of Excellence for Headteachers are set out in four domains, beginning with a Preamble. There are four 'Excellence As Standard' domains:

1. Qualities and knowledge
2. Pupils and staff
3. Systems and process
4. The self-improving school system

Within each domain there are six key characteristics expected of the nation's headteachers.

#### **Domain One Excellent headteachers: qualities and knowledge**

Headteachers:

1. Hold and articulate clear values and moral purpose, focused on providing a world-class education for the pupils they serve.
2. Demonstrate optimistic personal behaviour, positive relationships and attitudes towards their pupils and staff, and towards parents, governors and members of the local community.
3. Lead by example - with integrity, creativity, resilience, and clarity - drawing on their own scholarship, expertise and skills, and that of those around them.
4. Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development.
5. Work with political and financial astuteness, within a clear set of principles centred on the school's vision, ably translating local and national policy into the school's context.
6. Communicate compellingly the school's vision and drive the strategic leadership, empowering all pupils and staff to excel.

#### **Domain Two Excellent headteachers: pupils and staff**

Headteachers:

1. Demand ambitious standards for all pupils, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on pupils' outcomes.
2. Secure excellent teaching through an analytical understanding of how pupils learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and pupils' well-being.
3. Establish an educational culture of 'open classrooms' as a basis for sharing best practice within and between schools, drawing on and conducting relevant research and robust data analysis.
4. Create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.
5. Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.
6. Hold all staff to account for their professional conduct and practice.

### **Domain Three Excellent headteachers: systems and process**

#### Headteachers:

1. Ensure that the school's systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity.
2. Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing their exemplary behaviour in school and in the wider society.
3. Establish rigorous, fair and transparent systems and measures for managing the performance of all staff, addressing any under-performance, supporting staff to improve and valuing excellent practice.
4. Welcome strong governance and actively support the governing board to understand its role and deliver its functions effectively – in particular its functions to set school strategy and hold the headteacher to account for pupil, staff and financial performance.
5. Exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of pupils' achievements and the school's sustainability.
6. Distribute leadership throughout the organisation, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision making.

## **Domain Four Excellent headteachers: the self-improving school system**

### Headteachers:

1. Create outward-facing schools which work with other schools and organisations - in a climate of mutual challenge - to champion best practice and secure excellent achievements for all pupils.
2. Develop effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for all pupils.
3. Challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well evidenced research to frame self-regulating and self-improving schools.
4. Shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff.
5. Model entrepreneurial and innovative approaches to school improvement, leadership and governance, confident of the vital contribution of internal and external accountability.
6. Inspire and influence others - within and beyond schools - to believe in the fundamental importance of education in young people's lives and to promote the value of education.

### Assessment Form – Teachers' Standards

This assessment form may be used as part of the evidence base for assessment against the Teacher Standards. It can also be used as a self-assessment tool by the teacher. Appraisers are not expected to comment on every bullet point.

When assessing the teachers' performance against each of the Teachers' Standards the appraiser will assess qualified teachers against the standards **to a level that is consistent with what should reasonably be expected of a teacher in the relevant role and context within which the teacher is practising and at the relevant stage of their career** e.g. new or inexperienced teacher, experienced teacher, teacher on the Upper Pay Range

As a teacher moves up the Main Pay Range, the evidence and assessment should show:

- an increasing positive impact on pupil progress
- an increasing impact on wider outcomes for pupils
- improvements in specific elements of practice identified to the teacher, e.g. behaviour management or lesson planning
- an increasing contribution to the work of the academy school
- an increasing impact on the effectiveness of staff and colleagues

**TEACHERS' STANDARDS AUDIT  
AND PROFESSIONAL DEVELOPMENT OBJECTIVE PLANNER**

Name.....

Pay Point.....

Date.....

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



Standard	Out	Good	R/I	Inad.
<p><b>1.4. Plan and teach well structured lessons</b></p> <ol style="list-style-type: none"> <li>1. Impart knowledge and develop understanding through effective use of lesson time</li> <li>2. Promote a love of learning and children’s intellectual curiosity</li> <li>3. Set homework and plan out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired</li> <li>4. Reflect systematically on the effectiveness of lessons and approaches to teaching</li> <li>5. Contribute to the design and provision of an engaging curriculum within the relevant subject area(s)</li> </ol>				
<p><b>1.5. Adapt teaching to respond to the strengths and needs of all pupils</b></p> <ol style="list-style-type: none"> <li>1. Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively</li> <li>2. Have a secure understanding of how a range of factors can inhibit pupils’ ability to learn and how best to overcome these</li> <li>3. Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils’ education at different stages of development</li> <li>4. Have a clear understanding of the needs of all pupils, including those with special educational needs; those with high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them</li> </ol>				
Standard	Out	Good	R/I	Inad.
<p><b>1.6 . Make accurate and productive use of assessment</b></p> <ol style="list-style-type: none"> <li>1. Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements</li> <li>2. Make use of formative and summative assessment to secure pupils’ progress</li> <li>3. Use relevant data to monitor progress, set targets, and plan subsequent lessons</li> <li>4. Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback</li> </ol>				
<p><b>1.7 Manage behaviour effectively to ensure a good and safe learning environment</b></p> <ol style="list-style-type: none"> <li>1. Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school’s behaviour policy</li> </ol>				

<ol style="list-style-type: none"> <li>2. Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly</li> <li>3. Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them</li> <li>4. Maintain good relationships with pupils, exercise appropriate authority and act decisively where necessary</li> </ol>				
<p><b>1.8 Fulfil wider professional responsibilities</b></p> <ol style="list-style-type: none"> <li>1. Make a positive contribution to the wider life and ethos of the school</li> <li>2. Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support</li> <li>3. Deploy support staff effectively</li> <li>4. Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues</li> <li>5. Communicate effectively with parents with regard to pupils' achievements and well-being</li> </ol>				

<p><b>Part 2 Personal and Professional Conduct</b></p> <p>The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career</p>	+**	-**
<p><b>2.1.</b> 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"> <li>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</li> <li>2. Having regard to the need to safeguard pupils' well-being, in accordance with statutory provisions</li> <li>3. Showing tolerance of and respect for the rights of others</li> <li>4. Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs</li> <li>5. Ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law</li> </ol> <p><b>2.2</b> 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>		

<b>2.3</b> Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities		
<b>Preamble</b>	+**	-**
<ul style="list-style-type: none"> <li>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</li> </ul>		

**\*\* + performance in line with expectations - performance may be below expectations**

### 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.

- 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.
- Teachers must have proper and professional regard for the ethos, policies and practices of the academy school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

**Meets the standards for Personal and Professional Conduct**

**Overall assessment of the teachers' performance against the Teachers' Standards**

When assessing the teachers' overall performance against the Teachers' Standards the appraiser will assess qualified teachers against the standards **to a level that is consistent with what should reasonably be expected of a teacher in the relevant role and context within which the teacher is practising and at the relevant stage of their career** e.g. new or inexperienced teacher, experienced teacher, teacher on the Upper Pay Range

As a teacher moves up the Main Pay Range, the evidence and assessment should show:

- an increasing positive impact on pupil progress
- an increasing impact on wider outcomes for pupils
- improvements in specific elements of practice identified to the teacher, e.g. behaviour management or lesson planning
- an increasing contribution to the work of the academy school
- an increasing impact on the effectiveness of staff and colleagues

# Teaching Assistants and Support staff questionnaire for self- review

## Record of supervision meeting

Supervisor: .....

Supervisee: .....

Date: .....

Issues arising since previous supervision meeting.

Issues and actions from today.

Learning needs identified

Actions and timescale

Signed:

Supervisor .....

Supervisee .....



**Performance Appraisal Form – Support Staff**

<b>Name:</b>	<b>Appraiser:</b>
<b>Job Title:</b>	<b>Job Title:</b>
<b>Date Part A completed - Objectives setting:</b>	<b>Date Part B completed - Review of objectives:</b>
<b>Date mid-year review completed:</b>	

**Part A – Objective Setting and Development**

**A1 – Self Evaluation** – Prior to the objectives setting meeting please complete the self-evaluation section. This will help you get the most out of the appraisal process, help the Appraiser to set suitable objectives and will identify training and development needs.

<b>Employee Comments</b>	<b>Appraiser Comments (to be completed at the meeting)</b>
<b>1. What do you consider to be your main strengths?</b>	
<b>2. What do you enjoy or find satisfying about your job?</b>	
<b>3. Can you identify any development or training needs?</b>	
<b>4. Can you identify any barriers to performing well in your job?</b>	

<b>5. Do you have any future work related goals or ambitions?</b>	

**A2 – Objectives Setting and Mid-Year Review** – Objectives will be discussed and set at the meeting. All objectives will be SMART (Specific, Measureable, Achievable, Relevant and Time-related).

Part way through the year a review will be undertaken, as part of this meeting you will be asked to comment on your progress towards your objectives. Your Appraiser will also record their comments during your discussion. Should circumstances arise which mean that an objective is no longer relevant an amendment or alternative to the objective will be discussed and recorded.

	<b>Mid-Year Review Self-Assessment</b>	<b>Mid-Year Review Appraiser Comments</b>
<b>Objective 1</b>		
<b>Objective 2</b>		
<b>Objective 3</b>		
<b>Any identified and agreed training or development (initial meeting and/or mid-year review):</b>		
<b>Any amendments to objectives or notes following the mid-year review:</b>		



**B1 – Self-Assessment and Appraisal** – At the end of the cycle an Appraisal meeting will be held. Prior to the meeting please comment in the Self-Assessment section regarding what you think has gone well during the year, and what, if any, issues.

Objectives (taking account of any amendments at the mid-year review)	Self-Assessment	Appraiser Comments
Objective 1		
Objective 2		
Objective 3		

**B2 - Performance Appraisal** – to be completed by the Appraiser.

Objective	Not Met/ Unsatisfactory Performance	Met/Satisfactory Performance	Exceeded/ Excellent Performance
Objective 1			
Objective 2			
Objective 3			
<b>Overall Performance Assessment</b>			

**Further comments or notes by the employee:**

**Further comments or notes by the Appraiser/Line Manager:**

**Any comments by the Headteacher/Executive Principal:**

Signature:

Date:

Signature:

Date:

### Creating the climate for effective performance management

1. Team commitment - people are proud to belong to the school/Trust, and they find their work meaningful and useful; they talk about their work in a positive way.
2. Clarity - everyone in the organisation knows exactly what is expected of them in their role and the values of the school/Trust.
3. Standards - goals are audacious and challenging, but attainable.
4. Responsibility - staff are given authority and power to get things done.
5. Flexibility - there are no unnecessary rules, policies and procedures and initiative is encouraged.
6. Rewards - staff are recognised and rewarded for good performance.

### Giving successful feedback

1. Be specific and not general.
2. Timely - should be as close as possible to the observation/appraisal.
3. Actionable - the discussion should move to what the member of staff can actually do to improve their performance.
4. Developmental - suggesting ways in which the member of staff can learn from the observation/appraisal.
5. Goal and outcomes focused - let the person know exactly what you want them to achieve, rather than how they should accomplish it.
6. Objective behaviour based (not attitude) - focus on what the person did, not who they are, or what they might be thinking.
7. Be grounded in a positive culture - so that members of staff feedback to each other, rather than just their manager/appraiser.
8. Documented - keep track of performance improvement, particularly important if the member of staff is causing real concern.

**Agreement for Repayment of Training Costs**

**Name:**..... **Role:** .....

The Trust/School has agreed to pay for you to attend the following training course:

*Insert course details/cost .....*

*NB agreement to be implemented at discretion of Line Manager/Headteacher, as guidance this may be linked to training where a specific qualification or outcome is considered appropriate to the role and school need.*

In consideration of this, you agree that if your employment terminates after the school has incurred liability for the cost of you doing so you will be liable to repay some or all of the fees and other costs (to include examination entry fees and course materials) associated with the course.

1. You shall be required to repay the school as follows:

- If you fail to complete the course you will be required to pay 100% of the fees paid to date
- If you cease employment before you attend the training course but the school has already incurred liability for the costs, 100% of the fees or such proportion of the fees that the school cannot recover from the course provider shall be repaid
- If you cease employment during the training course 100% of the costs shall be repaid
- If you cease employment within 12 months of completing the training course, 50% of the costs shall be repaid
- If you cease employment within 18 months of completing the training course, 25% of the costs shall be repaid - thereafter no repayment will be required.

2. You shall not be required to repay any of the costs if:

- The school terminates your employment, except where it was entitled to and did terminate your employment summarily; or
- You terminate your employment in response to a fundamental breach by the school.

3. You agree to the school deducting the sums under this clause from your final salary or any outstanding payments due to you.

Signed: ..... Date: .....



Vale of Evesham School  
a specialist school for cognition and learning - enabling inclusion in the community