



PROFESSIONAL REVIEW AND DEVELOPMENT (APPRAISAL) POLICY

This is a whole-school policy, within the framework of which the Junior School and Infant School, plus EYFS, and the Nursery policies operate as appropriate.

Aims

We acknowledge that open and honest self-evaluation is the key to self-improvement. The Appraisal process is designed to support all colleagues in their work and allow them to grow as teachers. Appraisal is an on-going process of self-evaluation and improvement. A thorough Appraisal will consider all aspects of a colleague's work and their contribution to the wider life of the school. The colleague can address, in the supportive atmosphere of the Appraiser/Appraisee relationship, aspects of their current practice which require further development and set CSMART (Challenging, Specific, Measurable, Achievable, Realistic, Timed) targets to help them achieve their goals. The process will also allow them to demonstrate how they have promoted the goals of the school and contributed to departmental and whole-school development plans.

The performance of all teachers, regardless of their career stage, will be assessed against the Teachers' Standards. The standards define the minimum level of practice expected of trainees and teachers from the point of being awarded QTS. In order to meet the Teachers' Standards, a teacher will need to demonstrate that their practice is consistent with the definitions set out in Part 1 (Teaching) and Part 2 (Personal & Professional Conduct).

A summary of the Teachers' Standards is included in this document. The full Teachers' Standards documentation is available to download from <http://www.education.gov.uk/schools/teachingandlearning/reviewofstandards>

Procedure

The Headmaster holds ultimate responsibility for the Professional Review and Development of all teaching staff. He will appraise teaching members of SMT who will in turn appraise Heads of Departments. The principle is held that each member of staff has one Appraiser and the single appraisal meeting will cover all aspects of their job within the school. See chart for details of Appraisers and Appraisees.

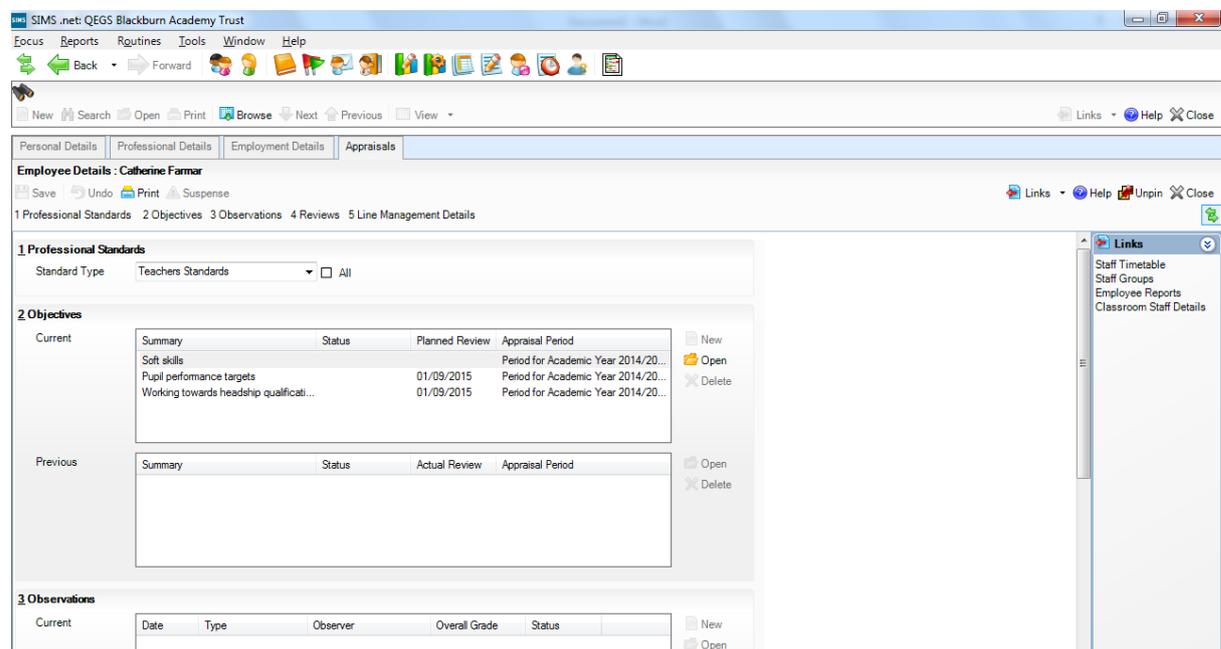
Teaching staff may object to the appointment of an appraiser, on professional grounds, in writing to the Headmaster who will consider this and make a decision. Where the objections are rejected by the Headmaster, the teacher should be advised in writing.

The Appraisal Cycle

Stage 1 – Planning The Appraisal cycle commences in the first half of the Michaelmas term, when Appraiser and Appraisee meet to agree the Appraisee's targets for the coming academic year. Targets will normally be based on

- **Pupils' performance in the Appraisee's classes**
- **For HoDs: pupils' performance across their subject**
- **For SMT: improving an aspect of leadership role**
- **Contributions to improvements in teaching and learning within the Appraisee's department**
- Developing a pastoral role
- Developing a wider participation in school life
- Developing a leadership role
- Career progression
- Working towards a departmental development target
- Working towards a whole-school development target

Bold items are essential for all colleagues. Three targets per cycle will be the norm; two will be sufficient for part-time colleagues. Agreed targets are recorded on SIMS in the Appraisee's Appraisal tab. All targets should be linked to one of the School Objectives and to the Teachers' Standards.



The screenshot shows the SIMS.net interface for QEGS Blackburn Academy Trust. The user is logged in as Catherine Farnar. The interface is divided into several sections:

- Professional Standards:** A dropdown menu is set to 'Teachers Standards' with an 'All' checkbox.
- 2 Objectives:** A table with columns for Summary, Status, Planned Review, and Appraisal Period.

Summary	Status	Planned Review	Appraisal Period
Soft skills			Period for Academic Year 2014/20...
Pupil performance targets		01/09/2015	Period for Academic Year 2014/20...
Working towards headship qualificati...		01/09/2015	Period for Academic Year 2014/20...
- 3 Observations:** A table with columns for Date, Type, Observer, Overall Grade, and Status.

The Appraiser and Appraisee will also discuss what INSET or other on-going support will be desirable to help the Appraisee achieve these targets. (INSET requirements will be forwarded to the Deputy Head (Academic), who holds the INSET budget.)

Observations of teaching will form a significant part of the judgements made at the end of the Appraisal cycle. It can be decided at this meeting which classes will be observed and at roughly what time during the year. Up to two lesson observations should normally be undertaken by the Appraiser.

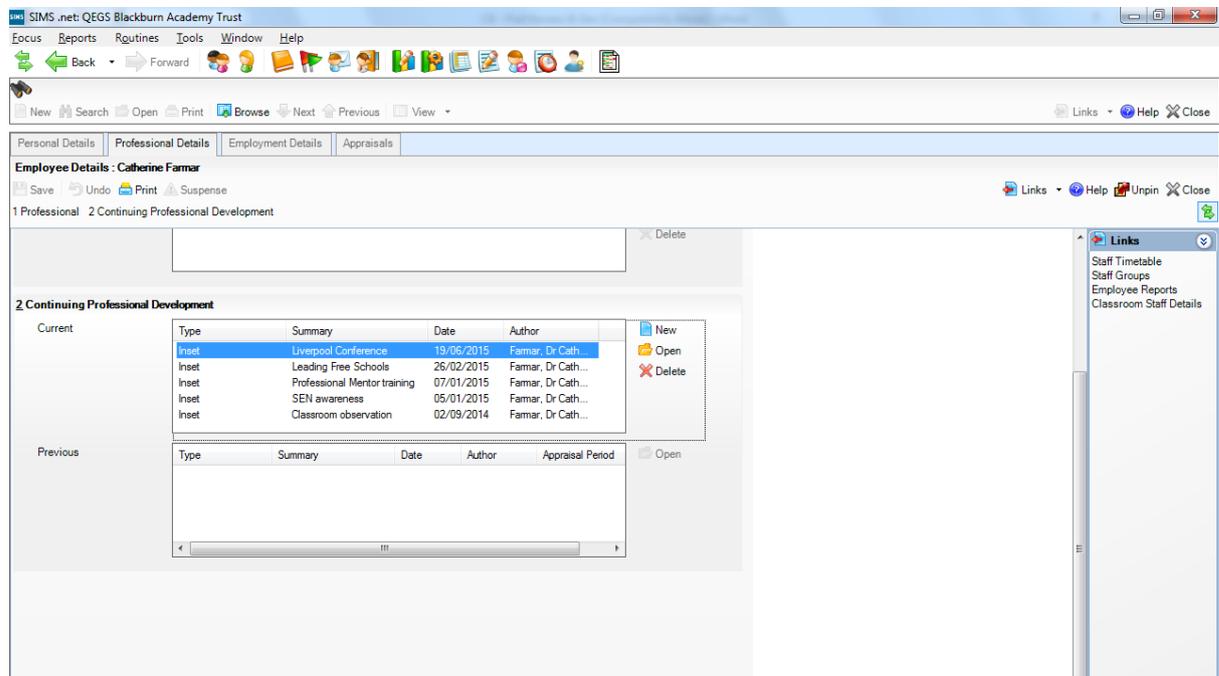
Routine unannounced observations and/or Learning Walks by the Headmaster or members of SMT will not form part of the appraisal process

All planning meetings must be completed by 31st October each year.

Stage 2 – Doing

During the year the Appraisee is developing their working practices, attending INSET (as required) and working towards their targets. Agreed lesson observations will take place. The Appraiser should be seen as a confidant(e) and adviser to the Appraisee – not as a judge – and they should be considered a normal port of call for professional advice. Mid-year reviews may be conducted; such meetings can be formal or informal as agreed by both parties.

Appraisees should keep an on-going record of INSET attended and other professional development activities under the SIMS Professional Details tab. These will automatically link to the appropriate appraisal target



The screenshot shows the SIMS.net interface for QEGS Blackburn Academy Trust. The 'Professional Details' tab is selected, showing 'Employee Details: Catherine Farmer'. Under the 'Continuing Professional Development' section, there are two tables: 'Current' and 'Previous'.

Type	Summary	Date	Author	
Inset	Liverpool Conference	18/05/2015	Farmer, Dr Cath...	New
Inset	Leading Free Schools	26/02/2015	Farmer, Dr Cath...	Open
Inset	Professional Mentor training	07/01/2015	Farmer, Dr Cath...	Delete
Inset	SEN awareness	05/01/2015	Farmer, Dr Cath...	
Inset	Classroom observation	02/09/2014	Farmer, Dr Cath...	

The 'Previous' table is currently empty.



Stage 3 – Self-Evaluation

Self-evaluation by the Appraisee will take place, either at the end of the Trinity term or the beginning of the Michaelmas term. Appraisees should reflect on their developments over the year and identify new goals for further improvement. It will set the scene for the final stage.

Stage 4/1 – Review and Planning

The Appraisal cycle concludes with the Review meeting where Appraiser and Appraisee consider progress towards the agreed targets. Evidence to support the meeting (or exceeding) of targets can include (but is not limited to)

- Lesson observations (by Appraiser, SMT or peer)
- Evidence of teaching materials produced
- Reviews of assessment results, including public examinations
- Records of active participation in school events

Evidence should have been logged by the Appraisee on the SIMS system during the year to facilitate this process.

Agreement will be reached on the status of each target at the end of the cycle

- Working towards target
- Met target
- Exceeded target

The Review meeting will continue with planning for the next Appraisal cycle, as in Stage 1.

A parallel system will be in place for support staff.

N.B. Newly Qualified Teachers (NQTs) follow a separate, rigorous programme of induction and monitoring during their first year of teaching, and are not required to take part in the Appraisal process until this is completed.

Teachers' Standards

The full Teachers' Standards documentation is available to download from <http://www.education.gov.uk/schools/teachingandlearning/reviewofstandards>

PREAMBLE

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills

as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

PART ONE: TEACHING

A teacher must:

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

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

2. Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

3. Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4. Plan and teach well structured lessons

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

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

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6. Make accurate and productive use of assessment

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

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

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

8. Fulfil wider professional responsibilities

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



PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

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

- 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
 - promoting 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 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.

Reviewed:

June 2016

Approved by Board of Governors:

June 2016