



**CARMEL EDUCATION TRUST**

**PERFORMANCE APPRAISAL POLICY**

**TEACHING STAFF**

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## **1 Purpose**

- 1.1 This policy provides the framework for a clear and consistent assessment of the overall performance of teachers, including the Chief Executive Officer and Head teacher, and for supporting their development within the context of the Trust's overall strategy and vision and the individual school development plans for each Academy. It also sets out the arrangements that will apply when teachers fall below the levels of competence that are expected of them.

## **2 Application of the policy**

- 2.1 The policy covers appraisal and links to the capability policy and applies to the Chief Executive Officer and Head teacher, and to all teachers employed by the Trust, except those on contracts of less than one term, those undergoing induction (i.e. NQTs) and those who are subject to the Trust's capability policy.
- 2.2 Throughout this policy, unless indicated otherwise, all references to 'teacher' includes the Chief Executive Officer and Head teacher. Reference to 'academy' includes each constituent school within the Multi- Academy Trust.

## **3.0 Teacher Appraisal**

- 3.1 Appraisal in this 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.

## **3.2 The appraisal period**

The appraisal period will run for twelve months from 1 September to 31 August.

- 3.2.1 The annual audit against national standards will be completed no later than 1 September in each appraisal period
- 3.2.2 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.

## **3.3 Appointing appraisers**

- 3.3.1 The Chief Executive Officer will be appraised by the Directors, supported by a suitably skilled and/or experienced external adviser who has been appointed by the Board of Directors for that purpose.
- 3.3.2 The task of appraising the Chief Executive Officer including the setting of objectives, will be delegated to a sub-group consisting of three members of the Board of Directors.

3.3.3 The Chief Executive Officer and Head teacher will decide who will appraise other teachers. This will normally be:

- The Chief Executive Officer and Head teacher
- A member of the senior ship team
- The teacher with a clear line management overview of a teacher's work
- A teacher(s) specifically identified to undertake appraisal of other teachers in the Academy (normally this will be a teacher with management responsibility)

### **3.4 Objecting to an appraiser**

#### **Chief Executive Officer**

3.4.1 Where the Chief Executive is of the opinion that any of the Directors appointed by the Board of Directors is unsuitable for professional reasons to act as his/her appraiser, s/he may submit a written request to the Chair of the Board of Directors for that Director to be replaced, stating those reasons.

### **3.5 Teachers**

3.5.1 The choice of appraiser is for the Chief Executive Officer/Head teacher. Where a teacher is of the opinion that an appraiser is unsuitable for professional reason s/he may submit a written request to the Chief Executive Officer/Head teacher, for that appraiser to be replaced, stating those reasons.

3.5.2 Where it becomes apparent that the appraiser will be absent for the majority of the appraisal cycle, the Chief Executive Officer / Head teacher may perform those duties herself/himself or delegate those duties to another teacher for the duration of that absence.

3.5.3 If the appraiser is not the teacher's line manager, the appraiser to whom she/he delegates those duties will have an appropriate position in the staffing structure, together with the necessary background knowledge, skills and training to undertake the role.

3.5.4 Where a teacher is experiencing difficulties the Chief Executive Officer / Head teacher may undertake the role of appraiser. See also section on Teachers Experiencing Difficulties.

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

### **3.6 Setting objectives**

3.6.1 The Chief Executive's objectives will be set by the Board of Directors after consultation with the external adviser. Objectives will be focused on key priorities for the Trust and take account of relevant standards.

3.6.2 Objectives for each teacher, including the Chief Executive Officer, 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 standards, will be Specific, Measurable, Achievable, Realistic and Time-bound and will be appropriate to the teacher's role and level of experience. The appraiser and teacher will seek to agree the objectives but, if that is not possible, the appraiser will determine the objectives, and the teacher may record their comments in writing as an appendix to the appraisal statement. Objectives should be reviewed and may be revised if circumstances change.

- 3.6.3 Where a teacher has additional whole school/leadership responsibilities an additional appraiser may feed into the performance review alongside the designated lead appraiser. The teacher will be informed how this will be managed throughout the appraisal cycle and who will be the lead appraiser for when the final decision is made.
- 3.6.4 Where a teacher is on maternity leave or long term sick leave for part or all of an appraisal cycle, where possible, short term objectives should be set for the teacher before and/or after the maternity leave/long term sick leave period. This may include evidence of skills and performance over a different period but in any case, the exact adjustments will be made on a case-by-case basis, depending on the circumstances of the individual teacher and the school. The objectives set are to be achievable within the amended timescales.
- 3.6.5 Where a teacher joins the Trust mid-year, therefore mid appraisal cycle, short term objectives should be set for the teacher for the remainder of the appraisal cycle. The objectives set are to be achievable within the remaining timescales.
- 3.6.6 The objectives set for each teacher, including the Chief Executive Officer, will, if achieved, contribute to the Trust's plans for improving the educational provision and performance and improving the education of pupils at each Academy. This link will be made through:
- Trust wider objectives
  - Whole Academy objectives (Teaching & Learning)
  - School Development Plan Priorities
  - Pupil Progress
  - Leadership & Management or Professional Development (if appropriate)
- 3.6.7 Under normal circumstances teachers will have three objectives. However, teachers who are found not to be meeting standards at the appropriate level for their career stage, **Appendix A (Teachers)**, **Appendix B (Leadership)** 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.
- 3.6.8 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. All teachers will be assessed against the set of standards contained in the document called "Teachers' Standards". The procedure for conducting the audit against the standards is attached at **Appendix C**. Assessments will also be conducted (if appropriate) against:

- National Standards of excellence for Head Teachers (2015)
- National Standards for Subject Leaders (1998)
- Upper Pay Spine
- Excellent Teacher Standards
- Advanced Skills Teacher Standards
- SENCO standards
- Draft National Standards for College Leaders (NCSL)

3.6.9 The Chief Executive Officer and Head teachers will be responsible for ensuring that the appraisal process operates consistently, that objectives are focused on Trust and Academy priorities and that they take account of the standards audit. All objectives will be referred to the chief Executive Officer / Head teacher prior to the commencement of the cycle of monitoring. Where 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.

3.6.10 All staff will use the current procedures for recording and monitoring their appraisal objectives within their School / Academy.

### **3.7 Reviewing performance**

#### **3.7.1 Observation**

3.7.2 The Trust believes that 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 for gaining useful information which can inform Academy improvement more generally. All observation will be carried out in a supportive fashion by those with Qualified Teacher Status.

3.7.3 Detailed arrangements for the observation of classroom and leadership practice are set out in **Appendix D**.

#### **3.8 Other Evidence**

3.8.1 Throughout the year there will be regular analysis of pupil progress, work scrutiny, surveys, scrutiny of planning and evaluation records and records of participation in whole Academy life, this will be highlighted in the performance management planning document.

#### **3.9 Feedback**

3.9.1 Teachers will receive constructive feedback on their performance throughout the year and as soon as practicable after observation has taken place or other evidence is gathered. Feedback and discussion with the teacher, will highlight particular areas of strength as well as any areas that require attention and will determine any appropriate action required.

3.9.2 Where, following the audit against teacher standards or during the review cycle, there are concerns about any aspects of the teacher's performance these will be addressed via **Appendix E** of this policy.

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

### **3.10 Development and support**

3.10.1 Appraisal is a supportive process, which will be used to inform continuing professional development. The Trust wishes to encourage a culture in which all teachers take responsibility for improving their teaching through appropriate professional development. Professional development will be linked to school improvement priorities and to the ongoing professional development needs and priorities of individual teachers as detailed in the section on “Setting Objectives” above.

### **4.0 Teachers experiencing difficulties**

4.1 When dealing with a teacher experiencing difficulties, the objective is to provide support and guidance through the appraisal process in such a way that the teacher’s performance improves and the problem is, therefore, resolved.

4.2 Where it is apparent that a teacher’s personal circumstances are leading to difficulties, support will be offered as soon as possible, without waiting for the formal annual assessment.

4.3 If an appraiser identifies through the appraisal process, or via other sources of information, for example parental complaints, that the difficulties experienced by a teacher are such that, if not rectified, could lead to capability procedures the appraiser, the Chief Executive Officer / Head teacher or a member of the leadership team, will, as part of the appraisal process meet the teacher to:

- give clear written feedback to the teacher about the nature and seriousness of the concerns;
- give the teacher the opportunity to comment on and discuss the concerns;
- give the teacher at least 5 working days’ notice that a meeting will be held to discuss targets for improvement alongside a programme of support, and inform the teacher that he/she has the right to be assisted by a representative of an independent trade union or work place colleague, and at any future meetings where capability will be discussed;
- in consultation with the teacher at the above meeting, an action plan with support will be established (for example coaching, training, in-class support, mentoring, structured observations, visits to other classes or Academies or discussions with advisory teachers), that will help address those specific concerns;
- make clear how progress will be monitored and when it will be reviewed;
- explain the implications and process if no, or insufficient, improvement is made.

4.4 The teacher’s progress will continue to be monitored as part of the appraisal process and a reasonable time will be given for the teacher’s performance to improve. This will depend upon the circumstances, but will be for a period of 7 weeks, with appropriate support as agreed in the action plan, in order that

the aim of recovering and improving performance can be achieved. During this monitoring period the teacher will be given regular feedback on progress and arrangements will be made to modify the support programme if appropriate.

- 4.5 If sufficient progress is made such that the teacher is performing at a level that indicates there is no longer a possibility of capability procedures being invoked the teacher should be informed of this at a formal meeting with the appraiser or Chief Executive Officer / Headteacher. Following this meeting the appraisal process will continue as normal.

## **5.0 Transition to capability**

- 5.1 If the appraiser is not satisfied with progress, the teacher will be notified in writing that the appraisal system will no longer apply and that their performance will be managed under the Trust's capability procedure. This will immediately trigger the commencement of the Trust's formal capability procedure.

## **6.0 Annual assessment**

- 6.6.1 Each teacher's performance will be formally assessed in respect of each appraisal period. In assessing the performance of the Chief Executive Officer, the Board of Directors will consult the external adviser.

- 6.6.2 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
- Mid-cycle review meeting with appraiser
- Observation / scrutiny of leadership and management activities where appropriate
- Other feedback obtained during the cycle relevant to the teacher's overall performance.

- 6.6.3 The teacher will receive a written appraisal report as soon as practicable following the end of each appraisal period and be provided the opportunity to comment in writing. 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 and the relevant 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 (N.B pay recommendations need to be made by 31 October)

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

- 6.6.5 Other than for the Chief Executive Officer, any recommendations on pay will be referred to the Head teacher before being referred on to the Directors.
- 6.6.6 All performance management activities will normally take place within the teacher's directed time, but not within a teacher's PPA time unless in agreement with the Teacher.

## **7.0 Appeals**

- 7.1 Appraisees have a right of appeal against any of the entries in the written appraisal report. Details of the appeals process are included within the Trust's Pay Policy. Where the Chief Executive Officer has not been recommended for pay progression he/she will be informed by the appropriate Director. The Chief Executive Officer / Head teacher will notify any teacher who has not been recommended for pay progression of the date when the Pay Review Committee meets to consider pay recommendations, following which the teacher (and the Chief Executive Officer if not recommended for pay progression) may exercise the right of appeal, assisted by a companion who may be a colleague, a trade union official or a trade union representative.

## **8.0 Confidentiality**

- 8.1 Access to the written appraisal report will normally be limited to the appraisee, the appraiser, the Chief Executive Officer / Head teacher and / or nominated member of the senior management team.

## **9.0 Equality and consistency**

- 9.1 As outlined above, the Chief Executive Officer / Head teacher will have overall responsibility for the quality assurance of the appraisal process across the School / Academy. This will include ensuring the consistency and equality of application of the process throughout the Academy. The Chief Executive Officer / Head teacher may delegate responsibility for monitoring consistency and equality of application to a teacher member of the senior management team.
- 9.2 The Board of Directors is committed to ensuring that the performance appraisal process is fair and non-discriminatory and the following monitoring data will be included within the equality information published by each school / academy because they represent the possible grounds for unlawful discrimination:
- *age*
  - *disability*
  - *gender reassignment*
  - *marriage and civil partnership*
  - *pregnancy and maternity*
  - *race*
  - *religion and belief*
  - *sex*
  - *sexual orientation*



- 9.3 The Chief Executive Officer / Head teacher will 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.
- 9.4 The Board of Directors is committed to ensuring consistency of treatment and fairness and will abide by all relevant equality legislation.

**10.0 Retention of statements**

- 10.1 Written appraisal records will be retained in a secure place for six years and then destroyed.

**CAREER LEVEL DESCRIPTORS TO ACCOMPANY THE 3 PAY LEVEL STRUCTURE**

Professional Area	Relevant Standards	Band A Teacher	Band B Accomplished Teacher	Band C Expert Teacher
		123	456	789
Level of support for Teacher		With support and mentoring Focus on own class	Independently and starting to support others Focus on year group and department	Significant support of others Focus on whole school
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	All aspects of teaching over time are good	Many aspects of teaching over time are outstanding
PROFESSIONAL OUTCOMES	1.1(2) 1.2(1,2,3) 1.5(1) 1.6 (3,4) Preamble	With appropriate additional support, most pupils progress in line with school expectations	Most pupils progress in line with school expectations without additional support	Significant numbers of pupils exceed school expectations
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 all groups of pupils and productive sharing of professional practice with others.	Working relationships with colleagues are characterised by an enthusiastic commitment to helping them overcome professional challenges
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 for pupils
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

**CAREER LEVEL DESCRIPTORS (LEADERSHIP) (Generic)**

**APPENDIX B**

<i>Professional Area</i>	<b>LEADING COLLEAGUES; BUILDING TEAMS</b>	<b>MANAGING PERSONAL PROFESSIONAL DEVELOPMENT</b>	<b>ACTING ON EVIDENCE</b>	<b>DEVELOPING TEACHING AND LEARNING</b>	<b>HANDLING ACCOUNT ABILITY</b>	<b>MANAGING RESOURCES</b>	<b>CATHOLIC COMMUNITY</b>
<i>Relevant Standards NCSL 2008</i>	S10; 36; 37; 45; 68	S39	S1; 7; 17; 23	S12; 14; 15; 19; 20; 22	S9; 35; 37; 46	S24; 30	
<b>Assistant Principal, Assistant Head Teacher, Assistant Head</b>	Provides effective overall leadership; may require support in one or two areas while adapting to new role	Developing an understanding of their own development needs and those in their team	Developing an understanding of and implementing procedures and systems that deliver suitable evidence for making appropriate judgements about standards within their area of responsibility	Majority of aspects of teaching and learning over time are outstanding	Developing their ability to hold others to account	Manages resources competently	Preserve and develop the Catholic religious ethos
	Adhere and contribute to the vision and values of the school	Take responsibility for, and actively engage in, on-going professional learning to enhance professional skills and practice	Analyse performance data effectively to identify the necessary intervention	Model best practice to develop others	Be accountable to the Governing Body	Manage financial resources effectively to ensure quality assurance	Model Catholic values in professional relationships with staff and other stakeholders
	Lead and manage change across the school	Receive and act on feedback to continually develop professional practice	Implement, monitor and evaluate intervention strategies	Monitor and evaluate the quality of teaching and learning	Use data effectively to improve practice	Manage human and physical resources effectively ensuring best outcomes and value for money	Take lead in liturgical events
	Ensure colleagues managed have a clear	Model good practice via personal self-		Contribute to the design, development and	Monitor the performance of colleagues,	Assist with selection and	Support staff in engaging with

	<b>understanding of schools vision, values and sense of direction</b>	<b>reflection against the relevant professional standards</b>		<b>delivery of the curriculum</b>	<b>challenge underperformance &amp; implement the necessary support strategies to bring about improvement</b>	<b>appointment of staff</b>	<b>the Catholic ethos.</b>
	<b>Provide constructive feedback to colleagues to aid their professional development via coaching and mentoring</b>				<b>Respond to feedback from staff, students and parents to ensure effective learning opportunities are provided</b>		
	<b>Build, lead and manage collaborative teams who share professional practice</b>				<b>Demonstrates a clear understanding of the principles and practice of quality assurance systems, including self-evaluation and staff appraisal</b>		
	<b>Provide support actions which address individual, team and school needs</b>						
<b>Vice Principal, Deputy Head</b>	<b>Provides good leadership in all areas</b>	<b>Has developed a good understanding of their own development needs and those in their team</b>	<b>Has a good understanding of and skilfully implements procedures and systems that deliver good evidence for</b>	<b>Build a culture of collaboration practice and implement strategies to develop priorities</b>	<b>Successfully holds other leaders to account</b>	<b>Manage a complex range of resources</b>	<b>Lead the development of the Catholic life of the school</b>

			<b>making insightful judgements about standards within their area of responsibility</b>				
	<b>Demonstrates strategic thinking and planning that builds, communicates and carries forward a shared vision</b>	<b>Lead professional development of staff</b>	<b>Scrutiny of data to be based on analysis of need</b>	<b>Contribute to systems which validate the quality of teaching, learning and assessment</b>	<b>Contribute to the development of policy</b>	<b>Take account of legislation and national and local agreements in all aspects of resource management</b>	<b>Be aware of the teachings of the Church</b>
	<b>Leadership of specific whole school functional area leading to continuous improvement</b>	<b>Distribute management tasks and responsibilities</b>	<b>Support staff in the use of data to plan teaching and learning with a focus on improving outcomes for all learners</b>	<b>Encourage teams of staff to come together to address key areas</b>	<b>Evaluate performance using clearly defined assessment criteria</b>	<b>Consider the sustainability implications of resourcing decisions</b>	<b>Be aware of the legal setting (Catholic context within the Trust)</b>
	<b>Review progress regularly and effectively to inform future priorities</b>	<b>Continually develop own practice by drawing on evidence about effective leadership learning</b>	<b>Share data to inform decision making and identify priorities</b>	<b>Lead curriculum development</b>		<b>Assist with selection and appointment of staff</b>	<b>Give priority to Catholic Applicants in accordance with appropriate legislation</b>
	<b>Facilitate the development of leadership teams</b>						<b>Take responsibility for successful preparation for Diocesan inspection</b>
<b>Head Teacher</b>	<b>Provides leadership which is good in all areas and outstanding in some</b>	<b>Highly skilful leadership of staff development within their area of responsibility</b>	<b>Has an outstanding understanding of and highly effectively implements procedures and</b>	<b>Be accountable for teaching standards across the school, creating opportunities to</b>	<b>Developing their ability to hold others to account</b>	<b>Manages resources highly effectively</b>	<b>Models Catholic leadership in the exercise of authority</b>

			<b>systems that deliver excellent evidence for making high quality judgements about standards within their area of responsibility</b>	<b>develop identified priorities</b>			
	<b>Consistently demonstrate strategic thinking and planning that builds, communicates and carries forward a shared vision</b>	<b>Lead, manage and evaluate professional development of staff</b>	<b>Analysis of needs of pupils and appropriate translation of educational policy and frameworks to meet the needs of pupils</b>	<b>Establish and oversee systems which validate the quality of teaching, learning and assessment</b>	<b>Accountable for effective management of resources in a defined area of the school</b>	<b>Ensure legislation and national and local agreements are adhered to at all levels</b>	<b>Keep up to date with all CES publications and requirements</b>
	<b>Leadership of significant whole school functional area securing positive improvement</b>	<b>Lead and manage those staff with leadership responsibility</b>	<b>Use collated evidence to inform decision making</b>	<b>Lead, manage and oversee teams of staff addressing key areas</b>	<b>Implement and monitor policy documentation</b>	<b>Foster collective responsibility for the sustainable, transparent, fair and effective use of resources</b>	<b>Lead and model Catholic values and ethos</b>
	<b>Have impact that can be evaluated using a range of methods</b>	<b>Continually develop own practice cultivating own theoretical and practical knowledge</b>		<b>Lead, manage and evaluate curriculum development and design</b>		<b>Select and appoint staff (other than Leadership posts)</b>	<b>Where appropriate appoint and promote Catholic staff to positions of responsibility</b>
	<b>Strengthen succession planning by developing staff leadership skills</b>						<b>Foster Parish links</b>

	<b>Collaborate with other schools/ institutions</b>						<b>Leads the school in worship</b>
	<b>Be quality assured according to the clear and shared standards</b>						

## Appendix C – Procedure for Conducting National Standards Audits

- 1 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 or no later than 1 September, so that the most helpful professional development performance management objectives can be identified, and any necessary, arrangements made, in good time for the new academic year.
- 2 The 2013 Appraisal Regulations 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.
- 3 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) at the level indicated by the agreed career stage expectations set out in Appendix A
  - Each teacher’s appraiser paired with the Principal/appropriate senior leadership team member, normally this will be the Link Leader, will complete the audit in exactly the same way. 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 audits will then be exchanged. At least a week will be allowed for the teacher to assemble any necessary evidence.
  - Teacher and appraiser will then attend a 45 minute 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, who will meet with the teacher, consider all available evidence, and inform the teacher of her decision
  - A teacher dissatisfied with the Principal’s decision will have the right of appeal to Directors under existing procedures.



## **Appendix D – Observation of Teaching and Leadership Practice**

### **1 Formal Lesson Observations**

1.1 Teachers (other than those who are part of the National Standards Support Programme set out in Appendix E) will have 3 lesson observations in the course of the appraisal cycle, announced and unannounced. Lesson observations will be carried out by: -

- The Principal or member of the senior leadership team; normally the departmental Link Leader
- The Appraiser
- The Curriculum Leader

1.2 An individual teacher is free to request that all general lesson observations be unannounced

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

1.4 The Academy's approved Lesson Observation Pro Forma should be used in all cases.

### **2 Other Leadership Visits to Lessons**

2.1 There will be other occasions in the year when those with leadership responsibilities are present in lessons. 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 may be announced or unannounced and may full lesson visits or drop-ins.

2.2 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.

2.3 If any aspect of 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 at the appropriate career stage, the special support arrangements set out in **Appendix D** will apply.

### **D3 Formal Observation of Leadership Practice**

#### **3.1**

Leaders (other than those who are part of the National Standards Support Programme) will have up to one leadership observation in the course of the appraisal cycle and this may be announced or unannounced.

## **Appendix E: Provision of Additional Support Where National Standards Are Not Met – (National Standards Support Programme)**

- 1 Where national standards are found not to be met at the appropriate career stage, special arrangements will be made to ensure that the appropriate support can be provided. These may include:
  - The appointment of a reviewer from the senior leadership team
  - The setting of an appropriate number of additional appraisal objectives above the Academy norm
  - Additional formal lesson observations, many or all of which may be unannounced
- 2 Where information comes to light in the course of an appraisal cycle that leads the Principal to conclude that national standards are not met at the appropriate career stage expectation level, these new arrangements, including a change of reviewer, will come into force as soon as possible after the decision has been made
- 3 Where national standards are identified as not being met at the appropriate career stage expectation level by either means, appraisal objectives will be action planned to a much shorter timescale, typically one term, but less if the Principal decides the situation warrants this. At the end of each such period, progress will be reviewed, and a decision made on whether:
  - To end the support programme and resume normal appraisal arrangements
  - To continue to provide support within appraisal by setting further short-term objectives
  - To suspend appraisal and move immediately into the formal capability procedure.