



Teacher Appraisal Policy

This Appraisal Policy will be delivered, taking into account guidance from the DFE in the light of the COVID19 pandemic

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In this policy **text in bold** indicates statutory requirements contained in the Appraisal Regulations 2012 or the School Staffing Regulations.

Teacher Appraisal Policy

The Governing Body of Oldfields Hall School adopted

this policy on _____

The Governing Body will review the policy in 12 months' time.

The Governing body will take account of the head teacher's report in its review of the policy. Should the Governing Body wish to make revisions to the policy, the Governing Body will seek to agree such revisions with the recognised Trade Unions.

1. Purpose

- 1.1 Revised appraisal arrangements come into force with effect from 1 September 2012. They are set out in the Education (School Teachers' Appraisal) (England) Regulations 2012 (the Appraisal Regulations) which replace the Education (School Teacher Performance Management) (England) Regulations 2006 (the 2006 Regulations). The 2006 Regulations continue to apply to any performance management cycle which is in progress on 1 September 2012.
- 1.2 This policy sets out the framework for a clear and consistent assessment of the overall performance of teachers, including the head teacher, and for supporting their development within the context of the school's plan for improving educational provision and performance to enhance pupil achievement, and the standards expected of teachers.
- 1.3 Appraisal in this school 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 through high quality CPD and to develop further as teachers.
- 1.4 This policy applies to the head teacher and to all teachers employed by the school or local authority, except those on contracts of less than one term, those undergoing induction (ie NQTs) and those who are subject to performance improvement procedures. The Appraisal process will not be used as a substitute for informal programmes of support or counselling which should precede the initiation of a formal performance improvement procedure.

2. The appraisal period

- 2.1 **The appraisal period will run for twelve months** normally from 1st November to 31st October.
- 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.**
- 2.3 There is flexibility to have a longer or shorter appraisal period when teachers begin or end employment with a school or local authority or when unattached teachers change post within the same authority.

3. Appointing appraisers

- 3.1 **The head teacher will be appraised by the Governing Body, supported by a suitably skilled and experienced external adviser who has been appointed by the Governing Body** and ideally agreed by the head teacher, **for that purpose.**
- 3.2 In this school the task of appraising the head teacher, including the setting of objectives, will be delegated to a sub-group consisting of normally **three members of the Governing Body**. Where a head teacher is of the opinion that any of the governors and/or the external advisor appointed by the governing body is unsuitable to act and/or support as his/her appraiser, s/he may submit a written request for that governor to be replaced, stating the reasons for the request.
- 3.3 The head teacher, after consultation, will decide who will appraise the other teachers. All appraisers of teachers other than head teachers will have appropriate, relevant and current teaching experience. All appraisers should have Qualified Teacher Status and the appraiser will receive sufficient and appropriate training before undertaking the role. The appraiser should have equivalent or greater level of responsibility than the teacher he or she is appraising, and normally have line management responsibility. The designated appraiser must conduct all aspects of the review, including pay recommendations of teachers who are eligible. Where it becomes apparent that the appraiser appointed by the head teacher will be absent for the majority of the appraisal cycle, the head teacher may perform those duties him/herself or delegate those duties to another teacher for the duration of the absence.
- 3.4 Where possible, alternative appraisers will be offered to teachers where there is a genuine and valid reason or the appointed appraiser is not available due to long term sickness. This will be confirmed with the

appraisee at the beginning of the process. Wherever practicable, an appraiser should ONLY have a maximum of four appraisees.

4. Setting objectives

- 4.1 Objectives set will be Specific, Measurable, Achievable, Realistic and Time-bound and will be appropriate to the appraisee's role and level of experience. Common objectives may be agreed to support school development plans.
- 4.2 **The headteacher's objectives will be set by the Governing Body after consultation with the external adviser** and the headteacher.
- 4.3 **Objectives for each teacher will be set before or as soon as practicable after, the start of each appraisal period.** This will be quality assured by the headteacher
- 4.4 The appraiser and appraisee will seek to agree the objectives but where a joint determination cannot be made the appraiser will make the determination. The appraisee may request moderation and should this be unsuccessful then the appraisee will be given the opportunity to append comments alongside their objectives. Each school must agree its own moderation process. Objectives may be revised by agreement if circumstances change.
- 4.5 **The objectives set for each teacher will, if achieved, contribute to the school's plans for improving the school's educational provision and performance and improving the education of pupils at that school** and take into account the professional aspirations of staff. No teacher will be given more than three objectives: setting more than three objectives can cause increased workload and be inconsistent with the school's strategy for achieving work / life balance for all staff.
- 4.6 **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.** Teachers' Standards (July 2011) provide the context in which, through professional discussions, objectives are set, CPD needs identified, success criteria defined and the nature and extent of any required observations planned. The Teachers' Standards should not be used as a checklist but should inform the setting of targets. The Teachers' standards for the career stages at this school are detailed in [Appendix 1](#).
- 4.7 The agreed objectives will contain a description of what success may look like. Where use of numerical targets is appropriate, these will be reasonable, in the circumstances in which the teacher works and it will be

recognised that factors outside teachers' control may significantly affect success. The objective sheet can be used to describe an objective.

Setting more than three objectives, or for example using sub-targets, can lead to teachers experiencing unreasonable workload and pressure, making objectives more difficult to achieve. Therefore, other than in exceptional circumstances, no teacher will be given more than three objectives.

- 4.8 The appraiser will take into account the effects of an individual's circumstances, including any disability, when agreeing objectives. For example, this might include a reasonable adjustment to allow an individual slightly longer to complete a task than might otherwise be the case. When staff return from a period of extended absence, objectives may be adjusted to allow them to readjust to their working environment.

5. Reviewing performance

5.1 Observation

- 5.1.1 This school 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 supportive fashion and follow the procedure as set out in [Appendix 2](#).
- 5.1.2 The amount and type of classroom observation will depend on the individual circumstances of the teacher and the overall needs of the school. The total period for classroom observation arranged for appraisal purposes for any teacher will not exceed three hours per cycle having regard to the individual circumstances of the teacher. There is no requirement to use all of the three hours. The amount of observation for each teacher should reflect, and be proportionate to, the needs of the individual. Classroom observation will be carried out by those with QTS.
- 5.1.3 Teachers (including the head teacher) who have responsibilities outside the classroom should also expect to have their performance of those responsibilities observed and assessed.
- 5.1.4 In addition to formal observation for appraisal purposes, it is acknowledged that head teachers or other leaders with responsibility for teaching standards are required to evaluate the standards of

teaching and to check that high standards of professional performance are established and maintained. Processes and procedures for this are part of a whole school improvement strategy separate and distinct from the appraisal process. However this does not prevent appraisal observations being used for multiple purposes by agreement in order to restrict the number of observations being carried out.

5.1.5 In the more general monitoring and evaluating of teaching standards concerns may be identified. Any concerns that may arise should be discussed with the teacher.

5.1.6 Written feedback must be provided within five working days by the person who has undertaken the observation who should also be the appraiser.

5.2 Development and support

5.2.1 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. Professional development is an entitlement and will be linked to school improvement priorities and to the ongoing professional development needs and priorities of individual teachers.

5.2.2 Sufficient time, within directed hours, should be provided to enable the appraiser and appraisee to fulfill their statutory and contractual obligations.

5.2.3 The schools CPD Plan will be informed by the training and development needs identified in appraisees' planning and review statements.

5.2.4 The Governing Body will ensure in the budget planning that, as far as possible, appropriate resources are made available in the school budget for any development and support agreed for and with the appraisee at the planning and review meeting.

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

5.2.6 Teachers should not be held accountable for failing to make good progress towards meeting their performance criteria where the support recorded in the planning statement has not been provided.

6. Feedback

- 6.1 Teachers will receive constructive feedback on their progress towards the achievement of their appraisal objectives, e.g. following a lesson observation. Feedback should always be given in a supportive context highlighting particular areas of strength as well as any areas that need additional support in order to successfully meet their appraisal objectives. A written record on progress made should be kept of the date and key issues of any feedback and should form part of the appraisal documentation. Should either the appraiser or appraisee identify issues of concern an interim meeting may be called to discuss any support that is necessary to address the concerns.

7. Relationship to performance improvement

- 7.1 Schools must not rely solely on the appraisal process as a trigger to consider a performance improvement procedure. Elsewhere this document has described the legitimate need for schools to have a wider knowledge of the quality of teaching within their organisation. The appraisal process should inform that wider knowledge. There must be the recognition that poor performance issues can arise for a variety of reasons including being triggered by work related and non-work related factors. Where the appraisal process identifies performance concerns, robust support measures should be put in place with reasonable and appropriate timescales for improvement. It should be made clear to employees at this point that should this informal support not result in sustained improvement; a likely consequence is instigation of formal Performance Improvement Procedures. Once a decision has been made to proceed to performance improvement procedures the appraisal process is suspended.
- 7.2 Before embarking on a formal performance improvement procedure, the Chair of Governors (in the case of head teachers) or head teacher (in case of other teachers) must be able to evidence that every aspect of support through the appraisal process and all other avenues has been exhausted and has failed to achieve the required improvements. Where it proves to be necessary to begin a performance improvement procedure with a member of staff, subject to this procedure, a meeting should be held to bring the Appraisal process to an end and inform staff of the initiation of the performance improvement procedure.
- 7.3 Performance Management and Capabilities processes will be kept separate.

8. Annual assessment

- 8.1 **Each teacher's performance will be formally assessed in respect of each appraisal period. In assessing the performance of the head teacher, the Governing Body must consult the external adviser.**
- 8.2 This assessment is the end point to the annual appraisal process, but performance and development priorities may need to be reviewed at an interim meeting. Priorities may need to be reviewed if an appraisees circumstances or responsibilities change. In such cases a written addition to the planning statement should be made. The appraisee, as previously, should be given the opportunity to add any written comments.
- 8.3 The whole process will have regard to what can be reasonably expected of any teacher in that position given the desirability of the appraisee and appraiser being able to achieve a satisfactory balance between the time required to discharge their professional duties and the time required to pursue their personal interests outside work. Priorities may need to be reviewed if an appraisee's circumstances or responsibilities change. In such cases a written addition to the planning statement should be made. The appraisee, as previously, should be given the opportunity to add any written comments.
- 8.4 **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.** In this school, teachers will receive their written appraisal reports by 31 October (31 December for the headteacher). **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.** (NB – Pay recommendations need to be made by 31 December for headteachers and by 31 October for other teachers);
 - Governing bodies and head teachers will wish to consider how pay recommendations are related to the pay policy of the school (including the appropriate progression an ranges on the leadership pay spine), mindful that recommendations are made by a range of appraisers and that the process must be fair and equitable
 - A space for the teacher's own comments.

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

General Principles underlying this Policy

Confidentiality

The appraisal process will be treated with confidentiality. However, the desire for confidentiality does not override the need for the head teacher and Governing Body to quality-assure the operation and effectiveness of the appraisal system.

Quality assurance will be undertaken as part of monitoring and evaluation.

Monitoring and Evaluation

The Governing Body will monitor the operation and outcomes of performance management arrangements.

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

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

Consistency of Treatment and Fairness

The Governing Body is committed to ensuring that the appraisal process is fair and non-discriminatory. The head teacher's report must confirm that the appraisal process complies with the Equalities Act 2010.

The head teacher will also report on whether there have been any appeals or representations on an individual or collective basis on the grounds of alleged discrimination under any of the protected categories covered by the Equalities Act 2010.

Appeals

At any point in the appraisal process teachers and head teachers have a right of appeal in respect of application of the policy or any entry in their planning and review statements.

The grounds for the appeal will determine the relevant appeal process to be used.

Definitions

Unless indicated otherwise, all references to “teacher” include the head teacher.

Delegation

Normal rules apply in respect of the delegation of functions by governing bodies, head teachers and local authorities.

Long Term Absence

The appraisal process may need to be adjusted if long term sickness absence or maternity leave affects the achievement or progress towards the appraisal objectives, and in such cases a review will take place.

Retention

The Governing Body and head teacher will ensure that all written appraisal records are retained in a secure place for six years and then destroyed. The appraisee should retain his or her own copy for the same period.

Access to Documentation

All staff will have access to documentation relating to school improvement and any other documents and procedures to which this policy relates.

Each teacher’s performance should be assessed against the Teachers’ Standards to a level that is consistent with what should reasonably be expected of that teacher, given their current role and level of experience. The stages described below are not rigid career stages, but examples of different levels of experience that teachers might have.

The standards are presented as separate headings, each of which is accompanied by a number of bullet points. The bullets are an integral part of the standards, designed to illustrate the scope of each heading. Teachers’ performance should not necessarily be deemed to be failing to meet the standards simply because they do not actively demonstrate that they are fulfilling all the requirements in the bullet points.

Schools should identify the relevant standards for each area of professional practice and describe the level of professional practice for the appropriate levels within their school.

CORE STANDARDS TABLE FOR TEACHERS

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.

STANDARD	NQT	MPS 2	MPS 4	MPS 6	UP1	UP3
PART ONE: TEACHING						
A teacher must:						
1.1 Set high expectations which inspire, motivate and challenge pupils						
1 establish a safe and stimulating environment for pupils, rooted in mutual respect	establish a purposeful and safe learning environment for pupils, rooted in mutual respect	establish a purposeful and safe learning environment for pupils, rooted in mutual respect	establish a purposeful and safe learning environment which complies with current legal requirements, national policies and guidance on the safeguarding and well-being of students.	establish a purposeful and safe learning environment which complies with current legal requirements, national policies and guidance on the safeguarding and well-being of students.	promote a purposeful and safe learning environment which complies with current legal requirements, national policies and guidance on the safeguarding and well-being of students.	promote a purposeful and safe learning environment which complies with current legal requirements, national policies and guidance on the

						safeguarding and well-being of students. Support peers.
2 set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions	Sufficient expectations of the majority of students. Tasks have adequate challenge to ensure individual needs are 'usually' met.	Sufficient expectations of the majority of students. Tasks have adequate challenge to ensure individual needs are 'usually' met.	Expectations of most students are high. Tasks are challenging; matching most students' needs	Expectations of most students are high. Tasks are challenging; matching most students' needs	Very high expectations of all students. Tasks are consistently challenging; matching students needs 'accurately'	Very high expectations of all students. Tasks are consistently challenging; matching students needs 'accurately'
3 demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.	Establish a clear framework for classroom discipline to manage learners' behaviour promoting their self control and independence.	Establish a clear framework for classroom discipline to manage learners' behaviour promoting their self control and independence.	Manage learners' behaviour constructively by implementing and maintaining a clear and positive behaviour for learning policy. Use a range of techniques and strategies to promote self control and independence.	Manage learners' behaviour constructively by implementing and maintaining a clear and positive behaviour for learning policy. Use a range of techniques and strategies to promote self control and independence.	Manage learners' behaviour constructively by implementing and maintaining a clear and positive behaviour for learning policy. Use a range of techniques and strategies to promote self control and independence.	Manage learners' behaviour constructively by implementing and maintaining a clear and positive behaviour for learning policy. Use a range of techniques and strategies

						to promote self control and independence
1.2 Promote good progress and outcomes for pupils						
1 be accountable for pupils' attainment, progress and outcomes	Know expected NC levels / grades for all groups of students in class. Identify pupils at risk of not achieving expected progress and seek support to help them	Know expected NC levels / grades for all groups of students in class. Identify pupils at risk of not achieving expected progress and seek support to help them.	Know expected NC levels / grades for all groups of students in class. Understand data to identify key areas of underperformance and ensure strategies are implemented to ensure students meet targets.	Know expected NC levels / grades for all groups of students in class. Understand data to identify key areas of underperformance and ensure strategies are implemented to ensure students meet targets	Know expected NC levels / grades for all groups of students in class. Well informed understanding of assessment requirements to identify key areas of underperformance and ensure strategies are implemented to ensure students meet targets.	Know expected NC levels / grades for all groups of students in class. Well informed understanding of assessment requirements to identify key areas of underperformance and ensure strategies are implemented

						to ensure students meet targets.
2 plan teaching to build on pupils' capabilities and prior knowledge	Have a good understanding at the beginning of the year of pupils' capabilities and attainment by looking at assessment data	Have a good understanding at the beginning of the year of pupils' capabilities and attainment by looking at assessment data	Plan for progression across the age and ability range. Build on prior knowledge and attainment in order that learners meet learning objectives and make sustained progress.	Plan for progression across the age and ability range. Build on prior knowledge and attainment in order that learners meet learning objectives and make sustained progress.	Plan for progression across the age and ability range. Demonstrate teaching skills which result in learners achieving well relative to prior attainment, making progress as good as, or better than, similar learners nationally.	Plan for progression across the age and ability range. Demonstrate teaching skills which result in learners achieving well relative to prior attainment, making progress as good as, or better than, similar learners

						nationally.
3 guide pupils to reflect on the progress they have made and their emerging needs	Support and guide learners to reflect on their learning, identify the progress they have made and identify their emerging needs.	Support and guide learners to reflect on their learning, identify the progress they have made and identify their emerging needs.	Support and guide learners to reflect on their learning, identify the progress they have made and set achievable targets for improvement and become successful independent learners.	Support and guide learners to reflect on their learning, identify the progress they have made and set achievable targets for improvement and become successful independent learners.	Support and guide learners to reflect on their learning, identify the progress they have made and set achievable targets for improvement and become successful independent learners.	Support and guide learners to reflect on their learning, identify the progress they have made and set achievable targets for improvement and become successful independent learners.
4 demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching	Have an understanding of how pupils learn and begin to use this knowledge to plan their teaching	Have an understanding of how pupils learn and continue to use this knowledge to plan their teaching	Demonstrate how planned teaching uses knowledge & understanding of how pupils learn. Know how to personalize learning to provide opportunities for all students to achieve their potential.	Demonstrate and articulate how planned teaching uses knowledge & understanding of how pupils learn. Know how to personalize learning to provide opportunities for all students to achieve their potential.	Demonstrates a sound knowledge and understanding of how to use and adapt a range of teaching and learning strategies, including how to personalize learning to provide opportunities for all students to achieve their potential. Supports other teachers to use knowledge in their	Demonstrates a sound knowledge and understanding of how to use and adapt a range of teaching and learning strategies, including how to personalize learning to provide opportunities for all students

					own teaching	to achieve their potential. Supports other teachers to use knowledge in their own teaching
5 encourage pupils to take a responsible and conscientious attitude to their own work and study.	All pupils encouraged to take a responsible and conscientious attitude to their own work and study.	All pupils encouraged to take a responsible and conscientious attitude to their own work and study.	All pupils encouraged to take a responsible and conscientious attitude to their own work and study. Pupils who find this difficult are supported to develop this attitude by effective strategies.	All pupils encouraged to take a responsible and conscientious attitude to their own work and study. Pupils who find this difficult are supported to develop this attitude by effective strategies.	All pupils demonstrate a responsible and conscientious attitude to work and study. Provide support to other colleagues to encourage same attitudes in their classes	All pupils demonstrate a responsible and conscientious attitude to work and study. Provide support to other colleagues to encourage same attitudes in their classes
1.3 Demonstrate good subject and curriculum knowledge						
1 have a secure knowledge of the relevant subject(s) and curriculum areas, foster	Have a secure knowledge of relevant curriculum. Most pupils show an	Have a secure knowledge of all curriculum areas taught. Most pupils show an	Have a good knowledge of all curriculum areas taught. The majority of pupils show an interest in their	Have a good knowledge of all curriculum areas taught. The majority of pupils show an interest in their lessons and are	Excellent knowledge of all relevant curriculum areas. All pupils show an interest in their lessons and	Excellent knowledge of all relevant curriculum areas. All pupils show an

and maintain pupils' interest in the subject, and address misunderstandings	interest in their lessons. Pupils' misunderstandings are identified and they know who to approach for help	interest in their lessons. Pupils' misunderstandings are identified and they know who to approach for help	lessons and are willing to participate. Pupils' misunderstandings are identified and they know who to approach for help	willing to participate. Pupils' misunderstandings are identified and they know who to approach for help	are willing to participate. Lead effectively having impact beyond their own classroom	interest in their lessons and are willing to participate. Lead effectively having impact beyond their own classroom
2 demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship	Know and understand the relevant curriculum and frameworks for their own subject area.	Know and understand the relevant curriculum and frameworks for their own subject area.	Demonstrate a good knowledge and understanding of relevant curriculum, pedagogy and frameworks for their own subject area.	Demonstrate a good knowledge and understanding of relevant curriculum, pedagogy and frameworks for their own subject area.	Demonstrate an excellent up to date knowledge and understanding of relevant curriculum, pedagogy and frameworks for their own subject area, including how learning progresses with them. Uses them to inform improvement.	Demonstrate an excellent up to date knowledge and understanding of relevant curriculum, pedagogy and frameworks for their own subject area, including how learning progresses with them. Uses them to inform improvement.
3 demonstrate an understanding of and take responsibility	Knows what high standards of literacy, articulation and correct use of	Takes responsibility for promoting high standards. Seeks support	Sets high standards of literacy, articulation and the correct use of standard English in	Sets and achieves high standards of literacy, articulation and the correct use of standard English in their classes.	Promotes high standards of literacy, articulation and correct use of standard English in	Promotes high standards of literacy, articulation and correct use of

for promoting high standards of literacy, articulation and the correct use of standard English, whatever the teacher's specialist subject	standard English look like in their subject	from more experienced colleagues where necessary	their classes.		their classes and to all colleagues in subject area.	standard English in their classes and to all colleagues in subject area.
4 if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics						
5 if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.						
1.4 Plan and teach well-structured lessons						
1 impart	Lessons are	Lessons are	Lessons are well	Lessons are well	Lessons are	Lessons are

knowledge and develop understanding through effective use of lesson time	planned appropriately with support from peers. Reasonable pace is demonstrated. Lessons are at least satisfactory.	planned appropriately. Reasonable pace is demonstrated. Lessons are at least satisfactory, some are good.	planned and pupils make good progress. Time is used well by the teacher and students. Lessons are at least good.	planned, and pupils make good progress. Time is used well by the teacher and students. Lessons are at least good, with some outstanding.	astutely planned and pupils make good progress. Time is used very effectively both by the teacher and students. Lessons are at least good, with some outstanding. Other teachers are supported to teach well structured lessons.	astutely planned and pupils make good progress. Time is used very effectively both by the teacher and students. Lessons are at least good, with some outstanding. Other teachers are supported to teach well structured lessons
2 promote a love of learning and pupils' intellectual curiosity	Are aware of which strategies to use to promote love of learning and pupils' intellectual curiosity	Demonstrate effective use of strategies to promote love of learning and pupils' intellectual curiosity	Demonstrate effective use of strategies to promote love of learning and pupils' intellectual curiosity	Demonstrate effective use of strategies to promote love of learning and pupils' intellectual curiosity	Demonstrate effective use of strategies to promote love of learning and pupils' intellectual curiosity	Demonstrate effective use of strategies to promote love of learning and pupils' intellectual curiosity
3 set homework and plan other out-of-class activities to consolidate and extend the	Set homework or other out-of-class work to sustain learners' progress and to	Set homework or other out-of-class work to sustain learners' progress and to	Plan, set and assess homework, other out-of-class activities, where appropriate, to sustain learners'	Plan, set and assess homework, other out-of-class activities, where appropriate, to sustain learners' progress and to extend and	Plan, set and assess homework, other out-of-class activities, where appropriate, to sustain learners'	Plan, set and assess homework, other out-of-class activities, where

knowledge and understanding pupils have acquired	extend and consolidate their learning	extend and consolidate their learning.	progress and to extend and consolidate their learning.	consolidate their learning.	progress and to extend and consolidate their learning.	appropriate, to sustain learners' progress and to extend and consolidate their learning.
4 reflect systematically on the effectiveness of lessons and approaches to teaching	Teachers reflect on their practice during NQT time and contribute to their NQT termly reports	Evaluate the impact of their teaching on the progress of all learners, and modify their planning and classroom practice where necessary.	Review the effectiveness of their teaching and its impact on learners' progress, attainment and well being, refining their practice where necessary.	Review the effectiveness of their teaching and its impact on learners' progress, attainment and well being, refining their practice where necessary.	Review the effectiveness of their teaching and that of others, and its impact on learners' progress, attainment and well being, refining practice where necessary.	Review the effectiveness of their teaching and that of others, and its impact on learners' progress, attainment and well being, refining practice where necessary.
5 contribute to the design and provision of an engaging curriculum within the relevant subject area(s).	contribute to the design and provision of an engaging curriculum within the relevant subject area(s).	contribute to the design and provision of an engaging curriculum within the relevant subject area(s).	contribute to the design and provision of an engaging curriculum within the relevant subject area(s).	contribute to the design and provision of an engaging curriculum within the relevant subject area(s).	Lead on the design and provision of an engaging curriculum within the relevant subject area(s).	Lead on the design and provision of an engaging curriculum within the relevant subject area(s).
1.5 Adapt teaching to respond to the strengths and needs of all pupils						

<p>1 know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively</p>	<p>Plan differentiated lessons to meet needs of class, with support from curriculum leaders and NQT mentor as appropriate</p>	<p>Plan differentiated lessons to meet needs of class, with support from curriculum leaders and NQT mentor as appropriate</p>	<p>Effectively plan activities that are personalised and matched closely to the majority of the students' abilities and needs.</p>	<p>Effectively plan activities that are personalised and matched closely to most of the students' abilities and needs.</p>	<p>Activities are personalised and matched sensitively to all groups of students, using a range of effective strategies, which has maximum impact upon pupils' learning. Could model good practice in subject areas</p>	<p>Activities are personalised and matched sensitively to all groups of students, using a range of effective strategies, which has maximum impact upon pupils' learning. Could model good practice in subject areas / whole school.</p>
<p>2 have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these</p>	<p>Know what factors might impact on a pupils' ability to learn. Seek advice on how to help pupils overcome these</p>	<p>Know how to identify and support students whose progress, development or well-being is affected by changes or difficulties in their personal circumstances, and when to</p>	<p>Know how to identify and support students whose progress, development or well-being is affected by changes or difficulties in their personal circumstances, and when to refer them to colleagues.</p>	<p>Know how to identify and support students whose progress, development or well-being is affected by changes or difficulties in their personal circumstances, and when to refer them to colleagues.</p>	<p>Have sufficient depth of knowledge and experience to be able to give advice on the development and well-being of students.</p>	<p>Have sufficient depth of knowledge and experience to be able to give advice on the development and well-being of students.</p>

		refer them to colleagues.				
3 demonstrate an awareness of the physical, social and intellectual development of pupils, and know how to adapt teaching to support pupils' education at different stages of development	Know about the physical, social and intellectual development of the pupils in the class. Seek advice on how to support pupils' education from peers.	Know about the physical, social and intellectual development of the pupils in the class. Seek advice on how to support pupils' education from peers.	Can adapt teaching to effectively support pupils' learning and have an impact upon outcomes.	Can adapt teaching to effectively support pupils' learning and have an impact upon outcomes.	Can adapt teaching to effectively support pupils' learning and have maximum impact on outcomes.	Can adapt teaching to effectively support pupils' learning and have maximum impact on outcomes.
4 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	Identify all those with additional needs in their class including pupils with SEND and/or EAL. Seek advice from subject leaders and others on how best to meet the needs of these pupils	Identify all those with additional needs in their class including pupils with SEND and/or EAL. Seek advice from subject leaders and others on how best to meet the needs of these pupils	Demonstrate a clear understanding of the majority of students, including groups, and students with D&SEN, and ensure that teaching enables them to achieve well over time. Students learn well and quickly apply new skills.	Demonstrate a clear understanding of most students, including groups, and students with D&SEN, and ensure that teaching enables them to achieve well over time. Students learn well and quickly apply new skills	Demonstrate a clear understanding of all students, including groups, and students with D&SEN, and ensure that teaching enables them all to make rapid and sustained progress. They learn exceptionally well over time and they quickly apply	Demonstrate a clear understanding of all students, including groups, and students with D&SEN, and ensure that teaching enables them all to make rapid and sustained progress. They learn

and evaluate distinctive teaching approaches to engage and support them.					new skills.	exceptionally well over time and they quickly apply new skills
1.6 Make accurate and productive use of assessment						
1 know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements	Know the statutory and school assessment requirements for their curriculum area, including those relating to public examinations and qualifications.	Know the statutory and school assessment requirements for their curriculum area, including those relating to public examinations and qualifications.	Have a secure understanding of the statutory and school assessment requirements for their curriculum area, including those relating to public examinations and qualifications.	Have a secure understanding of the statutory and school assessment requirements for their curriculum area, including those relating to public examinations and qualifications.	Have an extensive knowledge and well informed understanding of the statutory and school assessment requirements for their curriculum area, including those relating to public examinations and qualifications.	Have an extensive knowledge and well informed understanding of the statutory and school assessment requirements for their curriculum area, including those relating to public examinations and qualifications.
2 make use of formative and summative assessment to secure pupils'	Know and make use of a range of approaches to formative and summative	Know and make use of a range of approaches to formative and	Demonstrate effective use of a range of approaches to formative and	Demonstrate effective use of a range of approaches to formative and summative	Have an extensive knowledge and well informed understanding of a range of	Have an extensive knowledge and well informed understanding

progress	assessment to secure pupils' progress.	summative assessment to secure pupils' progress.	summative assessments to secure good pupil outcomes.	assessments to secure good pupil outcomes.	approaches to formative and summative assessments to secure good pupil outcomes.	of a range of approaches to formative and summative assessments to secure good pupil outcomes.
3 use relevant data to monitor progress, set targets, and plan subsequent lessons	Make use of relevant data to monitor progress, set targets, and plan subsequent lessons	Make use of relevant data to monitor progress, set targets, and plan subsequent lessons	Use all relevant data in school including SIMs, SISRA and assessment data to monitor progress, set targets and implement strategies to address underperformance.	Use all relevant data in school including SIMs, SISRA and assessment data to monitor progress, set targets and implement strategies to address underperformance.	Use all available data to diagnose learners' needs, set realistic and challenging targets for improvement, implement effective strategies to address underperformance and secure good outcomes.	Use all available data to diagnose learners' needs, set realistic and challenging targets for improvement, implement effective strategies to address underperformance and secure good outcomes.
4 give pupils regular feedback, both orally and through accurate marking, and	Regular written and oral feedback informs students about their progress. It has a	Regular written and oral feedback informs students about their progress. It has a	Provide students with timely, accurate and constructive oral and written feedback so that students know their	Provide students with timely, accurate and constructive oral and written feedback so that students know their targets and understand how to improve. Has a	Provide students with timely, accurate and constructive oral and written feedback so that students know their	Provide students with timely, accurate and constructive oral and written

encourage pupils to respond to the feedback.	satisfactory impact upon learning and outcomes.	satisfactory impact upon learning and outcomes.	targets and understand how to improve. Has a good impact upon outcomes.	good impact upon outcomes	targets and understand how to improve. Has a good impact upon outcomes	feedback so that students know their targets and understand how to improve. Has a good impact upon outcomes
1.7 Manage behaviour effectively to ensure a good and safe learning environment						
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	Have a good understanding of the school's behaviour policy. Actively promote positive behaviour across the school.	Have a good understanding of the school's behaviour's policy. Actively promote positive behaviour across the school.	Pupils demonstrate good and courteous behaviour in classroom and around school due to excellent behaviour management techniques demonstrated by class teacher	Pupils demonstrate good and courteous behaviour in classroom and around school due to excellent behaviour management techniques demonstrated by class teacher	Pupils demonstrate good and courteous behaviour in classroom and around school due to excellent behaviour management techniques demonstrated by class teacher	Pupils demonstrate good and courteous behaviour in classroom and around school due to excellent behaviour management techniques demonstrated by class teacher

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.	Implement a set of class rules with clear rewards and sanctions which comply with the whole school policies.	Implement a set of class rules with clear rewards and sanctions which comply with the whole school policies. Apply these rules consistently and fairly	Demonstrate high expectations of all pupils by establishing a clear framework for behaviour and rewards and sanctions, in line with whole school policies. Apply these rules rigorously and fairly.	Demonstrate high expectations of all pupils by establishing a clear framework for behaviour and rewards and sanctions, in line with whole school policies. Apply these rules rigorously and fairly.	Demonstrate and model high expectations of all pupils by establishing a clear framework for behaviour and rewards and sanctions, in line with whole school policies. Apply these rules rigorously and fairly.	Demonstrate and model high expectations of all pupils by establishing a clear framework for behaviour and rewards and sanctions, in line with whole school policies. Apply these rules rigorously and fairly.
3 manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them	Understand effective classroom management techniques and begin to use these in most lessons so that pupils are motivated to learn.	Use effective classroom management techniques and implement these in all lessons so that pupils are motivated to learn.	Demonstrate effective classroom management strategies, adapting them as necessary to promote engagement, self-control and independence.	Demonstrate effective classroom management strategies, adapting them as necessary to promote engagement, self-control and independence	Demonstrate effective classroom management strategies, adapting them as necessary to promote engagement, self-control and independence	Demonstrate effective classroom management strategies, adapting them as necessary to promote engagement, self-control and independence
4 maintain good relationships with pupils,	Build up good relationships with students,	Maintain good relationships with students,	Promote and maintain good relationships with	Promote and maintain good relationships with students, exercise	Promote and maintain good relationships with	Promote and maintain good relationships

exercise appropriate authority, and act decisively when necessary.	exercise appropriate authority and act decisively when necessary.	exercise appropriate authority and act decisively when necessary.	students, exercise appropriate authority and act decisively when necessary.	appropriate authority and act decisively when necessary.	students, exercise appropriate authority and act decisively when necessary.	with students, exercise appropriate authority and act decisively when necessary.
1.8 Fulfill wider professional responsibilities						
1 make a positive contribution to the wider life and ethos of the school	Contribute to whole staff, departmental, house and teaching and learning meetings. Promote the school's values day to day	Contribute to whole staff, departmental, house and teaching and learning meetings. Promote the school's values day to day	Contribute to whole staff, departmental, house and teaching and learning meetings. Promote the school's values day to day	Contribute to whole staff, departmental, house and teaching and learning meetings. Promote the school's values day to day	Contribute to, and take a lead in, whole staff, departmental, house and teaching and learning meetings where appropriate. Promote the school's values day to day	Contribute to, and take a lead in, whole staff, departmental, house and teaching and learning meetings where appropriate. Promote the school's values day to day
2 develop effective professional relationships with colleagues, knowing how and when to	Begin to develop effective professional relationships with colleagues. Ask for advice	Develop effective professional relationships with colleagues. Ask for advice	Plays a proactive role in building effective professional relationships with colleagues improve provision and	Plays a proactive role in building effective professional relationships with colleagues improve provision and outcomes	Plays a proactive role in building key stage or departmental teams to improve provision and outcomes	Plays a proactive role in building key stage, departmental and / or school wide teams to

draw on advice and specialist support	where necessary.	where necessary.	outcomes			improve provision and outcomes
3 deploy support staff effectively	Plan for the deployment of support staff in lessons	Plan for the deployment of support staff in lessons	Plan for the deployment of support staff in lessons so that they make a valuable contribution to students' learning.	Plan for the deployment of support staff in lessons so that they make a valuable contribution to students' learning.	Support staff make a valuable contribution to the learning of pupils due to their effective deployment by the teacher	Support staff make a valuable contribution to the learning of pupils due to their effective deployment by the teacher
4 take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from Colleagues	Reflect upon and improve their practice, and take responsibility for identifying priorities for their early professional development within the context of induction. Act upon advice and feedback and be open to coaching and mentoring.	Reflect upon, evaluate and improve their practice, and take responsibility for identifying and meeting their developing professional needs. Act upon advice and feedback and be open to coaching and mentoring.	Evaluate their performance and be committed to improving their practice through appropriate professional development. Act upon advice and feedback and be open to coaching and mentoring.	Evaluate their performance and be committed to improving their practice through appropriate professional development. Act upon advice and feedback and be open to coaching and mentoring.	Evaluate their performance and be proactive in improving their practice through appropriate professional development. Act upon advice and feedback and be open to coaching and mentoring.	Evaluate their performance and be proactive in improving their practice through appropriate professional development. Act upon advice and feedback and be open to coaching and mentoring.
5 communicate	Communicate	Communicate	Communicate	Communicate	Communicate	Communicate

effectively with parents with regard to pupils' achievements and well-being.	effectively with parents and carers about pupils' achievements and well-being.	effectively with parents and carers about pupils' achievements and well-being	effectively with parents and carers. Take the initiative to talk to parents quickly when there are concerns about a child's progress and/or well-being	effectively with parents and carers. Be proactive in talking to parents quickly when there are concerns about a child's progress and/or well-being.	effectively with parents and carers. Be proactive in talking to parents quickly when there are concerns about a child's progress and/or well-being. Support colleagues where appropriate.	effectively with parents and carers. Be proactive in talking to parents quickly when there are concerns about a child's progress and/or well-being. Support colleagues where appropriate
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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.

2.1 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.

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

APPENDIX 2- Classroom Observation Protocol for Appraisal Purposes

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

- carry out the role with professionalism, integrity and courtesy;
- evaluate objectively;
- report accurately and fairly;
- respect the confidentiality of the information gained and;
- seek to reach agreement in advance on how classroom observations are to be carried out.

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

In this school 'proportionate to need' will be determined in keeping with the following principles:

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

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

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

In keeping with the commitment to supportive and developmental classroom observation those being observed will be notified in advance. All teachers should be given at least 5 working days' notice

of the appraisal observation.

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

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

Written feedback will be provided within five working days of the observation taking place. If issues emerged from an observation that were not part of the focus of the observation as recorded in the planning and review statement these should also be covered in the written feedback and the appropriate action taken in accordance with the regulations and guidance.

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

Policy reviewed	Oct 2020
Adopted by the OHMS Governing Body	21.11.20
Date of next review	Oct 2021
Chair of Governors	S Clarke