Applecroft School



Staff Appraisal Policy

Person Responsible:	**Headteacher**
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This policy is based on both 'The Key's' and Herts Model policies of the same name that Professional Associations/Trade Unions have been consulted on.

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Staff Appraisal Policy

1) Introduction:

School Vision:

'To be a positive and inspiring community that nurtures each individual and empowers leaders for life'.

School Mission Statement:

'Nurturing Potential, Inspiring Minds, Changing Lives'.

School Values:

- Ambition and Leadership
- Kindness and Supportiveness
- Respect and Honesty
- Determination and Resilience.

2) Purpose:

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

This policy applies to all staff employed by the Trust, except those on contracts of less than one term, those undergoing induction, and those who are subject to a formal capability process.

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 and to develop.

3) The Appraisal Period:

The appraisal period for all staff will run for twelve months from 1st September to 31st August each academic year.

Where an employee begins employment part way through the appraisal cycle, returns from a significant period of absence, or where other exceptional circumstances apply, the appraisal period may be shorter or longer than twelve months. In such cases, objectives and assessment arrangements will be proportionate to the length of the appraisal period.

Employees 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.

4) Appointing Appraisers:

The Board of Trustees will appoint a suitably skilled and experienced external adviser to provide advice and support regarding the appraisal of the Headteacher. The Board will delegate responsibility for conducting the Headteacher appraisal to a committee of Trustees, normally comprising between two and four members, including the Chair of Trustees.

The Headteacher will decide who will appraise other employees.

Teaching staff will not be appraised or formally observed by anyone other than an individual holding Qualified Teacher Status (QTS).

Support staff will be appraised by their line manager or another suitably experienced member of staff.

5) Setting Objectives:

The Headteacher's objectives will be set by the Board of Trustees after consultation with the School's Effectiveness Adviser (SEA).

Teachers, including school leaders, will be assessed against the Teachers' Standards (see appendix 1). Support staff will be assessed against the expectations and responsibilities set out within their job descriptions and any relevant professional standards associated with their role - for Learning Support Assistants this will mean the Professional Standards for Teaching Assistants (appendix 2).

As part of the appraisal process, teachers will be required to complete the 'Teachers' Skills Audit Tool' (appendix 3) and Learning Support Assistants the 'Teaching Assistants Skills Audit' (appendix 4), to support discussion and review. This evaluation will be considered, along with the standards, part of the review process and must be deemed to have been met for a cycle to be successful.

Appraisal objectives will be designed to support improved pupil outcomes, delivery of the School Improvement Plan, professional growth of employees and sustained improvement in teaching, learning and leadership.

Objectives for each employee will be set at the start of each appraisal period i.e. in the autumn term of each academic year, and by the end of November at the very latest, (see appendix 5). Some objectives may be set so that they run over a period of longer than a year. In which case, discussion will also cover the expected progress to be seen within the appraisal period.

The appraiser and employee will seek to agree the objectives but, if that is not possible, the appraiser will determine the objectives. Objectives may be revised if circumstances change.

The objectives set for each employee 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.

Under normal circumstances, employees will have a reasonable number of objectives that is relative to the role that they undertake in the school. This will usually be a maximum of 3 objectives. Some colleagues may be set one or more short term objectives that are possible to complete within a short time period such as a term. This may result in more objectives being set but with the expectation that not all with apply to the entire year. However, employees who are found not to be meeting standards at the appropriate level may be given as many additional objectives as are required to ensure that the most appropriate support can be provided. Those with leadership and management responsibilities are likely to be given more objectives relative to colleagues that do not.

Every employee will normally have:

- One professional development objective (linked to the Teaching or Teaching Assistant Standards where applicable),
- One School Improvement objective (linked with delivery of the school improvement plan where applicable) and
- One role-specific objective (e.g. linked with curriculum leadership or phase leadership development where applicable).

Where appropriate, objectives may include development of digital literacy, educational technology and the safe, ethical and effective use of artificial intelligence to enhance teaching, learning and operational efficiency.

6) Reviewing Performance:

6.1 Observation

This school believes that observation of classroom, leadership and work 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. For support staff, work scrutiny will be carried out by those with knowledge of the employee's work, as far as reasonably practicable.

At Applecroft School, teachers' performance will be observed but the amount and type of classroom observation will depend on the individual circumstances of the teacher and the overall needs of the school. The quantity of formal observation will be proportionate, reasonable and based on individual circumstances. Classroom observation will be carried out by those with QTS. Where non-teaching staff are delivering lessons, for cover or supervision purposes for example, lesson observations may be necessary to assess objectives where relevant.

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

Formal observation will take place once per year, in the autumn term, and may be linked to objective setting. Additional formal observation may take place if and when it is deemed necessary including where monitoring evidence is suggestive that school policy, practice and/or Teaching Standards are not being consistently met. Additional formal observation may also arise where it is felt appropriate to facilitate and monitor the effectiveness of management support. The need for additional formal observation would usually be explained at the time concerns are raised with an employee.

In addition to formal observation, school leaders with responsibility for teaching standards may 'drop in' in order to evaluate the standards of teaching and to check that high standards of professional performance are established and maintained. The length and frequency of 'drop in' observations will vary depending on specific circumstances but the monitoring of the standards of teaching and learning across the school takes place on an on-going, weekly basis. When giving feedback to staff following 'drop-ins' and/or formal observation, staff will aim to provide this as soon as reasonably possible and ideally within 3 working days of the drop-in taking place.

Formal observation outlined above excludes school reviews, Ofsted visits, learning walks with a specific focus e.g. pupil premium provision or a subject or phase review. The areas excluded cover circumstances where it is a whole school or phase focus rather than an individual focus.

6.2 Development and Support

Appraisal is a supportive process which will be used to inform continuing professional development. It is intended to provide clear direction towards personal objectives and school improvement priorities, so that each individual is able to achieve their potential, gain maximum job satisfaction, and contribute towards the success of Applecroft School.

The school encourages a culture in which all employees take responsibility for and are proactive in improving their teaching/skills through appropriate professional development. Professional

development will be linked to school improvement priorities and to the ongoing professional development needs and priorities of individual staff members.

Following appraisal discussions, the school will seek to provide reasonable access to professional development opportunities that support identified objectives and professional growth, subject to operational and financial considerations.

The school recognises that employee wellbeing is fundamental to effective performance. Appraisers will consider workload, wellbeing, work-life balance and professional support needs as part of the appraisal process.

6.3 Feedback

Employees will receive constructive feedback on their performance throughout the year and as soon as practicable after observation has taken place or other evidence has come to light (i.e. aim to provide this within 3 working days or as soon as practicable possible). Feedback will highlight particular areas of strength as well as any areas that need attention. Where there are concerns about any aspects of the staff member's performance the appraiser will meet the staff member formally to:

- give clear feedback to the staff member about the nature and seriousness of the concerns
- give the teacher the opportunity to comment and discuss the concerns
- agree any support (e.g. coaching, mentoring, additional formal observations), that will be provided to help address those specific concerns
- make clear how, and by when, the appraiser will review progress
- explain the implications and process if no, or insufficient, improvement is made.

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

7) Concerns About a Staff Member's Performance:

If during the appraisal period it becomes clear that a staff member is having difficulties, the school will provide the staff member with informal support. This process will be supportive and will give the member of staff and their appraiser the opportunity to talk openly and honestly about the staff member's difficulties and the support they need to improve and refine their skills.

Staff members will not be placed in capability procedures (see section 7.4) without first undergoing this period of informal support, except in the most serious cases of persistent failures to meet job expectations and teaching/teaching assistant standards, resulting in negative consequences on our pupils and school.

7.1 Informal Support

Informal support will begin with a meeting between the staff member and their appraiser to:

- Inform the staff member that they will be receiving informal support due to concerns about their performance
- Give clear and specific feedback to the staff member about the nature and seriousness of the concerns
- Give the staff member the opportunity to comment and discuss the concerns
- Set clear objectives and timescales for required improvement
- Agree any support (e.g. coaching, mentoring, formal observations), that the school will provide to help address those specific concerns and drive improvement
- Make clear how, and by when, the appraiser will review progress. Note that:

- It may be appropriate to revise the staff member's objectives
- It will be necessary to allow sufficient time for the staff member to improve their performance (see section 7.2 below). The amount of time is up to the school and will reflect the seriousness of concerns.

The appraiser will consider all relevant circumstances when setting objectives and the programme of support, such as any medical conditions, well-being needs or disabilities protected by equality legislation.

The appraiser will also explain the implications and process if no, or insufficient, improvement is made, e.g. the commencement of capability procedures.

7.2 Duration of Support

The school will provide informal support for a minimum of 6 weeks to allow for an improvement in the staff member's performance.

The appraiser will decide on the duration of support, taking into consideration the seriousness of the concerns, the staff member's specific circumstances, and the type of informal support provided.

The appraiser will meet the staff member regularly to assess progress and ensure the agreed support is being provided.

7.3 Review of Progress

When informal support has been completed, the appraiser will meet the staff member to review progress. If the appraiser is satisfied that the staff member has made, or is making, sufficient improvement in their performance, the appraisal process will continue as normal, with any remaining issues continuing to be addressed though the normal appraisal process.

7.4 Transition to Capability Procedures

If a staff member demonstrates serious underperformance or has not responded to the informal support process, we will notify the staff member in writing that:

- The appraisal system will no longer apply to them
- Their performance will be managed under the capability procedure – see Capability Policy for more details
- They will be invited to a formal capability meeting.

We will also seek specialist advice from our HR provider at this stage, as appropriate.

We may also trigger disciplinary procedures in cases of misconduct or breach of professional standards. These are 2 separate procedures but, if appropriate to the circumstances, they can run concurrently. See our Staff Disciplinary Policy for more information.

8) Annual Assessment and Appraisal Meetings:

Staff performance may be evaluated using a range of proportionate evidence sources including lesson observations, learning walks, pupil outcomes and progress data, work scrutiny, professional dialogue, contribution to school improvement, leadership activities, stakeholder feedback where appropriate and completion of professional development activities.

In assessing the performance of the Headteacher, the Board of Trustees recognises that it must consult the external adviser.

The annual assessment appraisal meeting will mark the end point of the annual appraisal process, but performance and development will be regularly reviewed in interim meetings throughout the year

(these will take place termly – see appendices 5 & 6). The appraisal meeting will take place in the summer term (see appendix 7).

In this meeting, the appraiser will:

- Review the relevant evidence,
- Assess performance in the appraisal period against the relevant standards (i.e. Teaching Standards or Teaching Assistant Standards) and objectives
- If necessary, discuss any difficulties the staff member may be facing in achieving objectives and put a plan in place to address these.

The appraiser and staff member will also:

- Have a reflective discussion about the staff member's CPD journey, progress, needs and career development/aspirations, and identify action that should be taken

Appraisal meetings will take place within the staff member's usual working hours and will typically last for up to one hour for support staff and at least one hour for teaching staff.

9) Appraisal Report:

Staff members will receive a written report of their appraisal, completed by the person who conducted the appraisal (see appendix 7). We will use all reasonable endeavours to complete these reports within 5 working days of the appraisal meeting and by the end of the summer term of each academic year at the very latest.

The report will include:

- Details of the staff member's objectives for the appraisal period in question i.e. that academic year
- An assessment of the staff member's performance of their role and responsibilities against their objectives and relevant standards i.e. Teaching Standards for Teachers, Teaching Assistant Standards for LSAs and against job description for all other staff, including details of the staff member's strengths
- An assessment of the staff member's training and development needs, identifying any action that should be taken to address them
- Details of a discussion on wellbeing and career progression/aspirations.

There will be a space in the report for the staff member's own comments.

A review meeting will take place, in the summer term, to discuss the content of the report and any further action required and to inform objective setting for the next appraisal cycle. In some circumstances, an interim review meeting may be appropriate.

Staff will sign the appraisal report to say they have seen it and agree with the contents. Staff can appeal to the Headteacher, and the Headteacher can appeal to the Board of Trustees, if they disagree with the contents of the report.

10) Confidentiality and Data Protection:

The appraisal processes and relevant documents are strictly confidential. Only staff members who need the information in order to do their jobs will have access to the information.

Appraisal information will be anonymised when information is reported to the Board of Trustees.

All appraisal documentation will be processed and retained in accordance with UK GDPR, Data Protection Act 2018 and the school's Data Protection Policy. The Board of Trustees and school leaders will ensure that all written appraisal records are retained in a secure place for six years and then destroyed.

11) Consistency of Treatment and Fairness:

The Board of Trustees is committed to ensuring consistency of treatment and fairness. It will abide by all relevant equality legislation. Quality Assurance will consider consistency in objectives set, their review and pay recommendations arising.

Where appropriate, appraisal arrangements and objectives will be adjusted to reflect individual circumstances, including maternity leave, long-term absence, disability-related needs and part-time working arrangements.

The Headteacher or appropriate colleague might review all objectives and written appraisal records personally, in order to check consistency of approach and expectation between different appraisers. The Headteacher or appropriate colleague will also review pay recommendations that have been made.

The Headteacher will be responsible for reporting regularly to the Board of Trustees on any relevant issues, including those of underperformance, arising from the annual review cycle and on any action required to address those issues. The report will enable Trustees to receive an overall general report of the process but will not include specific details relating to individual members of staff.

12) Staff Wellbeing:

The school recognises that employee wellbeing is fundamental to effective performance. Appraisal will be conducted in a manner which:

- Supports professional growth without creating unnecessary workload,
- Takes account of individual wellbeing and workload considerations,
- Acknowledges personal circumstances where appropriate,
- Promotes a healthy work-life balance,
- Ensures objectives remain realistic and achievable within contracted responsibilities.

13) Definitions:

Unless indicated otherwise, all references to "teacher" include leadership posts.

14) Monitoring and Evaluation:

The Board of Trustees and school leaders will monitor and review the effectiveness of the appraisal arrangements. This policy will be reviewed at least annually by the Policy Review Committee.

15) Links with Other Policies:

This policy should be read in conjunction with Applecroft School's Capability Policy.

The Capability Policy will be used where this Staff Appraisal Policy has not been able to address concerns about a staff member's performance. It applies to all staff not just teaching staff.

The Early Career Teacher (ECT) Policy sets out the appraisal and pay arrangements for ECTs.

The Staff Pay Policy sets out how pay increases will be awarded.

Department for Education

Teachers' Standards

PREAMBLE

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

PART ONE: TEACHING

A teacher must:

1 Set high expectations which inspire, motivate and challenge pupils

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

2 Promote good progress and outcomes by pupils

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

3 Demonstrate good subject and curriculum knowledge

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

4 Plan and teach well structured lessons

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

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

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

6 Make accurate and productive use of assessment

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

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

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

8 Fulfil wider professional responsibilities

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

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

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

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
  - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
  - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
  - showing tolerance of and respect for the rights of others
  - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
  - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

The Teachers' Standards can be found on the GOV.UK website: https://www.gov.uk/government/publications/teachers-standards

Appendix 2

Teaching Assistant Standards

The professional standards for teaching assistants are set out in four themes.

- personal and professional conduct
- knowledge and understanding
- teaching and learning
- working with others.

Within each theme there are several standards expected of teaching assistants.

Personal and professional conduct
In order for teaching assistants to provide effective support to teachers and pupils, they need to be clear about their role and responsibilities and how these fit within the wider structure of the school. In the same way as teachers, teaching assistants operate in a position of trust and are seen by pupils as role models. They should be able to maintain proper boundaries with pupils and their behaviours should reflect this responsible position.

Knowledge and understanding
Teaching assistants should have sufficient knowledge and skills to help teachers support pupils in achieving their maximum potential. School leaders are best placed to make judgements about the type and level of knowledge and skills that individual teaching assistants need, as this will vary according to job role. This could include subject knowledge, specialist skills and knowledge to support pupils with special educational needs or disabilities, knowledge of the curriculum, lesson planning and evaluation, and behaviour management strategies.

Teaching and learning
An important role of a teaching assistant is to support the teacher in ensuring the best possible outcomes for all pupils. Teaching assistants work under the supervision of a teacher in accordance with arrangements made by the headteacher of the school. Teaching assistants and schools should refer to the Education Endowment Foundation guidance report (see Further information) for 'relevant strategies to support the work of the teacher'.

Working with others
Teaching assistants work with other professionals, parents, carers and outside agencies as well as with pupils themselves.

Personal and professional conduct:

Teaching assistants should uphold public trust in the education profession by:

1) Having proper and professional regard for the ethos, policies and practices of the school in which they work as professional members of staff
2) Demonstrating positive attitudes, values and behaviours to develop and sustain effective relationships with the school community
3) Having regard for the need to safeguard pupils' wellbeing by following relevant statutory guidance along with school policies and practice
4) Upholding values consistent with those required from teachers by respecting individual differences and cultural diversity
5) Committing to improve their own practice through self-evaluation and awareness.

Knowledge and understanding:

Teaching assistants are expected to:

1) Acquire the appropriate skills, qualifications, and/or experience required for the teaching assistant role, with support from the school employer
2) Demonstrate expertise and skills in understanding the needs of all pupils (including specialist expertise as appropriate) and know how to adapt and deliver support to meet individual needs
3) Share responsibility for ensuring that their own knowledge and understanding is relevant and up to date by reflecting on their own practice, liaising with school leaders and accessing relevant professional development to improve personal effectiveness
4) Demonstrate a level of subject and curriculum knowledge relevant to their role and apply this effectively in supporting teachers and pupils
5) Understand their roles and responsibilities within the classroom and whole school context recognising that these may extend beyond a direct support role.

Teaching and learning:

Teaching assistants are expected to:

1) Demonstrate an informed and efficient approach to teaching and learning by adopting relevant strategies to support the work of the teacher and increase achievement of all pupils including, where appropriate, those with special educational needs and disabilities
2) Promote, support and facilitate inclusion by encouraging participation of all pupils in learning and extracurricular activities
3) Use effective behaviour management strategies consistently in line with the school's policy and procedures
4) Contribute to effective assessment and planning by supporting the monitoring, recording and reporting of pupil progress as appropriate to the level of the role
5) Communicate effectively and sensitively with pupils to adapt to their needs and support their learning

6) Maintain a stimulating and safe learning environment by organising and managing physical teaching space and resources.

Working with others

Teaching assistants are expected to:

1) Recognise and respect the role and contribution of other professionals, parents and carers by liaising effectively and working in partnership with them
2) With the class teacher, keep other professionals accurately informed of progress or concerns they may have about the pupils they work with
3) Understand their responsibility to share knowledge to inform planning and decision making
4) Understand their role in order to be able to work collaboratively with classroom teachers and other colleagues, including specialist advisory teachers
5) Communicate their knowledge and understanding of pupils to other school staff and education, health and social care professionals, so that informed decision making can take place on intervention and provision.

Appendix 3

Teachers' Skill Audit Tool

Use this template to review your skills against the Teachers' Standards and school's expectations.

Teachers: How to use this tool

- Consider your performance against the skills listed in the first column, and highlight in red, amber or green to track whether you're at the standard, secure or expert – to do this, highlight the text and then pick the relevant colour using the 'shading' tool 

- In the second column, you can record your own specific evidence of the level you're at. This should be informed by a range of evidence sources that includes:
  - Feedback from curriculum and phase leader monitoring,
  - Feedback from senior leaders including monitoring including lesson observations,
  - Feedback from external sources e.g., SEA Visits, Ofsted if relevant,
  - Participation in continuing professional development (CPD) and training
  - Pupil outcomes,
  - Feedback from other staff,
  - Pupil Feedback,
  - Parent Feedback,
  - Lesson Planning,
  - Other documents that you've helped to create e.g., curriculum documents, policies, etc.

- In the last column, you can note what actions you plan to take in the areas you've highlighted red, so you can meet (or exceed) the standard

Applecroft School

Teachers' Skill Audit

Name:		Date:
1) Set high expectations that inspire, motivate and challenge pupils		
Skill:	**Evidence:**	**Actions:**
At standard: Establishes a safe and stimulating environment for pupils, rooted in mutual respect **Secure:** The classroom provides a very safe and stimulating environment for pupils, and all behaviours demonstrate mutual respect **Expert:** Has sufficient depth of knowledge and experience to be able to give advice on the best environments to promote the wellbeing of children and young people		
At standard: Sets goals that stretch and challenge pupils of all backgrounds, abilities and dispositions **Secure**: All pupils are well-motivated and extend their understanding through appropriate teacher expectations **Expert:** The knowledge and skills of all pupils are extended by high teacher expectations, so all make exceptional progress		
At standard: Demonstrates consistently the positive attitudes, values and behaviour expected of pupils **Secure**: Provides a strong role model for teaching and learning **Expert:** Provides an excellent role model for teaching and learning		
2) Promote good progress and outcomes by pupils		
Skill:	**Evidence:**	**Actions:**
At standard: Is accountable for pupils' attainment, progress and outcomes **Secure**: Teaching skills lead to learners achieving well relative to their prior attainment, making progress as good as, or better than, similar learners nationally **Expert:** Teaching skills lead to excellent results and outcomes that can provide a role model for others		
At standard: Plans teaching to build on pupils' capabilities and prior knowledge		

Secure: Planning takes account of pupils' individual prior learning, needs and capabilities so all pupils make good progress **Expert:** Planning takes account of pupils' individual prior learning, needs and capabilities so all pupils make exceptional progress		
At standard: Guides pupils to reflect on the progress they have made and their emerging needs **Secure**: Formal and informal assessment and feedback provide detailed information for pupils on how to avoid misconceptions, improve their learning and deepen understanding **Expert:** Provides model for using formal and informal assessment and feedback, which provide detailed information for pupils on how to avoid misconceptions, improve their learning and deepen understanding		
At standard: Demonstrates knowledge and understanding of how pupils learn and how these impacts on teaching **Secure**: Has a clear understanding of how curriculum intent needs to be implemented in order to secure good progress for pupils **Expert:** Analyses the component learning required to develop composite skills and knowledge in order to secure learning in all pupils' long-term memory		
At standard: Encourages pupils to take a responsible and conscientious attitude to their own work and study **Secure**: All pupils take a responsible and conscientious attitude to their own learning **Expert:** Demonstrates excellent and innovative pedagogical practice that inspires pupil independence and resilience		
3) Demonstrate good subjects and curriculum knowledge		
Skill:	**Evidence:**	**Actions:**
At standard: Has a secure knowledge of the relevant subject(s) and curriculum areas, fosters and maintains pupils' interest in the subject, and addresses misunderstandings **Secure**: Has an in-depth understanding of the knowledge and skills required for the subject(s) and the subject-specific pedagogy. Is aware		

of common misconceptions and works to routinely avoid, identify and correct them **Expert:** Uses in-depth knowledge of the subject and its pedagogy to inspire an enthusiasm in pupils and develop a deep level of learning, leading to exceptional progress		
At standard: Demonstrates a critical understanding of developments in their subject and curriculum area(s), and promotes the value of scholarship **Secure**: Reads widely around the subject to deepen understanding of current developments in both the subject knowledge and pedagogy. Uses this knowledge to broaden the context of learning for the pupils **Expert:** Reads extensively around the subject and current research to deepen understanding of current developments in both the subject knowledge and pedagogy. Uses this knowledge to broaden the context of learning for the pupils and colleagues		
At standard: Demonstrates an understanding of, and takes responsibility for, promoting high standards of literacy, articulacy and the correct use of standard English, whatever their specialist subject **Secure**: Pupils have good opportunities to develop and use their skills in reading, writing and communication. Uses a clear understanding of how to develop vocabulary, reading and writing skills to systematically develop pupils' literacy and communication **Expert:** Pupils have excellent opportunities to develop and use their skills in reading, writing and communication. Uses a clear understanding of how to develop vocabulary, reading and writing skills to support colleagues to systematically develop pupils' literacy and communication		
If teaching early reading (this includes teaching children with poor reading at all ages, e.g., SEND or EAL): **At standard:** Demonstrates a clear understanding of systematic synthetic phonics **Secure**: Has a clear understanding of systematic synthetic phonics and uses it to support children's rapid progress in reading		

Expert: Has an excellent understanding of systematic synthetic phonics and uses it to ensure children's rapid progress in reading and love of reading		
If teaching early mathematics: **At standard:** Demonstrates a clear understanding of appropriate teaching strategies **Secure**: Has a clear understanding of appropriate teaching strategies and uses it to support children's rapid progress in numeracy and applying mathematical skills **Expert:** Has an excellent understanding of appropriate teaching strategies and uses it to ensure children's rapid progress in applying mathematical skills and logical problem solving		
4) Plan and teach well-structured lessons		
Skill:	**Evidence:**	**Actions:**
At standard: Imparts knowledge and develops understanding through effective use of lesson time **Secure**: Excellent planning and assessment for learning procedures maximise the use of lesson time and enable pupils to clearly understand how to improve **Expert:** Excellent planning and assessment for learning procedures maximise the use of lesson time and provide a role model for other teachers		
At standard: Promotes a love of learning and stimulates children's intellectual curiosity **Secure**: Pupils are challenged and inspired by teacher's passion for learning and intellectual curiosity **Expert:** Passion for learning and intellectual curiosity provide a role model for others		
At standard: Sets homework and plans other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired **Secure**: Homework activities are well-matched to individual pupil needs and use innovative practice **Expert:** Homework activities are very well-matched to individual pupil needs and set a role model for others		

At standard: Reflects systematically on the effectiveness of lessons and approaches to teaching **Secure**: Is flexible, creative and adept at developing and improving learning sequences within and across lessons that are consistently well matched to learning objectives and learners' needs **Expert:** Takes a lead in planning collaboratively with colleagues in order to adapt and develop learning sequences to promote continual improvement and effective practice		
At standard: Contributes to the design and provision of an engaging curriculum within the relevant subject area(s) **Secure**: Takes responsibility for the design and provision of significant areas of an engaging curriculum within the relevant subject area(s) **Expert:** Takes responsibility for the design and provision of significant areas of an engaging curriculum within the relevant subject area(s)		
5) Adapt teaching to respond to the strengths and needs of all pupils		
Skill:	**Evidence:**	**Actions:**
At standard: Knows when and how to differentiate appropriately, using approaches that enable pupils to be taught effectively **Secure**: Uses a range of approaches that enable all pupils to be taught effectively according to their individual needs **Expert:** Can model differentiation and the use of a range of approaches for others		
At standard: Has a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these **Secure**: Demonstrates good understanding of barriers to learning and uses good pedagogical practice to identify and develop individualised strategies to support children to overcome barriers to learning **Expert:** Demonstrates excellent understanding of barriers to learning and uses excellent pedagogical practice to identify and develop individualised strategies to support children to overcome barriers to learning		

At standard: Demonstrates an awareness of the physical, social and intellectual development of children, and knows how to adapt teaching to support pupils' education at different stages of development **Secure**: Uses their highly developed understanding of the physical, social and intellectual development of children to plan learning which is tailored to the children's stage of development **Expert:** Uses their excellent understanding of the physical, social and intellectual development of children to plan learning which is expertly tailored to the children's stage of development		
At standard: Has 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; and those with disabilities; and is able to use and evaluate distinctive teaching approaches to engage and support them **Secure**: Has extensive knowledge of matters concerning equality, inclusion and diversity in teaching and uses this knowledge to plan and implement distinctive teaching approaches to engage and support pupils **Expert:** Has an extensive knowledge of matters concerning equality, inclusion and diversity in teaching and can act as a role model to lead the practice of others		
6) Make accurate and productive use of assessment		
Skill:	**Evidence:**	**Actions:**
At standard: Knows and understands how to assess the relevant subject and curriculum areas, including statutory assessment requirements **Secure**: Has advanced knowledge and understanding of how to assess the relevant subject and curriculum areas, including statutory assessment requirements **Expert:** Uses advanced knowledge and understanding of how to assess the relevant subject and curriculum areas, including statutory assessment requirements, to coach others		
At standard: Makes use of formative and summative assessment to secure pupils' progress **Secure**: Assessment is skilfully used to identify misconceptions and check pupils'		

understanding in order to ensure good progress **Expert:** Assessment is expertly used to identify misconceptions and check pupils' understanding in order to ensure good progress. This acts as a role model for others		
At standard: Uses relevant data to monitor progress, set targets, and plan subsequent lessons **Secure**: Demonstrates a good understanding of relevant data for their classes. Uses this to ensure gaps in knowledge and understanding are rapidly addressed **Expert:** Knows how to improve the effectiveness of assessment practice in the workplace, including how to analyse statistical information to evaluate the effectiveness of teaching and learning across the school		
At standard: Gives pupils regular feedback, both orally and through accurate marking, and encourages pupils to respond to the feedback **Secure**: Gives pupils incisive feedback, both orally and through marking, which pupils routinely use to improve their work or address misconceptions **Expert:** Gives pupils forensic feedback, both orally and through marking, which pupils routinely use to improve their work or address misconceptions		
7) Manage behaviour effectively to ensure a good and safe learning environment		
Skill:	**Evidence:**	**Actions:**
At standard: Has clear rules and routines for behaviour in the classroom, and takes responsibility for promoting good and courteous behaviour both in the classroom and around the school, in accordance with the school's behaviour policy **Secure**: Uses their extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, in line with the school's behaviour policy, to create a positive learning environment **Expert:** Uses their critical understanding of the most effective teaching, learning and behaviour management strategies to support the development of the school's behaviour & discipline policy and create an excellent learning environment		

At standard: Has high expectations of behaviour, and establishes a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly **Secure**: Maintains and communicates high expectations of behaviour, so that all pupils feel secure, valued and safe **Expert:** Maintains and communicates exceptionally high expectations of behaviour, so that all pupils feel highly secure, valued and safe		
At standard: Manages classes effectively, using approaches appropriate to pupils' needs in order to involve and motivate them **Secure**: Manages classes very effectively, using approaches appropriate to pupils' needs in order to fully involve and motivate them **Expert:** Models management of classes effectively, using approaches appropriate to pupils' needs in order to fully involve and motivate all		
At standard: Maintains good relationships with pupils, exercises appropriate authority, and acts decisively when necessary **Secure**: Maintains excellent relationships with pupils, exercises appropriate authority and acts decisively **Expert:** Models and coaches others to exercise appropriate authority and to act decisively		
8) Fulfil wider professional responsibilities		
Skill:	**Evidence:**	**Actions:**
At standard: Makes a positive contribution to the wider life and ethos of the school **Secure**: Makes a very positive contribution to the wider life and ethos of the school **Expert:** Takes a lead in developing aspects of the wider life and positive ethos of the school		
At standard: Develops effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support **Secure**: Promotes collaboration and works effectively as a team member		

Expert: Leads aspects of the work of the team and/or supports the development of colleagues		
At standard: Deploys support staff effectively **Secure**: Good deployment of support staff ensures that they make a highly positive contribution to the progress and development of pupils **Expert:** Excellent deployment and communication with support staff ensures that they make an outstanding contribution to the excellent progress and development of pupils		
At standard: Takes responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues **Secure**: Takes advantage of appropriate opportunities for professional development and uses the outcomes effectively to improve pupils' learning **Expert:** Researches and evaluates innovative curricular practices and draws on research outcomes and other sources of external evidence to inform their own practice and that of colleagues		
At standard: Communicates effectively with parents with regard to pupils' achievements and wellbeing **Secure**: Communicates very effectively with parents with regard to pupils' achievements and wellbeing and with regard to areas for development that promote pupil progress **Expert:** Excellent ability to provide learners, colleagues and parents with timely, accurate and constructive feedback on learners' attainment, progress and areas for development that promote pupil progress		

Summary				
Record the level that's the 'best fit' for each standard, based on your responses above. **Concern** – below expectation and requires immediate improvement **At standard** – at (or on track to reach) the expected standard **Secure** – meets expectations and sometimes exceeds the expected standard **Expert** – exceeds expectations (and practice is shared within and beyond the school)				
Standard:	**Concern**	**At Standard**	**Secure**	**Expert**
1. Set high expectations that inspire, motivate and challenge pupils				
2. Promote good progress and outcomes by pupils				
3. Demonstrate good subject and curriculum knowledge				
4. Plan and teach well-structured lessons				
5. Adapt teaching to respond to the strengths and needs of all pupils				
6. Make accurate and productive use of assessment				
7. Manage behaviour effectively to ensure a good and safe learning environment				
8. Fulfil wider professional responsibilities				

Appendix 4

Teaching Assistant Skills Audit:

Section 1: Audit Based on Knowledge, Skills and Attitude		
Complete this section of the document and discuss the results with your line manager. Please rate how confident you are against each statement. **1** = not very → **5** = very confident.		
Knowledge:	**Rate your Confidence (1-5):**	**Evidence / Supporting Statements:**
I have full working knowledge of relevant school policies and legislation		
I understand my role in: • Safeguarding children • Providing equal opportunities and preventing discrimination • Health and safety • Data protection		
I understand the principles of child development and how children learn		
I understand key areas of SEN (special educational needs): • Cognition and learning • Social, emotional and mental health • Communication and interaction • Physical and/or sensory needs		

I understand and use basic approaches and techniques in SEN-friendly classrooms. For example: • Using visual support and structures • Promoting high-quality communication • Modelling desired behaviours • Giving instructions and asking questions simply and clearly • Chunking • Promoting positive peer relationships and friendships • Making learning explicit through 'thinking aloud' • Linking new learning to what a child already knows		
I know how to find opportunities to acquire the appropriate skills, qualifications or experience needed to do my job effectively		
I am able to demonstrate expertise and skills in understanding the needs of all pupils and how to meet them		
I have the subject and curriculum knowledge needed to do my job effectively		
I am able to keep my knowledge and understanding relevant and up to date		

Skills:	Rate your Confidence (1-5):	Evidence / Supporting Statements:
I can use ICT effectively to support learning		
I can support and facilitate inclusive practice		
I work to support children's learning in groups (especially small intervention groups)		
I put into practice effective strategies for transition (between lessons, between classes, between relevant Key Stages/phases)		
I consistently use effective behaviour management strategies in line with the school's policy		
I contribute effectively to assessment, using different assessment strategies and share this with staff to inform planning. For example, strategies may include questioning, observation and marking		
I can provide effective feedback to pupils about their learning, including those with SEN and English as an additional language (EAL): what they have done well, and what would make it even better next time		
I establish positive, respectful relationships with pupils with SEN		
I promote all children's independence and autonomy in learning		
I can maintain a learning environment that stimulates and engages pupils, while keeping them safe		

I can work in collaboration with the class teacher, supporting them in their role as the teacher for all pupils in the classroom		
I communicate effectively in: • Planning and preparation for providing support • Sharing the outcome of this with the teacher or SENDCO • Contributing to the development of the Pupil Support plan • supporting parents to communicate with the school		

Attitude:	Rate your Confidence (1-5):	Evidence / Supporting Statements:
I am committed to improving my own practice through regular reflection		
I uphold values consistent with those required from teachers		
I set high, realistic expectations for children		
I am committed to the school's ethos and values		
I understand the importance of warm, trusting relationships for all children, including those with SEN		
I promote inclusion and equal opportunities in all aspects of practice		
I understand the importance of high, realistic expectations for what children and young people with SEN can achieve		

I demonstrate high standards of professional reflective practice in myself and others		
I work together in a team with parents/carers, teachers, other support staff and external agencies		

Section 2: Questions for you to Answer
Answer these questions and then discuss them with your line manager.
What do you consider your areas of strength?
In which areas do you think you could be developed?
How could we help you to develop in those areas?
Is there any specific training you think would help and how?
How could your role be made more efficient? You know your job best – how could it be improved?
What links does your role have with other staff? Are they managed effectively to ensure all procedures are efficient?
Do you have any skills you're not using now that you would like to use more? For example, from previous jobs or outside of your current role?

Section 3: Set Actions Based on your Reponses	
Use your answers from section 1 and 2 to identify next steps with your line manager. For example, you may decide that you need training to develop certain skills and/or set new performance objectives.	
Actions to be taken:	Timescale – when will you start /aim to end:

Appraisal Meeting 1 Report – Autumn Term

Appraisal Meeting 1 Report	
Appraisee Name:	Appraiser Name:
School Year:	Date of Meeting:

Standards and Training & Development:
Standards
Standards performance will be assessed against:
Standards to focus on:
Evidence to assess progress and timescales:
Training and Development
Focus:
Action:
Support:
Timescales:

Agreed Objectives:
Objective 1 – Professional Development Objective (linked to the Teaching/Teaching Assistant Standards or Job Description):
Comments:
Objective 2 - School Improvement Objective (linked with delivery of the school improvement plan where applicable):
Comments:
Objectives 3 - One Role-Specific Objective (linked with curriculum leadership or phase leadership development where applicable):
Comments:

Wellbeing:
1) Are you aware of the Employee Assistance Programme (SAS)?
2) Are there any barriers to your performance that we can further support you with?

Comments:	
Appraiser:	
Appraisee:	
Appraisee Signature:	Date:
Appraiser Signature:	Date:
Date of Appraisal Meeting 2:	
Date of Appraisal Meeting 3:	

Appraisal Meeting 2 Report – Spring Term

Appraisal Meeting 2 Report	
Appraisee Name:	Appraiser Name:
School Year:	Date of Meeting:

Standards and Training & Development:
Standards
Standards performance will be assessed against:
Standards to focus on:
Evidence to assess progress and timescales:
Mid-Year Progress to Date:
Is Appraisee on track to meet all standards?
Training and Development
Focus:
Action:
Support:
Timescales:
Mid-Year Progress to Date:
Is Appraisee on track to complete all training and development?

Objectives:
Objective 1 – Professional Development Objective (linked to the Teaching/Teaching Assistant Standards or Job Description):
Comments:
Mid-Year Progress to Date:
Is Appraisee on track to fully achieve this objective?

Objective 2 - School Improvement Objective (linked with delivery of the school improvement plan where applicable):
Comments:
Mid-Year Progress to Date:
Is Appraisee on track to fully achieve this objective?
Objectives 3 - One Role-Specific Objective (linked with curriculum leadership or phase leadership development where applicable):
Comments:
Mid-Year Progress to Date:
Is Appraisee on track to fully achieve this objective?

Wellbeing:
1) Are there any barriers to your performance that we can further support you with?

Comments:	
Appraiser:	
Appraisee:	
Appraisee Signature:	Date:
Appraiser Signature:	Date:
Date of Appraisal Meeting 3:	

Appraisal Meeting 3 Report – Summer Term

Appraisal Meeting 3 Report	
Appraisee Name:	Appraiser Name:
School Year:	Date of Meeting:

Standards and Training & Development:
Standards
Standards performance assessed against:
Standards focused on:
Progress made and impact on learning, teaching and pupil/school *('so what?'):*
Evidence to support assessment:
Training and Development
Training and Development focused on:
Progress made and impact on learning, teaching and pupil/school *('so what?'):*
Evidence to support assessment:

Objectives:		
Objective 1 – Professional Development Objective (linked to the Teaching/Teaching Assistant Standards or Job Description):		
Fully Achieved	Partially Achieved	Not Achieved
Progress made and impact on learning, teaching and pupil/school *('so what?'):*		
Evidence to support assessment:		
Objective 2 - School Improvement Objective (linked with delivery of the school improvement plan where applicable):		
Fully Achieved	Partially Achieved	Not Achieved
Progress made and impact on learning, teaching and pupil/school *('so what?'):*		

Evidence to support assessment:
Objectives 3 - One Role-Specific Objective (linked with curriculum leadership or phase leadership development where applicable):

Fully Achieved	Partially Achieved	Not Achieved

Progress made and impact on learning, teaching and pupil/school *('so what?'):*
Evidence to support assessment:

Wellbeing:
1) Are you aware of the Employee Assistance Programme (SAS)?
2) Are there any barriers to your performance that we can further support you with?

Planning for the Next School Year:
Possible New Objectives:
Objective 1 – Professional Development Objective (linked to the Teaching/Teaching Assistant Standards or Job Description):
Steps to achieve, evidence to assess progress, and timescales:
Objective 2 - School Improvement Objective (linked with delivery of the school improvement plan where applicable):
Steps to achieve, evidence to assess progress, and timescales:
Objectives 3 - One Role-Specific Objective (linked with curriculum leadership or phase leadership development where applicable):
Steps to achieve, evidence to assess progress, and timescales:

Standards and Training & Development:
Standards
Possible Standards to focus on:
Training and Development
Possible Training and Development to focus on:

Recommendation for Pay Progression: *Recommendations are subject to the approval by the Board of Trustees*	
Is pay progression being recommended, if applicable?	
Yes	No
Please note, pay progression should only be withheld if a staff member is in capability procedures	
If yes, what is the recommended new salary grade?	
Please note, if the staff member is a teacher and being recommended to move onto the UPS, the Headteacher must be informed by the end of the spring term before movement onto the UPS is recommended and the teacher must complete and submit the 'UPR Application Form' (appendix 8) before the end of the preceding summer term.	
Reasons for pay recommendation:	

Comments:	
Appraiser:	
Appraisee:	
Appraisee Signature:	Date:
Appraiser Signature:	Date:

Appendix 8

Upper Pay Range (UPR) Application Form

PERSONAL INFORMATION	
Name:	Job Title:
School:	Date of Application:

WRITTEN STATEMENT	
Summary of results from most recent appraisal *In the section below, include the key information from your last appraisal report.*	
Teachers' Standards: With reference to the 'Teachers' Skills Audit Tool' I have met or exceeded all of the Teachers' Standards.	**Met/not met:**
Performance objectives: 1. 2. 3.	**Met/not met:** 1. 2. 3.
Recommendations on pay:	
Additional evidence *In this section below, summarise any evidence that isn't included in your recent appraisal reports that demonstrates you have met the success criteria for moving onto the UPR. For example, this part could cover extracurricular responsibilities.* *Focus on evidence that demonstrates the impact your contributions have made and shows how long the achievements have been maintained for.*	
Evidence:	

DECLARATION	
I confirm that at the date of this request, I have met the eligibility criteria to be paid on the UPR.	
Signed:	Date:

Pay Appeal Procedure

The Board of Trustees is committed to ensuring the appeals against pay decisions meet the requirement of the dispute resolution provisions of employment law.

The process set out below is consistent with the dispute resolution provisions of employment law and may be adopted by Applecroft School as the means by which appeals against pay decisions are considered.

Teachers may seek a review of any determination in relation to their pay or any other decision taken by the Board of Trustees (or a committee or individual acting with delegated authority) that affects their pay.

The following list, which is not exhaustive, includes the usual reasons for seeking a review of a pay determination:

That the person or committee by whom the decision was made:

a) incorrectly applied any provision of the STPCD;

b) failed to have proper regard for statutory guidance;

c) failed to take proper account of relevant evidence;

d) took account of irrelevant or inaccurate evidence;

e) was biased; or

f) otherwise unlawfully discriminated against the teacher.

The order of proceedings is as follows:

The teacher receives written confirmation of the pay determination and where applicable the basis on which the decision was made.

If the teacher is not satisfied, he/she should seek to resolve this by discussing the matter informally with the decision-maker within ten working days of the decision.

Where this is not possible, or where the teacher continues to be dissatisfied, he/she may follow a formal appeal process.

The teacher should set down in writing the grounds for questioning the pay decision and send it to the person (or committee) who made the determination, within ten working days of the notification of the decision being appealed against or of the outcome of the discussion referred to above.

The committee or person who made the determination should provide a hearing, within ten working days of receipt of the written appeal, to consider the appeal and give the teacher an opportunity to make representations in person. Following the hearing the employee should be informed in writing of the decision and the right to appeal.

Any appeal should be heard by a panel of three Trustees who were not involved in the original determination, normally within 20 working days of the receipt of the written appeal notification.

The teacher will be given the opportunity to make representations in person. The decision of the appeal panel will be given in writing, and where the appeal is rejected will include a note of the evidence considered and the reasons for the decision.

For any formal meeting the teacher is entitled to be accompanied by a colleague or union representative. Each step and action of this process must be taken without unreasonable delay. The timing and location of formal meetings must be reasonable. Formal meetings must allow both parties to explain their cases.

The procedure for the conduct of formal meetings shall be as follows:

Introductions

Chair introduces everyone and what their role is:

• Self as Chair
• other panel member(s) (if applicable)
• employee

• employee representative
• any witnesses for the employee side
• management representative who will state the management case

• any witnesses for the management side
• person who will clerk the meeting
• HR manager to give advice to the panel

Goes over the order of the hearing:
• Employee will state their case
• Chair asks questions of the employee/employee representative
• Chair invites panel (if applicable) to ask questions
• Management will state their case
• Chair asks questions of the management
• Chair invites panel (if applicable) to ask questions
• Chair to sum up both sides
• Chair to adjourn hearing to deliberate

The employee case

Employee/representative presents employee case: • what is the evidence that supports their case
• introduces any witnesses
Chair asks questions

Chair opens the discussion to the panel (if applicable).

The management case

Management representative presents management case:

• what is the evidence that supports the disputed pay decision

• introduces any witnesses

Chair asks questions

Chair opens the discussion to the panel (if applicable).

Summing up

If appropriate, the Chair can sum up the key points on both sides.

End of hearing

Chair ends the hearing and advises employee that will let him/her have the panel's decision in writing within timescale

Chair advises employee that he/she will have a right of appeal and that the letter will contain full details

Decision-making

HR clerk notes Main points of panel discussion, and their decision Panel obtains HR advice if required to inform their decision-making Communication of decision
Employee is notified of decision

Decision and reason for the decision confirmed in writing,

Appendix 10

Appraisal Timeline

Date:	Action:
End of July	Discuss and set objectives, inform teachers of the standards their performance will be assessed against
First day of autumn term	Appraisal cycle begins
Throughout the year	Drop-in observations and monitoring to take place and constructive feedback is provided (ideally within 3 working days or as soon as reasonably practical)
September/October/November	• Formal lesson observation to take place (if applicable) • Appraisal meeting 1 held to: - discuss and set objectives - confirm the standards performance will be assessed against - discuss the outcome(s) of formal lesson observation (if applicable)
By 30th November	Appraisal meeting 1 and written report to be completed, signed and agreed.
By 31st December	Appraisal process is completed for the Headteacher and the deadline for appraisal report to be sent
February/March	Appraisal meeting 2 held to: - review performance to date, including strengths and areas for development, and progress towards objectives
June/July	Appraisal meeting 3 held to: - review the current appraisal period (against either Teaching Standards, Teaching Assistant Standards and/or Job Description and objectives) - discuss possible objectives for the new appraisal cycle
By end of summer term (& within 5 working days of the appraisal meeting)	Appraisal reports to be written and signed
Last day of summer term	Appraisal cycle ends for all staff