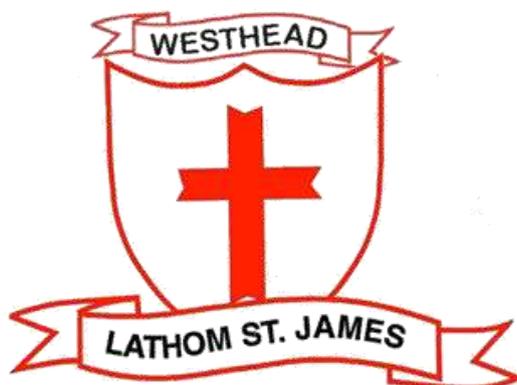


Westhead Lathom St. James C.E. Primary School



"Christian values are implicit in all that we do"

APPRAISAL POLICY FOR TEACHERS

Last Reviewed Date: Spring 2016

Next Review Date: Spring 2019

Version Control:

Issue No.	Date	Author/Editor	Revision Notes
1	8 October 2006	Anne Waterhouse	Original Policy documents copied into new format, with header, footer and version control. Policy reviewed against The Education (School Teacher Performance Management) (England) Regulations 2006, Local Authority guidance relating to the Professional Review of staff who are not teachers and updated to ensure reflects current policy and practice and the needs of the school and the staff as a whole
2	9 February 2007	Anne Waterhouse	Staff amendments incorporated and draft updated against RIG Guidance. Further work needed on proformas.
3	November 2008	Anne Waterhouse	Rewrite. Main document includes principles, appendices include detail
4	May 2009	Alison Albion	Appendices including detail & proformas added.
5	Autumn 2012	Alison Albion	Policy renamed (previously performance management policy) & rewritten based on Lancashire model policy
6	Spring 2014	Alison Albion	Policy reviewed to reflect current procedures.
7	Spring 2016	Alison Albion	Policy reviewed to reflect current procedures.

Signed..... Chair of Governors

Date.....

Mission Statement: Our School Now

Our school provides a secure, caring, stimulating and challenging indoor and outdoor environment that promotes a love of learning. Our children, parents, families, staff, governors and community work together to enable each child to become a happy, healthy, well-balanced individual in preparation for the opportunities, responsibilities and experiences of life.

The ethos of the school is based on the Christian ideals of commitment, responsibility and respect and love for Jesus Christ, self and others. We are committed to working in partnership with all of those involved in our children's development to lead our children towards tolerance, understanding, justice, and sensitivity to the needs of others and appreciation of the world around them.

Our motto "Enjoy, Respect, Learn, Achieve"

Vision Statement: Our Vision for the Future

- To provide role models who: go the extra mile; give of themselves and their time to meet the needs of the whole child; promote spirituality and an appreciation of the wonders of the natural world; promote a love of learning; develop Christian ideals of commitment, responsibility, respect, team-work, tolerance, understanding, justice, sensitivity of self and others and love for Jesus Christ, within a secure, caring, inspiring, stimulating and challenging environment both indoors and outside.
- For children, parents, families, staff, governors and community to work together in partnership to enable each child to become a happy, healthy, well-balanced individuals with self-confidence and belief that builds character to enable them to engage thoroughly, fulfilling each individual's potential through life's experiences, opportunities and responsibilities in a rapidly changing world.

Aims

Westhead Lathom St. James Church of England Primary School aims to :-

- Provide a broad and challenging curriculum and a stimulating learning environment that extends outside the classroom;
- Develop enquiring minds and spirituality through curiosity, awe and wonder of the world;
- Teach, demonstrate and praise Christian Values;
- Value the power of prayer;
- Teach with innovative and investigative approaches to learning;
- Provide an enriching programme of extra-curricular activities and visits;
- Plan a rich, varied and up-to-date range of learning resources;
- Encourage children to achieve their highest standards in all areas of the curriculum and to seek excellence within an ethos of support, challenge and encouragement to succeed;
- Teach children to work independently, collaboratively and become highly motivated lifelong learners;
- Include opportunities for creative thinking in problem solving settings, developing divergent thinking, adaptability and flexibility in preparation for the many changes ahead in life, including the rapid progress in technology;
- Build partnerships between the school, home and community;
- Strive for continuous improvement in all that we do;
- Continually self-evaluate and continue to improve upon current practice;



Westhead Lathom St James C.E. Primary School Appraisal Policy

- Work collaboratively towards common goals;
- Place self-esteem and a positive and inclusive approach to behaviour as high priorities thus ensuring that individuals respect and value themselves, others and the environment and is motivated to do their best in school and beyond in order to become a fulfilled adult who gives to the community.

The Governing Body of Westhead Lathom St James CE Primary School adopted this policy in January 2016. The policy will be reviewed on an annual basis.

This Policy has been developed in consultation¹ with the recognised Teacher Trade Unions/professional associations.

1. PURPOSE

- 1.1 This policy sets out the framework for a clear and consistent assessment of the overall performance of teachers, including the Headteacher, and for supporting their personal and professional development within the context of the school's plan for improving educational provision and performance, and the standards expected of teachers/headteachers.
- 1.2 The appraisal procedure will be used to address any initial concerns that are raised about a teacher/headteacher's performance. If concerns are such that they cannot be resolved through this appraisal process, then consideration of whether to commence the capability procedure will be made.

2. APPLICATION

- 2.2 This policy applies to the Headteacher and to all teachers employed by the school, except those on contracts of less than one term, those undergoing induction (ie NQTs) and those who are subject to the Capability Policy.
- 2.3 Separate arrangements exist for the appraisal of school support staff [https://schoolsportal.lancsngfl.ac.uk/sp_atoz/service.asp?u_id=3460&strSL=A]

3. STATEMENT OF INTENT

- 3.1 Appraisal in this school will be a supportive and developmental process designed to ensure that all teachers/headteachers have the skills and support they need to carry out their role effectively. It will help to ensure that teachers/headteachers are able to continue to improve their professional practice and to develop as teachers/headteachers.

¹ This Policy has been the subject of consultations with the recognised teacher trade unions. However some Teacher trade union representatives have confirmed that they do not fully agree with the full content of the Policy.

4. CONFIDENTIALITY STATEMENT

- 4.1 All parties involved in this policy will be expected to observe the principle of confidentiality in relation to the contents of appraisals and any documentation that arises thereof.
- 4.2 Any documentation arising from, or the content of any discussions during, appraisal meetings may be shared by the Headteacher/appraiser with individuals involved in monitoring performance, or those involved in any capability proceedings that may follow and for quality assurance/moderation purposes. The appraisee should be informed if documentation relating to their appraisal is shared.
- 4.3 Documentation arising from, or the content of any discussions during appraisal meetings should be stored securely and not stored, either electronically or manually, in any public areas in school/on the school's computer network.

5. HEALTH & DISABILITY

- 5.1 The appraiser should consider any ongoing health or disability affecting the teacher/headteacher during the appraisal cycle, including the possibility of considering whether any reasonable adjustments should be made. The Occupational Health Unit can provide advice in this respect if required.

6. GLOSSARY OF TERMS

Teacher Any reference to teacher within this policy refers to the person being appraised, which may also include the Headteacher

Appraiser The person conducting the appraisal with the teacher, which may also include the relevant sub-committee of the Governing Body (in cases of Headteacher appraisal)

School day one of the 195 days of the published school year when a teacher is required to be available for work under the School Teachers' Pay and Conditions Document.

7. THE APPRAISAL PERIOD

- 7.1 The appraisal period will run for 12 months, normally from 1 September to 31 August each year.
- 7.2 Teachers/Headteachers who are employed on a fixed term contract of less than one year should 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.
- 7.3 Where a teacher/headteacher starts their employment at the school part-way through a cycle, the headteacher or, in the case where the employee is the headteacher, the Governing Body shall determine the length of the first cycle for that teacher/headteacher, with a view to bringing his/her cycle into line with the cycle for other teachers as soon as possible.
- 7.4 Where a teacher/headteacher transfers to a new post within the school part-way through a cycle, the headteacher or, in the case where the employee is the headteacher, the Governing Body shall determine whether the cycle shall begin again and whether to change the appraiser.

8. APPOINTING APPRAISERS

Headteachers

- 8.1 The Headteacher will be appraised by a sub-committee of the Governing Body, who have been delegated to perform that function, supported by a suitably skilled and experienced external adviser who has been appointed by the Governing Body for that purpose.
- 8.2 In this school, the task of appraising the Headteacher, including the setting of objectives, will be delegated to a sub-committee consisting of two or three members of the Governing Body. Schools of religious character or foundation schools should ensure that foundation governors are appropriately represented on the sub-committee.
- 8.3 Where a headteacher is of the opinion that any of the governors appointed by the Governing Body is unsuitable to act as his/her appraiser, s/he may submit a written request for that governor to be replaced, stating the reasons for the request.

Other teachers

- 8.4 The Headteacher will decide who will appraise other teachers. However, the headteacher will carefully consider any representations from a teacher or appraiser in cases where they do not believe that the appraiser/teacher relationship is appropriate.
- 8.5 If it becomes apparent that the appraiser appointed by the headteacher will be absent for the majority of the appraisal cycle, the headteacher may perform those duties her/himself or delegate those duties to another teacher for the duration of that absence.
- 8.6 If the headteacher appoints an appraiser who is not the teacher's line manager, the appraiser to whom s/he delegates those duties will have an appropriate position in the staffing structure, together with the necessary background knowledge, skills and training to undertake the role.
- 8.7 Where a teacher is experiencing difficulties and the head teacher is not the appraiser, the head teacher may undertake the role of appraiser.

9. SETTING OBJECTIVES

- 9.1 In schools, the Headteacher's objectives will be set by a sub-committee of the Governing Body in consultation with the external adviser. Objectives will be set before, or as soon as practicable after, the start of each appraisal period. The objectives set will be Specific, Measurable, Achievable, Realistic and Time-bound (SMART) and will be appropriate to the teacher/headteacher's role and level of experience.
- 9.2 The appraiser and teacher/headteacher will seek to agree the objectives but, if that is not possible, the appraiser will determine the objectives. Objectives may be revised if circumstances change. Objectives will be quality assured/ moderated across the School to ensure that objectives set are consistent across teachers with similar experience and levels of responsibility.
- 9.3 The objectives set for each teacher/headteacher 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 will include a description of what success may look like, where this is not obvious. The objectives may also take into account the professional aspirations of the teacher.
- 9.4 The number and depth of targets should be appropriate to the teacher/Headteacher, their individual circumstances and role in school. In our small school there are usually

three targets per individual. They are linked to the school development plan and teachers career plan, within reason.

- 9.5 The process for monitoring progress against the objectives is specific to each school. The monitoring that occurs varies slightly, dependent upon the role the teacher has in school. Teachers have two face to face meetings every year with the HT for their appraisal process and are observed teaching at least twice for this purpose also.
- 9.6 The appraisal process includes an assessment against the appropriate standards. Before, or as soon as practicable after, the start of each appraisal period, each teacher is made aware of the standards against which their performance in that appraisal period will be assessed, in order that the teacher can prepare for the appraisal meeting.
- 9.7 All teachers/headteachers are assessed against relevant standards contained in the DfE's "Teachers' Standards", published in July 2011, which the teacher should be directed to. The Headteacher or Governing Body (as appropriate) will consider whether certain teachers should also be assessed against other sets of standards published by the Secretary of State that are relevant to them e.g. upper pay scale. Those on the Leadership Spine should also be assessed against the National Standards for Headteachers 2004. Qualified Teacher Learning and Skills (QTLS) holders may be assessed against the overarching professional standards for teachers in the lifelong learning sector, held by the Learning and Skills Improvement Service.

10. PAY PROGRESSION

- 10.1 Where teachers are eligible for pay progression, the recommendation made by the appraiser will be based on the assessment of their performance against the appraisal objectives. The decision made by the relevant decision-making body will be based on the statutory criteria and guidance set out in the *School Teachers' Pay and Conditions Document (STPCD)* and the relevant teacher standards.
- 10.2 The Governing Body has agreed the pay policy of the school and has considered the implications of the appraisal policy with respect to the arrangements relating to teachers' pay in accordance with the *STPCD*. The Governing Body will ensure that decisions on pay progression are made by 31 December for head teachers and by 31 October for other teachers.

11. REVIEWING PERFORMANCE

- 11.1 There are a variety of ways to assess/gather evidence of the teacher/headteacher's performance against the objectives set during the appraisal process. Classroom observation is also part of the review of performance for teachers with a classroom teaching role, as this can be an effective way of assessing teachers' performance to identify any particular strengths and areas for development they may have. It is also a method of obtaining information which can inform school improvement more generally.
- 11.2 All observations under this policy will be carried out in a supportive fashion, with professionalism, integrity and courtesy, and should result in a professional dialogue and constructive feedback. Verbal feedback will be provided as soon as is reasonably practicable after the observation, normally within 3 school days and written feedback within 5 school days and stored on the platform, Perspective, unless circumstances make this impossible.
- 11.3 For the purposes of appraisal, teachers' performance will be observed on an appropriate and reasonable number of occasions and will, as far as possible, be agreed by the appraiser with the appraisee based on the individual circumstances of the teacher and the overall needs of the school.
- 11.4 For the purpose of professional development, feedback on lesson observations should be developmental, and not only a judgement using Ofsted grades.
- 11.5 In this school teachers' performance will be regularly observed but the amount and type of classroom/other observation will depend on the individual circumstances of the teacher and the overall needs of the school.
- 11.6 Classroom observation will be only be carried out by those with Qualified Teacher Status.
- 11.7 The school may use the findings of each observation, including appraisal observations, for other management requirements (for example subject area reviews), thereby seeking to minimise the total number of occasions when teachers are observed.
- 11.8 In addition to formal observation, Headteachers or other leaders with responsibility for teaching and learning 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 ins" and the notice to be given will vary depending on specific circumstances.

- 11.9 Through consultation with staff and school trade union/professional association representatives school has agreed a classroom observation protocol, which provides details on the conduct of "drop in" and classroom observations.
- 11.10 Teachers (including the Headteacher) who have responsibilities outside the classroom should also expect to have their performance of those responsibilities observed and assessed.
- 11.11 In situations where the teacher/headteacher's performance becomes a cause for concern, additional review meetings may take place and additional support discussed, to assist the teacher/headteacher in achieving their objectives. During any additional meetings, the appraiser will clearly outline the nature of the concerns, so that the teacher/headteacher is fully aware of what is required to achieve their objectives.

12. DEVELOPMENT AND SUPPORT

- 12.1 Appraisal is a supportive process which will be used to inform continuing professional development. The school wishes to encourage a culture in which all teachers take responsibility for improving their teaching through appropriate professional development. Professional development will be linked to school improvement priorities and to the ongoing professional development needs and priorities of individual teachers.
- 12.2 As part of the appraisal process, the impact of any continuing professional development on the teacher's performance will be assessed.
- 12.3 The School CPD programme will be informed by the training and development needs identified as part of the appraisal process. In this regard, the Governing Body will ensure that in budget planning, as far as possible, resources are made available in the school budget for appropriate development opportunities.
- 12.4 In the case of competing demands on the school budget in relation to CPD opportunities, a decision on relative priority will be taken by the headteacher with regard to the extent to which:
- (a) the training and support will help the school achieve its priorities; and
 - (b) the CPD identified is essential for an appraisee to meet their objectives.

12.5 During the annual assessment/review meetings, account will be taken of circumstances where it has not been possible for the teacher/headteacher to fully meet their objectives because any support recorded in the planning statement has not been provided, taking into account the reason why the support has not been provided.

13. FEEDBACK

13.1 Teachers/headteachers will receive constructive feedback on their performance throughout the year and soon after any observation has taken place or other evidence becomes available. Feedback will highlight particular areas of strength as well as any areas for further development.

13.2 The objectives set for each teacher/headteacher 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. The monitoring of this will be specific to each school. The monitoring that occurs may vary from school to school and will be dependent upon the role the teacher has in school.

14. TRANSITION TO CAPABILITY

14.1 If the appraiser is not satisfied with progress made under the appraisal policy, the teacher/headteacher will be notified in writing by the Headteacher/Chair of Governors that:

- i). the appraisal procedures will no longer apply
- ii). that their performance will be managed under the Capability Policy
- iii). that they will be invited to an informal capability meeting, with at least 5 school days notice
- iv). that the matter will then be referred to a member of the School Senior Leadership Team.

14.2 The informal and formal capability procedures are contained within a separate Capability Policy.

15. ANNUAL ASSESSMENT

15.1 Each teacher's performance will be formally assessed in respect of each appraisal period. In assessing the performance of the Headteacher, the Governing Body must consult the external adviser.

15.2 This assessment is the end point to the annual appraisal process, but performance and development priorities will be reviewed and addressed on a regular basis throughout the year in interim meetings which will take place once a term, or more frequently where

there are concerns about the teacher/headteacher's performance. Some performance objectives could be carried forward into the subsequent appraisal cycle.

15.3 The teacher/headteacher will receive a written Appraisal Report as soon as practicable following the end of each appraisal period, and have the opportunity to add comments. In this school, the Headteacher will receive their written appraisal report by 31 December each year and all other teachers will receive their written appraisal reports by 31 October, unless exceptional circumstances apply. The appraisal report will include:

- details and evaluation of the teacher/headteacher's objectives for the appraisal period in question;
- an assessment of the teacher/headteacher's performance of their role and responsibilities against their objectives and the relevant standards;
- an assessment of the teacher/headteacher's future 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 all other teachers);
- performance objectives with success criteria for the next appraisal cycle
- a space where the teacher/headteacher can add their comments (if they wish).

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

APPENDIX 1

The appraisal cycle

Stage 1: Planning - Each teacher discusses and agrees objectives with their headteacher and records these in an individual plan (See Appendix 2) Objectives are challenging but realistic and take account of a teacher's job description and their existing skill and knowledge base.

There are no hard and fast rule about how many objectives there should be for a teacher but we expect a minimum of three and no more than six to be agreed. Where a teacher works at more than two schools it is expected that no more than 3 - 4 objectives will be agreed at each school. Agreeing objectives does not mean itemising every activity but picking out key expectations and yardsticks. The range of objectives should match the nature of the job, including leadership or management areas as appropriate. Where someone has a wide range of managerial duties, objectives might focus on specific areas of this work.

Teachers' objectives include pupil progress as well as ways of developing and improving teachers' professional practice.

Leadership group staff and those with management allowances have objectives relating to their additional responsibilities.

Headteachers' objectives cover school leadership and management as well as pupil progress.

The following principles inform discussions about objectives:

- the headteacher ensures that the teacher understands what his or her objectives involve, is in a position to achieve them, knows what they need to do to achieve them and understands when and how they will be reviewed;
- objectives are written clearly and concisely and are measurable;
- objectives focus on matters over which a teacher has direct influence/control and take into account fully the wider socio-economic, cultural and other external influences on pupils; and
- objectives for each teacher relate to the objectives in the school development plan and any key stage plans as well as his / her own professional development needs.

The headteacher records the objectives which will apply for the review period. These should be jointly agreed if possible. If there are any differences of opinion about the objectives the teacher may add comments to the written record of objectives.

When reviewing the performance of the headteacher if the participants are unable to agree objectives, the governors appointed to review the performance of the head should set and record the objectives. The head may add comments to the written record of objectives.

Professional development opportunities are needed to support agreed objectives, to develop strengths and address areas for development or professional growth. The development and training section of the individual plan is used to record action.

Stage 2: Monitoring Progress - The teacher and headteacher keep progress under active review throughout the year using classroom observation and other relevant information. They discuss any supportive action needed and keep development plans up-to-date.

The headteacher consults the teacher before seeking to obtain information, written or oral, relevant to the teacher's performance from other people.

Classroom observation is accepted good practice with a total maximum time of no more than three hours each year, as required by regulations. Where evidence emerges which gives rise to concern about teaching performance additional observations are likely to be arranged. It is not a requirement to observe headteachers with teaching responsibilities.

In our school we have agreed to have one full lesson observation per year supplemented by observation of whole or part of lessons which are agreed to be useful for developmental purposes. This is in addition to general monitoring of lessons.

In planning observations, we follow these principles:

- successful observation requires preparation and training, and a clear understanding on the part of the teacher and headteacher of its purpose;
- the nature of the observation will depend on its purpose;
- it is important that the observer ensures that the lesson proceeds in as normal an atmosphere as possible;
- full, constructive and timely feedback offers an opportunity to discuss what went well and what might be done better or differently next time. When giving feedback, the headteacher should take into account the range of activities carried out by the teacher and the time spent on each activity.
- written feedback is provided within five days of the observation.

Stage 3: Reviewing Performance:

The annual review of the teacher's performance uses the recorded objectives as a focus to discuss his/her achievements and identify any developmental needs. It is combined with agreeing objectives for the following appraisal cycle.

The focus of the review is on how to raise performance and improve effectiveness. It involves:

- reviewing, discussing and confirming the teacher's essential tasks and objectives;
- recognising strengths and achievements and taking account of factors outside the teacher's control;
- confirming action agreed with the teacher at other reviews;

- identifying areas for development and how these will be met;
- recognising professional development needs; and
- agreeing new clear objectives and completing an individual plan for the year ahead.

The headteacher evaluates the teacher's overall performance, including an assessment of the extent to which objectives have been met, and the teacher's contribution to the life of the school during the review period. It takes account of the stage the teacher is at in his or her career e.g. teacher with 2 - 3 years service, advanced skills teacher, senior manager.

Within 10 days of the review meeting, the headteacher prepares a written review statement recording the main points made at the review and the conclusions reached, including any identified development needs and activities recorded in a separate annex (but forming part of) the review statement. Once written, the headteacher gives the teacher a copy of the statement. The teacher may add written comments to it within 10 days of first having access to the statement,.

Good practice shows that the review statement should be written as soon as possible after the review, whilst the facts are still fresh in the headteacher's memory.

Revision of statements

Should circumstances for individual teachers change during a cycle or monitoring indicate the need to reconsider objectives and/or success criteria, or either the teacher or headteacher request it, a revision meeting is held. Any changes agreed are recorded as an addendum within ten days. No changes are made to a review statement without a revision meeting having been held.

APPENDIX 2

Copies of documentation for teaching staff

<p>WESTHEAD LATHOM ST. JAMES C.E. PRIMARY SCHOOL</p> 
<p>Teacher</p> <p>Self Review Form (optional)</p> <p>Date</p>

This is a prompt sheet to help you prepare for your appraisal. You will be able to have a discussion with your appraiser about your work during the past year and plan the coming year.

You may find it helpful to refer to your job description and to reflect on the following questions.

1. During the past year, what parts of your job have given you greatest satisfaction?

How could these be developed?

2. What parts of your job have given you least satisfaction?

Is there something that could be done to overcome this?

3. Were the objectives last year met?

What evidence would you refer to/have available?

4. Were there any problems or difficulties which prevented you from achieving something you intended or hoped to do?

Are they still a cause for concern?

If so, could they be eliminated?

5. What additional things might be done by you?

Anyone else?

6. What do you think should be your main areas of focus for next year?

7. What professional development opportunities might be useful for you?

8. How would you like to see your career developing?



**WESTHEAD LATHOM ST. JAMES C.E.
PRIMARY SCHOOL**

**Teacher Appraisal
(Report and Planning)
2013-2014**

Date :

Name :

Post :

Appraiser :

CONFIDENTIAL

Review of most recent Appraisal Cycle *(insert year)*
Teacher / Other* Standards, CPD and performance objectives.
(e.g. Leadership, post Threshold, AST, Excellent Teacher)*

(Applicable from 2013)

Teacher / Other Standards assessed

-
-
-
-

Evidenced from

-
-
-
-

Evaluation

(Applicable from 2013)

CPD – training and development

Review

-
-

Impact on performance

-
-

<ul style="list-style-type: none">•• <p>Evaluation</p>
--

Performance Objective 1
<u>Achievements against success criteria:</u>
Evaluation : MET / partially MET / NOT MET / carried over

Performance Objective 2
<u>Achievements against success criteria:</u>
Evaluation : MET / partially MET / NOT MET / carried over

Performance Objective 3
<u>Achievements against success criteria:</u>
Evaluation : MET / partially MET / NOT MET / carried over

Performance Pay Progression

Is the teacher eligible for performance pay progression? Yes / No

Are the relevant criteria met for such pay progression? Yes / No

The teacher is recommended for pay progression from
UPS _____ to UPS _____ *
L _____ to L _____ *

to be dated from 1st September _____ *

The teacher is already at the top of the pay range and is praised for continuing to play a critical role in the life of the school, making a distinctive contribution to the raising of pupil standards by inspiring confidence and contributing effectively to the work of the wider team. *

The teacher is not recommended for pay progression because *

-
-
-
-

**complete, delete as appropriate*

Comments by the Teacher

N.B. The review part of this Appraisal Report may be made available to the governors / appropriate authority responsible for performance pay progression.

Planning for Appraisal Cycle 2014-2015
Teacher / Other* Standards, CPD and performance objectives.
(e.g. Leadership, post Threshold, AST, Excellent Teacher)*

Teacher / Other Standards to be assessed

-
-
-
-

Wider assessment of standards will include

-
-
-
-

Performance Objectives. These are to be related to the teacher's role / responsibility / education of pupils / school provision and performance. They should be SMART (*specific, measurable, achievable, realistic and time-bound*).

Objective 1 <i>(type here)</i>
<u>Actions</u> :
<u>Success criteria</u> :
<u>Timescale</u> :

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Support :

Objective 2
(type here)

Actions :

Success criteria :

Timescale:

Support :

Objective 3
(type here)

Actions :

Success criteria :

Timescale:

Support :

Arrangements for observing the teacher's performance (classroom / other)

Training and Development (impact to be assessed at next appraisal).

Informal Reviews (dates / notes)

Spring Term

Summer Term

Comments by the Teacher

Signed

Teacher :

Appraiser :

Date :

N.B. The planning part of this Appraisal Report may be made available to the headteacher / senior leadership team for quality assurance purposes.

Subject Leader Monitoring Report

Name.....

Subject Area

Date of Meeting

The questions have been designed to guide the meeting - please add any other details that you consider relevant. A copy will be kept in your appraisal folder

What phase of development is the subject /area in at the moment? (audit, development, monitoring)

What actions have taken place to develop the subject in the last term?

What were the particular successes as a result of these actions?

Which of these actions still need further development?

What actions are planned to take next (timescale)?

What do you think are likely barriers/obstacles to achieving your intentions?
How may you overcome them? What support will you need to overcome them?

What are the success criteria for achieving your intentions? (How will you know if & when you achieve them)

How are the pupils progressing?

In line with national expectations?

Above national expectations?

Below national expectations?

What evidence do you have to support this view? (What further evidence is needed?)

What are the implications for future actions of the current assessments of pupils' progress? (What will we need to do to improve progress?)

Signed.....

Next meeting to be held on.....

Specific issues to be followed up:

Materials to be provided:

Appendix 3

Copies of documentation for support staff

Westhead Lathom St James C.E. Primary School
Support Staff
Performance Management Desk-top Review

Name _____

Date of meeting _____

The purpose of this desk-top review is to ensure that every member of staff has access to the performance management process. This will serve as a record of achievements, needs and wishes for future professional development.

I would appreciate it if you would consider the questions/ prompts and answer in as little or as much detail as desired. Some boxes may be left blank. This is a confidential record.

1. What are your main responsibilities and tasks?

2. Please list any professional development/training courses you have experienced in the last year.

(We can access an electronic list if you do not have a record)

3. What do you consider to be your most significant achievements in the last year? and /or What aspects of your work have given you the most satisfaction?

4. Which areas of your work have given you the most concern and why?

(We may be able to help)

5. Possible objectives for next year.

-
-

6. Training required ?



Westhead Lathom St. James C.E. Primary School

**Appraisal Form 2012/13
Support Staff**

Appraisee details

Name of appraisee:

Post:

Date of appointment:

Appraiser:

Meeting date:

Review of the completed cycle

Review of Performance Management Objectives 2012/13

Objectives	Summary of tasks completed	Evidence of impact/achievement

Other areas of success and improvement:

Reviewer's evaluation:

Planning for forthcoming cycle - 2013/14

Objective	Proposed strategies	Success criteria / monitoring arrangements

Signed: _____ Date:

Signed: _____ Date: