

TEACHER APPRAISAL Guidance Document 2015

(Amended September 2015)

This guidance document is intended to support appraisers of Teachers. It provides guidance only and is based on the Solihull Model Policy for Appraising Teacher Performance and the Model Pay Policy for Solihull Schools and the Pay Policy Guidance Document.

Teachers appraising non-Teachers within schools should use the Non-Teaching Performance Management / PDRF process.

CONTENTS	Page
1. PRINCIPLES FOR APPRAISAL	4
1.1 Entitlements	4
1.2 Responsibilities of the Appraiser	4
1.3 The Appraisee's Obligations	4
1.4 Appraisal Policy	5
2. BENEFITS OF APPRAISAL	5
2.1 Benefits for the School	5
2.2 Benefits for Teachers	6
3. ROLES AND RESPONSIBILITIES	6
3.1 Who should be the Appraiser?	6
3.2 Who should be the Appraisee?	6
3.3 The Role Requirements of the Appraiser	6
3.4 The Role Requirements of the Appraisee	7
4. ORGANISING THE PLANNING AND REVIEW MEETING	7
4.1 Preparing for the Planning and Review Meeting – Appraisers	7
4.2 Preparing for the Next Cycle	7
4.3 Interim Reviews	8
4.4 Preparing for the Planning and Review Meeting – Appraisees	8
5. THE PLANNING AND REVIEW MEETING	9
5.1 Overview	9
5.2 Reviewing Progress	9
5.3 Objectives	9
6. SETTING APPRAISAL OBJECTIVES	10
6.1 Overview	10
6.2 Identifying Objectives	11
6.3 Developing Objectives	13
6.4 Wording Objectives	13

CONTENTS		Page
7.	SUCCESS CRITERIA	14
7.1	Assessing Pupil Progress	14
8.	SUGGESTED EVIDENCE	15
9.	DEVELOPMENT AND SUPPORT	15
9.1	Importance of Development and Support	15
9.2	Establishing What CPD the School Can Offer	15
9.3	Being Aware of the Range of Available CPD	16
9.4	Establishing What Are the Appraisee's Aspirations	16
9.5	Matching CPD to the Needs of the Individual	16
9.6	Making Sure that Training and Support are Co-ordinated	17
9.7	Monitoring CPD	17
10.	LESSON OBSERVATIONS	17
10.1	Key Features of Classroom Observation	17
11.	REVIEWING PROGRESS	19
11.1	Progress Towards Objectives	19
11.2	Making Recommendations on Pay Progression	20
11.3	Progression on the Main Pay Scale	20
11.4	Progression on the Upper Pay Scale	21
11.5	Solihull Pay Policy Guidance	21
11.6	Solihull Model Pay Policy	22
Appendices		Page
Appendix 1	Appraisers Check List for the Appraisal Meeting	23-25
Appendix 2	Reviewee Pre-Performance Preparation	26-27
Appendix 3	Reviewee Pre-Performance Review Preparation	28
Appendix 4	Appraisal Planning Statement	29-30
Appendix 5	Assessment Against Relevant Teachers' Standards	31
Appendix 6	Judging Performance for Teachers on Main Salary Scale	32
Appendix 7	Judging Performance for Teachers to Move to, or Within, the Upper Pay Range	33-34
Appendix 8	Assessment of Mainscale Teachers	35-36
Appendix 9	Assessment of Application to Access the Upper Pay Range	37-38
Appendix 10	Salary Progression on the Upper Pay Range	39-40
Appendix 11	Teachers Experiencing Difficulties: Extract from Solihull Model Appraisal Policy	41
Appendix 12	'Teacher Experiencing Difficulties' Action Plan	42-44

1. PRINCIPLES FOR APPRAISAL

The purpose of appraisal is the development of the individual and the school and the improvement of pupil progress.

Appraisal works best when it is embedded in a culture in which all staff feel confident and empowered to participate fully in the process.

This involves a clear set of entitlements and responsibilities for staff.

1.1 Entitlements

- a) The establishment of clear and transparent performance criteria and agreed monitoring and support.
- b) A review of progress by an appropriately trained appraiser who knows what the reviewee does.
- c) Professional development which is effective and relevant to individual needs and aspirations, and which is a part of everyday activities. Constructive and continuous feedback which values successes and ensures that there are no surprises at the end of the cycle.
- d) An on-going professional dialogue between appraisees and appraisers in which all are respected as professionals and which takes place in an open, equitable and fair manner.
- e) Ensuring equal opportunities for all at all stages of the appraisal cycle.
- f) The maintenance of an appropriate work/life balance.
- g) Adherence to the School Appraisal Policy and Classroom Observation Protocol.
- h) The appraisal process should be treated with confidentiality. Only the line manager, appraiser and Head Teacher will be provided with the agreed written appraisal report and plan. Appraisees will be consulted on requests from other managers, e.g., from other departments, to have access to the reports. (Ofsted may require the school to show anonymous examples of appraisal objectives.)
- i) A right of appeal against any of the entries in the written appraisal report (details of the appeal process should be contained in the School Pay Policy).

1.2 Responsibilities of the Appraiser

- a) The Head Teacher's responsibilities are obligatory and are outlined in the Pay Policy.
- b) To be clear about what their role is in appraisal.
- c) To participate fully in the appraisal cycle.
- d) Where appropriate, to support colleagues in their role and professional development.
- e) Ensure an annual and a mid-cycle appraisal takes place for each appraisee.

1.3 The Appraisee's Obligations

A Teacher will:

- engage with appraisal - this includes working with their appraiser to ensure that there is a secure evidence base in order for an annual pay determination to be made;

- keep records of their objectives and review them throughout the appraisal process;
- share any evidence they consider relevant with their appraiser;
- ensure they have an annual review of their performance and a mid- cycle review;
- to be involved in an on-going professional dialogue about their own development;
- to take ownership and responsibility for their own professional development;
- to be aware of their own strengths and development needs;
- to work within the policies, aims and standards agreed within the school;
- where appropriate to support colleagues in their role and professional development.

1.4 Appraisal Policy

The School Appraisal Policy and Classroom Observation Protocol is the key document for appraisal. All parts of the appraisal process should conform with the processes, as set out in this document.

2. BENEFITS OF APPRAISAL

For an appraisal to be successful, it is important that all staff recognise its benefits.

2.1 Benefits for the School

- School Improvement Plans will help in forming some of the priorities for objectives. This will ensure that SIP priorities are the responsibility of all staff and a focused use of resources.
- Helps to establish coherence across management and school improvement processes and systems.
- Helps to ensure a coherent CPD plan which reflects the needs of staff.
- As the performance of staff improves through appraisal, so will the overall performance of the school.
- Enables the school to recognise and reward Teachers appropriately for their contribution to the school.

2.2 Benefits for Teachers

- Helps to ensure that decisions regarding pay are managed in a fair, just and transparent way.
- Forms part of an on-going professional dialogue.
- Helps to develop professional practice.
- Fairness and consistency of appraisal within a national pay policy.
- Rewards Teachers as highly-skilled professionals.
- Professional development agreed at the beginning of the cycle as part of the performance plan and agreed objectives refer to Appendix 5.
- Recognition that career aspirations need to be taken into consideration.
- Impact on teaching and learning of their own professional development.

3. ROLES AND RESPONSIBILITIES

3.1 Who should be the Appraiser?

The choice of appraiser for Teachers is for the Head Teacher to determine. The Head Teacher may either be the appraiser for other Teachers, including members of the leadership group, or the role of appraiser may be delegated.

Appraisers should be qualified Teachers who have recent teaching experience and appropriate training.

Wherever possible, the role of appraiser should be delegated to the Teacher's line manager, i.e. the person who directs, manages, and has post responsibility for, the area in which the appraisee works. If the Head Teacher appoints an appraiser who is not the Teacher's line manager, the appraiser to whom she/he delegates those duties should have an appropriate position within the staffing structure and the necessary background knowledge skills and training to undertake this role.

Where Teachers have an objection to the Head Teacher's choice of appraiser, their concerns should be carefully considered and, where possible, an alternative appraiser should be offered.

3.2 Who should be the Appraisee?

All qualified and unqualified Teachers should take part in the Teachers' appraisal process. Appraisal is not applicable for Teachers who have not successfully completed their induction period (NQTs will be assessed on their own appropriate objectives, which will be relevant to their experience), Teachers who are subject to a capability procedure and Teachers who are employed for less than one school term.

3.3 The Role Requirements of the Appraiser

- Organise and inform the appraisee about all appraisal meetings.
- Inform the appraisee which set of relevant professional standards they will be assessed against in the appraisal period.
- Meet with the appraisee and, together, agree no more than three objectives (see Appendix 5) for the appraisal period and provide a written record.
- Support the appraisee in identifying appropriate support and training to enable them to meet their objectives.
- Monitor the progress of the appraisee during the appraisal cycle and maintain a professional dialogue in order to discuss on-going progress, including a mid-cycle review.
- At the end of the appraisal cycle, meet with the appraisee to review progress made towards the objectives.
- Provide a written report of the reviews (Appendix 3). If the circumstances or responsibilities of the appraisee should change during the appraisal cycle, or if the appraisee is absent so that the actions recorded in the planning statement are no longer appropriate, an interim meeting should take place to review the objectives and, where necessary, amend the objectives.
- Where a Teacher may be experiencing difficulties during the appraisal cycle the appraiser should offer support. If the appraiser considers that the difficulties are such that, if not rectified, could lead to capability procedures where there are

concerns, the appraiser should inform the Head Teacher to take appropriate actions (see Appendix 12 of this document and refer to the Appraisal Policy).

3.4 The Role Requirements of the Appraisee

The appraisee must:

1. Play an active role in their own appraisal and professional development, including actions agreed at review meetings.
2. Prepare for the planning and review meeting.
3. Meet with the appraiser at the start of the appraisal cycle, and at the interim review, to agree objectives and monitor progress towards agreed objectives and the success criteria.
4. Maintain a professional dialogue throughout the cycle and ensure that the appraiser is informed of any change of circumstances.
5. Meet with the appraiser at the end of the cycle and interim meeting to review performance and identify achievements, including assessment of achievement against objectives, and identify further professional development needs.

4. ORGANISING THE PLANNING AND REVIEW MEETING

1. The appraiser and appraisee should schedule the meeting as far in advance as possible. The appraiser should confirm that the meeting is taking place as planned prior to the meeting.
2. The appraiser and appraisee should ensure that sufficient directed time is set aside for the meeting; an hour is normally sufficient.
3. The Planning and Review meeting should normally confirm what the appraisee and appraiser already know, if a professional dialogue has been maintained throughout the cycle.
4. The Planning and Review meeting is a professional dialogue between appraiser and appraisee. Appraisees should play an active part in the meeting making sure that they put forward their views about their performance and future developments.
5. For an example of Appraisal Planning and Review forms see Appendix 2.

4.1 Preparing for the Planning and Review Meeting – Appraisers

- Check the planning element of the planning and review statement and that all the elements have been addressed.
- Check that the documents they will refer to at the meeting have been shared with the appraisee, to assist their preparation.
- Check that agreed monitoring information has been collected and reviewed and where appropriate shared with the appraisee.

4.2 Preparing for the Next Cycle

- Consider the improvement objectives of the school and the relevant key stage or curriculum area and how these may be relevant to the appraisee.
- Make sure that the appraisee has been informed about which set of professional standards they are to be assessed against (in most cases this will be the Teachers' standards).
- Ensure they are familiar with the appropriate standards.

- Ensure that they have access to the appraisee's job description.
- Ensure that they have consulted with relevant third parties, with direct professional knowledge of the reviewer, about possible objectives and performance criteria for the next appraisal cycle, e.g. where the appraisee works within more than one department, the appraiser should consult, with the agreement of the appraisee and ensuring confidentiality is maintained, other relevant heads of department.
- Consider the range of evidence which could be collected, the arrangements for collecting it and the support which could be provided for the appraisee.

4.3 Interim Reviews

An interim review should be held at an appropriate point during the appraisal cycle. The purpose of the interim review should be to provide an organised and structured opportunity to discuss the progress made, check that actions have been completed and, where appropriate, identify additional actions to ensure that objectives are met.

4.4 Monitoring progress – concerns and support

The purpose of the appraisal process is to support teacher progress and development and the interim review, or ongoing discussions with the appraisee may identify areas of performance which require further development. Development needs should be seen in the context of the teacher's experience and career stage. Some development needs may be noted for future objectives in the next stage of the appraisal cycle.

Where it is apparent that a teacher's personal circumstances are leading to difficulties at school this should be dealt with outside the appraisal process. Most Solihull schools subscribe to the employee assistance programme and Occupational Health who should be able to provide individual support.

Where the appraiser identifies through the appraisal process or through other sources of information that the performance difficulties experienced by teachers are such that, if not rectified, could lead to capability procedures it is important that early support is made available. Additional support should be identified and targeted towards appraisal objectives which should, if necessary, be revised to meet identified needs. The additional support should, by agreement, meet the current key needs as outlined in the Performance Management objectives and could include, various strategies such as, adapting/refocusing previous internal support, commissioning support from external providers for CPD opportunities or making connections with excellent practitioners in other schools. Appropriate time should be given for teachers to effectively access this support and any support should be organised and carefully structured with agreed discussion opportunities for the appraisee in order to minimise potential concern, thereby ensuring that objectives are subsequently met.

If at the end of an agreed period of time sufficient progress has been made the normal appraisal cycle will continue. If concerns remain the appraiser should inform the teacher and invite them to a meeting under the policy entitled 'Teacher's experiencing difficulties meeting' (Appendix 11). A 'teacher experiencing difficulties' remains within the appraisal process but provides for a more formal stage in the provision of support, in ensuring that the teacher is aware of the consequences of not making further progress and, where appropriate, in ensuring that the teacher has opportunities to be supported by a professional association or by a work colleague.

If appropriate progress is made the teacher experiencing difficulty will return to the appraisal cycle. If not the teacher will be invited to a transition meeting at which capability procedures will be considered.

4.5 Preparing for the Planning and Review Meeting – Appraisees

Review of the last cycle:

- Reflect on the achievements of the last appraisal cycle against the performance criteria recorded in the planning statement.
- Ensure they have copies of the relevant documentation and evidence, including written feedback from any classroom observations.
- Identify any issues that have affected their performance, positively or negatively.
- Consider any issues about the planned support they needed/received.
- Assess the impact of the engagement in professional development, both their own and, as appropriate, the professional development of others, recognising that it can take time for the benefits to be realised fully.
- Reflect on how far they have met the agreed performance criteria.
- Where use of data related or pupil progress targets is appropriate, these will be reasonable, in the circumstances in which the Teacher works and it will be recognised that factors outside Teachers' control may significantly affect success.

Preparing for the next cycle:

- Consider what they would like to achieve in the next appraisal cycle taking account of, as appropriate, department, year, key stage, whole school improvement plans.
 - a) Consider the relevant Teachers' Standards and identify development areas.
 - b) Identify what professional development might help them develop their practice further.

There is no requirement for appraisees to produce any additional documentation for the review meetings, although some might find a self-review useful (see Appendix 2) of this document.

5. THE PLANNING/REVIEW MEETING

5.1 Overview

Appraisal includes the reviewing of progress and the agreement of future objectives. This may be achieved in separate meetings at the start and the end of the appraisal cycle or in one meeting.

5.2 Reviewing Progress

Although appraisal is about overall performance there is no need to cover every aspect of the appraisee's responsibilities. The meeting should concentrate on key priorities, the Teachers' contribution to pupil progress through direct teaching and learning and the key Teachers' Standards which can be developed.

The appraiser should be aware of the training and support provided to the reviewee during the appraisal cycle noting that an appraisee should not be held accountable for progress towards objectives where promised support has not been forthcoming (although this should have been drawn to the attention of the appraiser during the appraisal cycle).

The appraiser and appraisee should:

- a) Seek to achieve a shared understanding of the progress made towards meeting the performance criteria.
- b) If appropriate explore any issues that might have impeded the reviewer's performance.
- c) Assess performance against the relevant Teachers' Standards.
- d) Discuss the Teacher's overall impact on pupil progress.
- e) Discuss and agree any CPD or required training.

The appraiser and appraisee should seek agreement on the assessment of the overall performance of the appraisee against the agreed performance criteria and the Teachers' Standards. This should include, where the appraisee is eligible, making a recommendation on pay progression, taking into account any relevant pay progression criteria. If agreement cannot be achieved in the assessment of performance the appraiser's views will be recorded. The outcomes of the review meeting should be recorded in the planning and review statement. The appraisee may add comments to the statement.

5.3 Objectives

Appraisers are responsible for ensuring rigour when objectives are set. Objectives should focus on priorities, both for the school and for the Teacher, and focus on pupil progress. They should be time bound, challenging but achievable and reflect a satisfactory work/life balance. An appraisee's objectives should reflect any relevant team, year or whole school objectives and should reflect the experience and aspirations of the appraisee.

Once the objectives have been determined the performance criteria should be agreed to indicate what success will look like at the end of the cycle. The performance criteria should provide clarity about the basis on which the appraisee will assess overall performance based on progress towards the achievement of objectives, classroom observation and any other evidence. It is the responsibility of the appraiser to ensure that performance criteria are applied appropriately in terms of equal opportunities considerations.

A key part of the planning discussion should be about the support that the appraisee will need to meet the performance criteria. The support will be recorded on the school's Training and Development proforma.

The outcomes of the meeting will be recorded on the school's individual Support Training and Development proforma

The appraisee should be provided with the planning and review statement as soon as practicable in respect of each appraisal period. The appraisee may, if necessary, make written comments on it.

(For an example of an approach to managing the planning/review meeting, see Appendix 3 of this document and the Appraisal Policy.)

6. SETTING APPRAISAL OBJECTIVES

6.1 Overview

Objectives should:

1. Be specific, measurable, achievable, realistic and time-bound as well as fair and equitable.
2. Have regard to what can reasonably be expected of any Teacher in that position given the importance of the appraisee being able to achieve a satisfactory work/life balance within the context of the school's strategy for achieving a work life balance for all staff.
3. Take account of the Teacher's professional aspirations, their current job description and any other relevant pay progression criteria.
4. Should be such that if they are achieved will contribute to the school's plans for improving the school's educational provision and performance and improving the education of pupils at the school.

Appraisers will need to consider:

1. The number and type of objectives set. This should be established in the appraisal policy and is likely to be, other than in exceptional circumstances no more than three.
2. The scope of the objectives.
3. The conditions for their delivery. Different objectives may have different timescales.
4. The needs of the individual.
5. Whether objectives are appropriate for the Teacher's level of experience and responsibilities
6. Maintaining consistency between appraisees. To support consistency the head Teacher may wish to moderate objectives set across the school. The appraiser should in this case make it clear that objectives are provisional and subject to moderation. Where it is recommended that objectives should be changed new objectives should be agreed between appraiser and appraisee.

The appraiser and the appraisee will seek to agree the objectives but where a joint determination cannot be made the head Teacher will make the determination

6.2 Identifying Objectives

Objectives should focus on priorities for development which contribute to pupil progress.

Starting Points for Objectives

Objectives should emerge from the discussion between appraiser and appraisee. Both should have given some thought to possible objectives before the meeting. The common starting points for identifying objectives should include:

School Improvement Priorities

Which aspects of the school improvement priorities should the appraisee be aiming towards.

Team Objectives

Objectives should reflect any relevant team, key stage or year objectives.

Relevant Teachers' Standards

Objectives should address any areas of the standard with which the reviewee requires support or any standards the reviewee is aspiring to. See Appendix 6.

Each of the 8 Standards that relate to teaching are accompanied by a number of bulleted sub-headings. The DFE makes it clear that these sub-headings do not constitute Standards in their own right and merely seek to provide contextual information to support the interpretation of the Standards. There is, therefore, no statutory or legal requirement for Teachers' performance to be evaluated with reference to aspects of professional practice described in the sub-headings. Protocols for the use of Teachers' Standards in schools must be based on the clear understanding that there are only 8 statutory Standards in relation to teaching that can be applied to the Appraisal of Teachers.

The Teachers' Standards are not to be used as a checklist for appraisal or performance management. In the context of appraisal undertaken as a positive and supportive process of professional dialogue and evaluation of practice, the Standards can be used to support the identification of objectives in the appraisal cycle.

Pupil Progress

All objectives should relate to pupil progress but some objectives can specifically focus on an aspect of pupil progress.

Pay Progression

If the appraisee is eligible for pay progression objectives should reflect any relevant criteria. If the appraisee is on the upper pay scale or wishes to apply for the upper pay scale then they will be expected to be highly competent in all elements of the Teachers' Standards and demonstrate a sustained and substantial contribution to the school

Previous Review

Are there areas to address arising from the previous review?

Previous Progress

Are there issues to address arising from observations/evidence from the previous appraisal cycle? Are they key areas which can form the basis of objectives?

Professional Development Needs

In setting objectives the appraisee's professional needs and the ability of the school should be considered.

6.3 Developing Objectives

From these starting points, potential objectives need to be developed with regard to the appraisee's context, e.g. school development priorities need to be translated into the appraisee's work and contribution to school improvement.

Objectives will need to:

Reflect the Appraisee's Experience

The objective should reflect the experience and aspirations of the reviewee. Objectives should become, overall, more challenging as the Teacher progresses through their career.

Relate to the Appraisee's Job Description

Objectives should be seen within the context of the reviewee's job description.

Require the Appraisee to Do Something Different

Objectives should be meaningful – they should motivate the reviewee to make something happen which would not otherwise have happened.

Focus on What the Appraisee Can Control

Appraisees' objectives should focus on matters over which the reviewee has direct influence or control. If objectives relate to areas outside the control of the reviewee it will limit their ability to make progress by their own efforts.

Ensure Work/Life Balance

Objectives should reflect the need for a satisfactory work/life balance.

6.4 Wording Objectives

The more precise objectives are the easier it will be to assess performance against them.

Objectives should be SMART, focused, time-bound, challenging but achievable. It is important that all objectives are:

Specific

This means that the objectives should be focused, detailed and well-defined with little room for misinterpretation. The importance of specific objectives is that they support clarity. Care should be taken to ensure that the objective is not so specific that it becomes too limited in its scope and undemanding.

Measurable

Objectives should be quantitative and easily supported by evidence. It should be straightforward for the reviewer and reviewee to obtain data demonstrating whether or not the objective has been met. Again, care should be taken to ensure that the

concern to produce measurable objectives does not result in objectives which are too narrow.

Achievable

Objectives should be feasible and represent progress from the current performance but they should not demand such a huge leap that there is limited chance of success.

Realistic

Availability of resources should be taken into account when setting objectives. Consider the context of the school, experience of staff and pupils, the reviewee's capabilities and the physical resources of the school.

Time-bound

The objectives should have a defined point or date by which they should be achieved.

Focused

Objectives, if they are achieved, should lead to pupil progress so that there should be a trail which connects the actions taken to achieve the objective and pupil progress.

Challenging

The objective should require deliberate action and improvement to be achieved.

Objectives should include success criteria, how progress towards objectives will be judged and evidence, how we will know that progress has taken place.

7. SUCCESS CRITERIA

Success criteria need to be developed at the planning meeting at the same time as the objectives. Success criteria are the criteria against which the appraisee will be assessed at the end of the cycle. Success criteria relate to:

- The objectives.
- Observation of the appraisee's performance in the classroom.
- Any other relevant evidence to be taken in to account.

They should:-

- Show what success will look like at the end of the cycle.
- Illustrate the basis on which performance will be assessed.
- Be applied appropriately in terms of equal opportunities.

In identifying success criteria appraiser and appraisee should:

- Consider the appraisee's job description and relevant Teachers standards to ensure that the success criteria are appropriate.
- Ensure that the criteria addresses the particular objective.
- Maintain a focus on pupil progress.

7.1 Assessing Pupil Progress

Pupil progress should not be assessed using assessment data alone; either Teacher assessment or exam results. These are important, but should be triangulated across a range of information that is available to judge progress as follows:

- Assessment data.

- Work in pupils' books including in subject areas not assessed by exams.
- Progress judged in lessons observed.
- Portfolios of work from assessment tasks.
- Progress in attitudes and learning behaviours judged in lessons observed.
- Progress in attitudes and learning behaviours judged in pupil interviews.

Good pupil progress should be assessed across this range of information so that a rounded judgement is made taking account of all the factors that might affect a child or group of children's progress. That could include SEN, support available, pupil mobility, attendance, home-school relationships and other relevant factors.

Assessing pupil progress across a wider range of information allows the reviewer to assess the contribution the Teacher has made to that progress through effective use of assessment and feedback, the ability to inspire, motivate and challenge pupils to make better progress, managing behaviour effectively and through quality teaching adapting lessons to meet the strengths and needs of pupils.

The information collected should therefore be multi-purpose, feeding into the School Improvement Plan and the school Self-Evaluation Process.

Examples of objectives which are not linked to pupil test/exam results could include:

- Make better use of ICT in the classroom so as to demonstrably develop pupils' skills in using technology to enhance their learning.
- Develop and implement a strategy/strategies to improve pupils' extended writing skills.
- Consider how pupil groupings in the classroom can improve pupils' speaking and listening skills, implement any necessary changes and assess their impact.
- Develop strategies to increase opportunities for reading for pleasure to improve reading skills for pupils and assess their impact.
- Undertake research including, observing other colleagues to assess how media texts can improve understanding of how the media works and produce a report setting out recommendations.
- To further develop the positive behaviour of learners.
- Develop distinctive teaching approaches to support those pupils with English as an additional language.

8. SUGGESTED EVIDENCE

Evidence demonstrates that performance criteria have been achieved. The evidence which is to be collected should be agreed at the planning meeting. Evidence can come in a variety of forms which include relevant data and written reports. Evidence should only come from those who have a direct knowledge of the appraisee.

Examples of Sources of Evidence: to be agreed between appraisee and appraiser.

Pupil Achievement	Teaching and Learning
<ul style="list-style-type: none"> • End of key stage attainment data. • Analysis of baseline data. • Pupil progress records. • Attainment targets. 	<ul style="list-style-type: none"> • Focused lesson observations and feedback. • Lesson planning. • Feedback from external observers. • Samples of pupils' work.

<ul style="list-style-type: none"> • Observations of standards of attainment in lessons. • Standards of work in a sample of books. • Progress made by individual groups of pupils. 	<ul style="list-style-type: none"> • Examples of activities. • Feedback from colleagues where relevant to the set objectives. • Comments on pupils work. • Homework planner.
Assessment - Whole School Target	Organisation of Learning
<ul style="list-style-type: none"> • Pupil targets. • Samples of pupils' work marked. • Examples of individual or peer assessment. • Lesson observation of oral feedback. • Pupil reports. • Examples of planning. • Records of marking. • Written feedback on pupils work. 	<ul style="list-style-type: none"> • Lesson planning. • Medium term planning. • Schemes of work. • Work plan for support staff. • Action planning.

9. DEVELOPMENT AND SUPPORT

9.1 Importance of Development and Support

The appraiser and appraisee should agree on the training, development and support needed to enable the appraisee to meet the objectives. Training is an entitlement as well as a responsibility for Teachers. Appraisees cannot be held accountable for lack of progress towards objectives if training and support is not forthcoming. This means that identifying appropriate and support at the planning meeting is important.

9.2 Establishing What CPD the School Can Offer

It is important that the training and support offered to the appraisee is manageable and deliverable. This means that the reviewer must be aware of the school's capacity for providing training and support. Some schools may wish to establish at least some common objectives based on school improvement priorities so that some common training can be provided.

Where there are competing demands on the school budget for the delivery of CPD a decision on relative priority should be taken with regard to the extent to which: the training and support will help the school to achieve its priorities and how essential the CPD is for an appraisee to meet their objectives.

9.3 Being Aware of the Range of Available CPD

CPD includes any activity that deepens and develops, revitalizes and engages all learners within the school community.

Appraisers should be aware of the range of potential training and development which is available. This could include out of school opportunities as well as opportunities which can be provided within the school and opportunities provided through links with other schools.

9.4 Establishing What Are the Appraisee's Aspirations

Appraisal is about professional development and this includes the appraisee's personal aspirations and future career. It might be helpful if appraisers had a clear understanding of the possibilities for career development. If the appraisee maintains a

CPD portfolio this should provide a picture of each appraisee's skills, interests and perceived areas of professional development needs.

9.5 Matching CPD to the Needs of the Individual

Several factors will determine the most appropriate CPD activity for individuals:

- The nature of the objectives.
- Career stage, role and responsibilities.
- The intended outcomes, e.g. gains in knowledge, development of particular skills, finding out about good practice, and how they will contribute to meeting objectives.
- Preferred learning style.
- Prior knowledge and experience.

9.6 Making Sure that Training and Support are Co-ordinated

Schools need to ensure that planning for CPD is both co-ordinated and flexible to ensure that provision is manageable and responsive to individual need. Appraisers are required to send the training and development Appendix of the planning statement to the CPD co-ordinator to enable the school to enable them to produce a CPD plan for the year.

The training needs of Teachers including where it has not been possible to provide any agreed CPD should form a part of the head Teacher's annual report to the Governing Body about the operation of the appraisal process in the school.

9.7 Monitoring CPD

As part of the on-going professional dialogue between appraiser and appraisee during the appraisal cycle the appraisee should discuss the effectiveness of CPD opportunities and where necessary and possible adjustments should be made.

The evaluation of CPD should focus on its impact:

- Did the objectives/desired outcomes of the CPD match the needs?
- Did the CPD activity make a difference?
- What did/will the CPD activity enable the appraisee to do which they can not do now?
- Was the CPD activity appropriate to the context of the appraisee?
- When and how would it be appropriate to judge the impact of CPD?

10. LESSON OBSERVATIONS

Please refer to the current lesson observation protocol as attached to the Appraisal Policy.

Arrangements for classroom observation, and the focus of each observation need to be agreed at the planning meeting and are inserted into an addendum to the planning statement. (Classroom Observation refers to whole lessons or significant parts of lessons. Learning walks and drop-ins may take place in order to collect evidence on

teaching and learning but the focus of learning walks should not relate to the performance of an individual.)

10.1 Key Features of Classroom Observation

- Classroom observation should be carried out in a supportive fashion with professionalism, integrity and courtesy. Evaluations should be objective and reported accurately and fairly taking into account particular circumstances which may affect performance on the day.
- Classroom observation should be conducted by a qualified Teacher.
- Classroom means any setting where teaching takes place.
- The total amount of time for classroom observation for appraisal will be agreed in the school's Appraisal Policy.
- Within any limits which may be agreed in the school's appraisal policy the number of occasions on which the Teacher will be observed will be agreed by the reviewer and the appraisee.
- At least 5 days' notice of the date and time of the observation should be given.
- The observer should give verbal feedback by at least the end of the next school day after the observation and written feedback on their performance within 5 days of the observation unless circumstances make this impossible.
- For the purpose of professional development, feedback about lesson observations should be developmental, not simply a judgement using Ofsted grades.
- Issues other than the focus agreed at the planning meeting which are observed during observations can be used at the review stage.
- If concerns emerge about the reviewee's performance, extra observations can be arranged over and above the three hour limit.
- The school's appraisal policy needs to include a classroom observation protocol (and any agreement on the classroom observation focus needs to conform with this).

The focus of the classroom observation needs to be recorded and not the date of the observation although it would be appropriate to discuss the term and which part of the term would be the most appropriate for the observation to be most effective.

Appraisees should be made aware that although the lesson observation will reflect the focus agreed at the planning meeting it may also serve other functions e.g. self-evaluation. Observations may also identify issues in performance not connected with the focus agreed at the planning meeting. These issues will be discussed at the review meeting.

The focus for observation should reflect the objectives set in the planning meeting although some objectives will be less evidenced through observation than others. It is, however, a requirement that all Teachers have a classroom observation element to their review statement.

The focus of the observation could include: the subject to be observed, the aspect of teaching to be observed, the group of pupils to be focused on, a part of the lesson e.g. plenaries, starters etc, differentiation, behaviour management, questioning skills, pace and classroom organisation, use of resources e.g. ICT.

The arrangements for classroom observation for performance management will be included in the planning and review statement and will:

- include the number of observations (this may change subject to review);
- specify its purposes;
- specify any particular aspects of the Teacher's overall performance which will be assessed;
- specify the duration of the observation;
- specify when the observation will take place; and
- specify who will conduct the observation if not the reviewer if known.

11. REVIEWING PROGRESS

11.1 Progress Towards Objectives

There should be no surprises at the review meeting as progress should have been discussed as part of the ongoing professional dialogue.

The review of progress should focus on the agreed performance criteria established for each objective at the previous review meeting. This should be related to the evidence it was agreed to collect to demonstrate progress for each objective.

If the objectives have been sharply focused and the performance criteria clear this should be a straight forward process. If unforeseen events have had an impact on the achievement of the objectives this should have been identified during the appraisal cycle through the ongoing professional dialogue and if necessary the objectives should have been reviewed. If the objectives were more challenging than had been intended this should have been identified in the moderation process or through the professional dialogue.

The review of progress should be positive – if there is not sufficient evidence to prove that the objectives were met then the progress that was made should be recorded.

11.2 Making Recommendations on Pay Progression

Appraisers will be expected to make recommendations for pay progression to the Pay Committee of the Governing Body. This includes pay progression on the main pay range and the upper pay range. In addition applications from Teachers to be paid on the upper pay range should include the results of appraisal including any recommendations on pay.

Decisions and recommendations for pay progression must be related to the assessment of the Teacher's performance. Recommendations for pay progression must be made in writing as part of the appraisal report and the relevant body must have regard to this recommendation in making their decision.

11.3 Progression on the Main Pay Scale

Recommendations may include:

- Recommending an annual incremental point.
- Recommending that a Teacher does not progress up the main pay scale.
- Recommending that a Teacher has exceptional performance so that the Governing Body can consider, in accordance with the school's Pay Policy, the use of flexibilities to award enhanced pay progression.

To recommend progression up the main pay scale, appraisal should identify:

- Good progress towards their overall appraisal objectives with no concerns documented.
- Teaching, over a period of time, has enabled most pupils, and most groups of pupils, to have made good progress'
- to judge that the Teacher has demonstrated exceptional performance appraisal should identify that:
 - the Teacher has exceeded all objectives;
 - the Teacher is assessed as meeting all the Teachers standards;
 - teaching, over a period of time, has enabled almost all pupils, including groups of pupils, to have made rapid and sustained progress.

If pay progression is not being recommended it is important that this is identified and communicated as early as possible. To support appraisers and to ensure consistency recommendations on salary progression should be moderated by the Head Teacher.

In order to ensure consistency in pay decisions, all recommendations from reviewers will be subject to moderation by the pay committee in conjunction with the Head Teacher.

Classroom Teachers will be awarded pay progression on the Main Pay Range following each successful performance management/appraisal review.

To move up the main pay range one incremental point at a time, Teachers will have to have made good progress towards the overall objectives, with no concerns

documented, and will have met the relevant Teachers' standards. Teaching should, over an appropriate period of time, have enabled most pupils, and most groups of pupils, to have made good progress. This is covered in the Model Pay Policy for Solihull Schools.

11.4 Progression on the Upper Pay Scale

Appraisers may recommend progression across the upper pay range if:

- The Teacher has made good progress towards objectives and has had two consecutive successful appraisals.
- There is evidence that the Teacher is highly competent in all elements of the Teacher's standards.
- The Teacher's achievements and contribution to the school are substantial and sustained.

In this school, the definitions of "highly competent", "substantial" and "sustained" may mean:

"Highly Competent" - the Teacher's performance is assessed as having excellent depth and breadth of knowledge, skill and understanding of the Teachers' standards in the particular role they are fulfilling and the context in which they are working. Performance which is not only good, but also good enough to provide coaching and mentoring to other Teachers, give advice to them and demonstrate to them effective teaching practice and how to make a wider contribution to the work of the school, in order to help them meet the relevant standards and develop their own teaching practices.

"Substantial" - the Teacher's achievements and contribution to the school are significant, not just in raising standards of teaching and learning in their own classroom, or with their own groups of children, but also in making a significant wider contribution to school improvement, which impacts on pupil progress and the effectiveness of staff and colleagues.

"Sustained" - the Teacher must have had two consecutive, successful appraisal reports in this school and have made good progress towards their objectives during this period.

11.5 Solihull Pay Policy Guidance

Appraisal may judge that performance is exceptional if:

- Teaching has exceeded all objectives.
- The Teacher is assessed as fully meeting all of the Teachers' Standards.
- Teaching, over an appropriate period of time has enabled all pupils, including all groups of pupils to have made rapid and sustained progress.

Pay recommendations should be moderated by the Head Teacher and if there is insufficient evidence to recommend salary progression this should have been raised as early as possible with the appraisee.

Teachers will be awarded pay progression on the upper pay range, following two consecutive, successful performance management/appraisal reviews. Reviews will be

deemed to be successful unless there are documented concerns about standards of performance that have been raised with the Teacher during the annual performance management/appraisal cycle and these concerns have not been sufficiently addressed through support provided by the school, by the conclusion of that process.

11.6 Solihull Model Pay Policy

(See Appendix 5 for Guide to Judging Performance)

(See Appendix 6 for forms for recording recommendations)

This Guidance document supports:

- **The Appraisal Policy**
- **The Pay Policy**
- **Pay Policy Guidance Document**
- **The Capability Procedure**

APPRAISERS CHECK LIST FOR THE APPRAISAL MEETING

FOCUS	APPROACH	NOTES
Introduction/ Planning and Review	Clarify the purpose of the meeting: <ul style="list-style-type: none"> • The role of appraisal. • The process of appraisal. • The aims of the meeting i.e. to agree progress made towards the previous year's objectives, to agree objectives for the coming year. • Establish that appraisee has had access to all relevant documentation e.g. job description; previous statement; School Improvement Plan and priorities; pupil progress data, Teachers' Standards (2012), the latest school appraisal policy etc. • Establish that the appraisee is aware of their rights of confidentiality and of appeal. • Confirm whether the appraisee is eligible for salary progression or is eligible and wishes to apply for the upper pay range. • Share the appraisal form and point out that you will use it to record and write up the meeting, its agreements and actions. 	
Interim Review	<ul style="list-style-type: none"> • There should be no surprises in this section as issues should have been discussed through the on-going professional dialogue and through feedback. • <i>Review last year's objectives.</i> • Ask for the appraisee's evaluation of their performance towards last year's objectives. • Ask about the effectiveness of training and support – what was the most useful form of support received last year -this may be other than that which was planned. • If necessary, review any issues which impeded performance (<i>these should have been established during the cycle</i>). • Discuss progress in relation to the relevant Teachers' Standard. • Discuss any issues regarding impact on pupil progress. • Review the monitoring evidence. • Discuss each objective against the available evidence. 	

FOCUS	APPROACH	NOTES
	<ul style="list-style-type: none"> • Make a judgement against each objective. • Judgements should be agreed but if this cannot be achieved the appraiser's judgement should stand and the appraisee informed of their rights to add comments and appeal. • Record judgements. • If issues have been identified during the monitoring which did not relate to the objectives these should be identified and discussed. • If the appraisee is eligible for salary progression the appraiser should make a judgement as to whether, based on the appraisal, salary progression will be recommended and this should be recorded. 	
Planning the New Objectives	<ul style="list-style-type: none"> • Ask the appraisee for any thoughts they have had about objectives for the next cycle. • Using the SIP priorities and the relevant Teacher Standards (see the Appraisal Statement Form) identify any objectives which are relevant to the appraisee and enable them to support school priorities. • Discuss career aspirations, future salary progression, future applications to progress to the upper pay scale – are there any objectives which could support these? • Are there any areas of performance identified by the reviewee or identified by the monitoring process which could form the basis of an objective? • Revisit each of the objectives and identify for each performance criteria, the evidence that will be used in monitoring and who will collect it. • For each objective establish a timeline with milestones. • Identify a focus for classroom observation which will support the objectives. • Record the objectives. • Objectives should be mutually agreed but if this is not possible the appraiser decides and the appraisee informed of their rights 	

FOCUS	APPROACH	NOTES
Outcomes and Final Review	<ul style="list-style-type: none"> • Review briefly the judgements made in the review stage of the meeting and the objectives set in the planning stage. • Check that the appraisee considers that the objectives are manageable within the context of work/life balance and that they are achievable. • Outline the appraisee’s responsibilities to maintain a professional dialogue about progress towards the objectives and, if necessary discuss how and where this dialogue will take place. • Check that all sections of the Appraisal Statement Form have been filled in - <u>including the recommendation for pay progression.</u> • Explain that if the appraisee’s circumstances change or if they have any concerns about progress it is the responsibility of the appraisee to inform the appraiser who will, if they consider these to be significant, convene a meeting to review the statement. • Explain what will happen following the meeting i.e. within 5 days of the meeting the appraiser will pass to the appraisee a draft statement of the review using the appraisal statement form. The appraisee may request changes to it and add their written comments. Within 10 days of the meeting a final version must be produced and signed by both appraisee and appraiser. The appraisee may add written comments on the statement if necessary. • The appraisee must complete the training and development Appendix and send it to the school CPD leader. 	

SUGGESTED REVIEWEE PRE-PERFORMANCE PREPARATION

(NB: there is no obligation on the Reviewee to provide any written documentation for the planning meeting)

What have been your most significant achievements this year and how did they contribute to the School Improvement Plan?

Which areas of your work give you the most satisfaction and which cause you the most difficulty?

What, for you, have been the most useful professional development opportunities this year?

What further support would be useful for your future career development?

Progress Towards Last Year's Performance Management Objectives

Objective	Evidence	Comments

Future Objectives

Objective	Support

TEACHER APPRAISAL REVIEW

This document should be completed at the time of the Appraisal and agreed by the teacher and Reviewer.

Teacher:	Reviewer:	School Year:	Date:
Objective 1:	Progress towards objective		
	Exceeded	Achieved	Not achieved
Objective 2:	Progress towards objective		
	Exceeded	Achieved	Not achieved
Objective 3:	Progress towards objective		
	Exceeded	Achieved	Not achieved
Recommendation for pay progression (where relevant)	Type of pay progression:	Recommendation:	
Overall Performance:			

Reviewer Signature:	Reviewee Signature:		
Print Name:	Print Name:		

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APPRAISAL PLANNING FOR NEW OBJECTIVES

This document should be agreed for the new appraisal year.

Teacher:		Reviewee:		School Year:		Date:	
Objectives	Key Actions and Dates		Success Criteria		Evidence		
Objective 1:							
Objective 2:							
Objective 3:							
Lesson Observation Focus							
Reviewee Comment:							

SUPPORT, TRAINING AND DEVELOPMENT			
Teacher:		Reviewer:	
		Date	
Impact of Continuing Professional Development in the Last Appraisal Cycle			
Objective	Support and Training to be Provided	Timescale	Cost of Training
Any additional support needed to ensure relevant standards are met?			

Reviewer Signature:		Reviewee Signature:	
Print Name:		Print Name:	

Assessment Against Relevant Teachers' Standards

Highlight the standards to be focused on

These standards are the basis for discussion within Performance management and are not the only means of assessment. (Sub-standards should not be used as a complete check list).

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

- *Establish a safe and stimulating environment.*
- *Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions.*
- *Demonstrate consistency the positive attitudes, values and behaviour expected of pupils.*

5. Adapt teaching to respond to the strengths and needs of 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 EAL; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.*

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.*

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.*

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 teaching, 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.*

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.*

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).*

8. Fulfill 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 professional 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 wellbeing.*

JUDGING PERFORMANCE FOR TEACHERS ON MAIN SALARY SCALE

PERFORMANCE LEVEL	DESCRIPTION	EXAMPLES	ACTIONS
Exceptional	All objectives are exceeded Fully meets all the relevant Teachers' Standards. Consistently outstanding teaching. Excellent Pupil Progress. Makes a valued contribution to a whole school initiative	<i>Objectives are met and there is evidence that they have been exceeded by, for example, the anticipation of further development steps. At least some teaching is likely to be outstanding and teaching is not less than good. The relevant Teachers' Standards are all met at an appropriate level.</i> <i>Evidence of pupils making at least good progress.</i> <i>Evidence of valued contribution to a whole school initiative</i>	Recommend consideration of up to 2 increments and not exceeding the maximum point.
Good	All objectives met. Meets relevant teacher standards Consistently good teaching overtime. Good and appropriate pupil progress evidenced	<i>Monitoring evidence shows that objectives are either all met or significant progress has been made towards them</i> <i>Teaching is, overall and overtime at least good, and, overall, relevant Teachers' standards are met at a level appropriate to appropriate to experience.</i> <i>Evidence of appropriate progress being made by pupils.</i>	Recommend 1 increment not exceeding the maximum point.
Requires Improvement	Some concern about either achievement of objectives, meeting the relevant Teachers' Standards or pupil progress. (Where appropriate this should be highlighted during the interim review).	<i>Limited progress made towards objectives.</i> <i>Lesson observations and other evidence show that overall lessons require improvement and progress towards standards is limited.</i> <i>Pupil progress is consistently low.</i>	No increase but support through appraisal and on-going performance management to improve performance through teachers experiencing difficulties.
Poor Performance	Continued or significant concerns with support under Teachers experiencing difficulties or capability.	<i>Limited progress made towards meeting identified concerns despite support.</i>	Move to capability policy after appropriate support under Teachers experiencing difficulties

JUDGING PERFORMANCE FOR TEACHERS TO MOVE TO, OR WITHIN, THE UPPER PAY RANGE

PERFORMANCE LEVEL	DESCRIPTION FOR PROGRESSION TO UPR AND WITHIN RANGE	EXAMPLES	ACTIONS
Exceptional	<p>As 'Good; plus:</p> <ul style="list-style-type: none"> Objectives are exceeded. 	<p>As 'Good' plus:</p> <ul style="list-style-type: none"> Objectives are met and there is evidence that they are exceeded by, for example, the anticipation of further development steps. 	<p>Recommend enhanced progression from the Pay Committee who may use their flexibility in deciding progression from the minimum to the maximum of the upper pay range.</p>
Good	<ul style="list-style-type: none"> <i>Highly competent</i> – demonstrates high competence in all elements of the relevant Teachers' Standards and is able to make a wider contribution to the work of the school in helping others to develop their own relevant standards. <i>Substantial</i> – makes a significant contribution not just in raising standards of teaching, learning and pupil progress within their own class but also in making a wider contribution to school improvement which impacts on pupil progress and the effectiveness of other staff. <i>Sustained</i> – makes at least good progress towards objectives in two consecutive appraisal reports 	<ul style="list-style-type: none"> Teaching is, overall judged to be at least good and demonstrates that there is high competence in all elements of the relevant Teachers' Standards. Evidence of supporting other members of staff through e.g. coaching or training. Evidence of significant contribution through e.g. leading a development or project which supports pupil progress. Evidence of making at least good progress towards objectives in two consecutive appraisal reviews is required for progression to UPR 	<p>Recommend that move to second point of the Upper pay scale or if already on mid-point move to top of the upper pay range</p>

PERFORMANCE LEVEL	DESCRIPTION	EXAMPLES	ACTIONS
Requires Improvement	limited evidence of any significant contribution to school improvement or pupil progress. Limited progress towards objectives in appraisal cycle.	<i>Limited progress made towards objectives. Lesson observations and other evidence show that overall lessons require improvement and progress towards standards is limited. Pupil progress is consistently low.</i>	No increase but support through appraisal and on-going performance management to improve performance through teachers experiencing difficulties.
Poor Performance	Continued or significant concerns despite support for Teachers experiencing difficulties action plan.	<i>Limited progress made towards meeting identified concerns despite support.</i>	Move to capability policy after appropriate support under Teachers experiencing difficulties

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ASSESSMENT OF MAINSCALE TEACHERS

Name of Teacher:	
Year/Department:	

Agreed Performance (space to set out whether the Management Objectives: objective is MET, PROGRESS TOWARDS OR NOT MET).

1.

2.

3.

RECOMMENDATION OF REVIEWER

I confirm that:

Either

- has made significant progress towards meeting objectives
- are assessed as meeting the *relevant Teachers' Standards and*
- Teaching should over an appropriate period of time have enabled most pupils,
- and most groups of pupils to have made good progress

Or

- has met all objectives
- are assessed as fully meeting the *relevant Teachers' Standards and*
- Teaching should over an appropriate period of time have enabled most pupils,
- and most groups of pupils to have made good progress.

In the case of exceptional performance:

- *exceeded all objectives*
- *are assessed as fully meeting the relevant Teachers' Standards and*
- Teaching should, over an appropriate period of time have enabled almost all pupils,
- including groups of pupils to have made rapid and sustained progress.

This judgement has been made with regard to the results of the most recent appraisals.

1. I recommend salary progression on the Main Pay Range

or

2. I do not recommend salary progression on the Main Pay Range for the following reasons

--

Reviewer Signature:			
Print Name:		Date:	

RECOMMENDATION OF HEAD TEACHER TO PAY COMMITTEE

1. I support the recommendation of the Reviewer
or
 2. I do not support the recommendation of the Reviewer for the following reasons:

Head Teacher Signature:			
Print Name:		Date:	

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ASSESSMENT OF APPLICATION TO
ACCESS THE UPPER PAY RANGE

Name of Teacher:	
Year/Department:	

Agreed Performance (space to set out whether the Management Objectives: objective is MET, PROGRESS TOWARDS OR NOT MET).

- 1.
- 2.
- 3.

RECOMMENDATION OF REVIEWER

I confirm that [ENTER NAME OF TEACHER] has had two successful consecutive performance management reviews or appraisals. These successful performance management reviews or appraisals have ensured that the achievements and contribution of the Teacher have been substantial and sustained by assessing that the Teacher has continued to meet post-threshold standards and grown professionally by developing their teaching experience. This judgement has been made with regard to the results of the most recent appraisals or reviews.

1. His/her contribution to the school has been substantial and sustained and I recommend for post-threshold salary progression

Or

2. His/her contribution to the school does not fulfil some or all of the criteria for progression to the upper pay range (i.e. the requirement to be “highly competent”, “substantial” and “sustained”) and I therefore do not recommend the Teacher for post-threshold salary progression. The reasons are outlined below:

--

Reviewer Signature:			
Print Name:		Date:	

RECOMMENDATION OF HEAD TEACHER TO PAY COMMITTEE

1. I support the recommendation of the Reviewer

Or

2. I do not support the recommendation of the Reviewer for the following reasons:

--

Head Teacher Signature:			
Print Name:		Date:	

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SALARY PROGRESSION ON THE UPPER PAY RANGE

Name of Teacher:	
Year/Department:	

Agreed Performance (space to set out whether the Management Objectives: objective is MET, PROGRESS TOWARDS OR NOT MET).

- 1.
- 2.
- 3.

RECOMMENDATION OF REVIEWER

I confirm that [ENTER NAME OF TEACHER]

- has had a successful appraisal and has met or made significant progress towards objectives (in relation to the two most recent appraisals), and
- is highly competent in all elements of the relevant Teacher Standards, and
- the Teacher’s achievements and contribution to the school are substantial and sustained. The meaning of these criteria is set out in the section 21 of the School’s Pay Policy, “The Assessment”.

This judgement has been made with regard to the results of the most recent appraisals or reviews.

1. I recommend salary progression on the Upper Pay Range

or

2. I do not recommend salary progression on the Upper Pay Range for the following reasons:

Head Teacher Signature:			
Print Name:		Date:	

RECOMMENDATION OF HEAD TEACHER TO PAY COMMITTEE

1. I support the recommendation of the Reviewer

or

2. I do not support the recommendation of the Reviewer for the following reasons:

Head Teacher Signature:			
Print Name:		Date:	

TEACHERS EXPERIENCING DIFFICULTIES MEETING

EXTRACT FROM SOLIHULL MODEL APPRAISAL POLICY

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

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

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

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

The Teacher's progress will continue to be monitored as part of the appraisal process and a reasonable time given for the Teacher's performance to improve sufficiently against the action plan. This will depend upon the circumstances but will be for a period of 8 to 12 weeks (as determined by the Head Teacher), with appropriate support as agreed in the Action Plan, in order that the aim of recovering and improving performance can be achieved. During this monitoring period the Teacher will be given regular feedback on progress and arrangements will be made to modify the support programme if appropriate.

If sufficient progress is made against the concerns outlined in the action plan, such that the Teacher is performing at a level that indicates there is no longer a possibility of capability procedures being invoked the Teacher should be informed of this at a formal meeting with the appraiser or head Teacher. Following this meeting the appraisal process will continue as normal.

If no, or insufficient, improvement has been made over this period, the Teacher will be invited to a transition meeting to determine whether formal capability proceedings need to be commenced or the appraisal process remains in place. The Teacher may be assisted by a trade union representative or work colleague and will have at least 5 working days' notice of the meeting.

'TEACHER EXPERIENCING DIFFICULTIES' ACTION PLAN

Name:			
Date of Implementation:		Date of Completion:	

Area for Development	Success Criteria	Training & Support	Time Scales	Comments
Appraisal targets for improvement: • • •				
Objectives linked to teaching and learning: • • •				
Resources required: • • •				

Signatures

Appraiser:		Print Name:	
Appraisee:		Print Name:	
Head Teacher/Principal:		Print Name:	

'TEACHER EXPERIENCING DIFFICULTIES' ACTION PLAN – REVIEW MEETINGS

Name of Person Involved with Support	Date of Meeting	Target/Objective	Achieved/Ongoing	Comments/Progress	Signature

Appraiser Comments:

Appraisee Comments:

Head Teacher/Principal:			
Print Name:		Date:	