

**St. Egwin's CE Middle School
Appraisal policy, guidance and documentation.
2020-21**

CONFIDENTIAL.

Teacher name:_____

All docs have to remain as part of this document. Relevant copies of each document are to be copied and handed to the team leader.

Name of employee	
Role in school / job title	
Your current salary: M1 M2 M3 M4 M5 M6	Your current salary: UPS1 SPS2 UPS3
Annual progression based on performance.	2-year progression on based on performance.
Name of appraiser	
Date of the end-of-previous-cycle meeting (before end of October 2020)	
Date of planning meeting when objectives were set (before the end of October)	
Date of mid year review (optional)	
Date of final end-of-cycle appraisal review meeting (before end of September 2020)	

Summary of policy and guidance.

1. Appraisal at St. Egwin's CE Middle School is a key part of the school improvement strategy, drawing together information of staff performance, providing opportunities for staff development, supporting teachers to achieve the highest possible standards of teaching and learning (and professional duties), creating the fairest employment conditions, ensuring that pay progression is closely linked to performance and that the school gets best value for money out of its teaching staff.
2. A key aspect of this policy is the ownership of the process. Management of the process is not the responsibility of the Appraisal Leader – it is wholly the responsibility of the **appraisee** to book meetings, collate information, complete the documentation, provide evidence of performance and to provide the relevant copies to the Appraisal Leader.
3. Use of standards: general teacher standards MUST be used by all staff to ensure that they do not lose sight of the key classroom roll of teachers. We all aim to be highly competent in all of the 8+1 standards but we appreciate that this is something that requires constant attention. These will be used to self-assess our own, current strengths and weaknesses in the classroom.
4. From 2020, SIMS will be used to record the planning process.
5. All M1-6 teachers will use the DfE teacher standards [see the appendix]. Teachers at M5 & M6 can choose at least one target (if they wish) from the threshold standards to help them to get ready for the transition into UPS and any M1-6 can also choose from these standards if they wish. Some colleagues might wish to draw from the Advanced Skills Teachers (AST) notes if they wish. Aspiring senior leaders
6. The Appraisal Regulations set out the principles that apply to teachers in all maintained schools and unattached teachers employed by a local authority, in each case where they are employed for one term or more.
7. Schools and local authorities must stay within the legal framework set out in the Appraisal Regulations and in other relevant legislation that affects all employers (for example legislation on equality, employment protection and data protection).
8. The model policy is in two separate sections. Part A covers appraisal and should be used as a reference point by schools and others as they review their policies to reflect the Appraisal Regulations. Part B of the policy sets out the formal capability procedure and reflects the ACAS Code of Practice on disciplinary and grievance procedures.

Revised appraisal arrangements came into force with effect from 1 September 2012. They are set out in the Education (School Teachers' Appraisal) (England) Regulations 2012 (the Appraisal Regulations) which replace the Education (School Teacher Performance Management) (England) Regulations 2006 (the 2006 Regulations).

1a Review of 2019-20 performance during the appraisal cycle

Please transpose the review from last year with your previous leader into these boxes.

Objectives set at the start of the appraisal cycle Previous Appraisal leader: _____	Assessment of performance against objectives and success criteria (including evidence)	Objective met / Partially met / Not met
		Met / Partially met / Not met
		Met / Partially met / Not met
		Met / Partially met / Not met

NB. Please copy this and pass to your Appraisal Leader.

1b Review of training and development activities that you used to develop your performance during the previous appraisal cycle

List 1: A list of some the types of training and development activities that you may use to drive your performance.

<ul style="list-style-type: none"> • Observing a colleague • Team-teaching • Being observed by colleague • Buddy-coaching relationship • Paired with SLT for leaning walks • Research • Collaborative book trawl • Lead a book trawl • Sharing of research • Producing/Implementing an action plan • Monitoring/Evaluating activities. 	<ul style="list-style-type: none"> • CPD internal training. E.g. FSM • CPD external training by outside provider • Discussions with pupils/parents • Supporting the leading of training • Leading staff training • Audit of an area of school performance • Introducing innovation in the classroom 	<ul style="list-style-type: none"> • Presentation to Govs/SLT • Sit on a working party • Support the leadership of working party • Lead a working party • Re-write a policy • Pupil or parent-voice activity • Development of Dept Imp Plan • Ownership (possibly shared) of School Imp Plan objective • Managing a devolved budget
---	--	--

Training and development activity that I was involved in during the previous cycle (19-20)	Effect on individual and/or school performance

Recommendation on pay progression (where applicable)

Recommendations to be made in conjunction with the Model Pay Policy for Schools

Recommendation (tick box)	
<input type="checkbox"/>	I recommend that the employee should receive an increase in pay in accordance with the school's pay policy
<input type="checkbox"/>	I recommend that the employee should not receive an increase in pay in accordance with the school's pay policy

NB. Please copy this and pass to your Appraisal Leader.

2a Setting objectives for the next appraisal cycle [2020-21]

Objectives should contribute to the school's plans for improving the school's educational provision and performance and improving the education of pupils in the school.

They should be Specific, **Measurable**, Achievable, Realistic and Time-bound, and appropriate to the job role considering any professional aspirations of the teacher. Specify how evidence of achievement will be gathered and ensure that it is measurable.

NB. Please copy this and pass to your Appraisal Leader.

Objective	Success criteria	Support (to receive or provide)	Evidence Base	Timescales
<p>e.g. To raise attainment in ____ by implementing ____.</p> <p>e.g. To support colleagues in ____ by implementing ____.</p> <p>e.g. To raise progress of ____ group in ____ by improving ____.</p> <p>[this is not a %]</p>	<p style="text-align: center;"><i>examples</i></p> <p>Use the range of activities from list1 page 5:</p> <p style="text-align: center;">Success criteria:</p> <ul style="list-style-type: none"> • e.g. Being observed by colleague to focus on aspect of T&L. <p style="text-align: center;">Support:</p> <ul style="list-style-type: none"> • e.g. time to FB with colleague. <p style="text-align: center;"><i>Don't forget to include:</i></p> <ul style="list-style-type: none"> ✓ Meetings with appraiser 		<p style="text-align: center;">%s</p> <p>Any docs from the previous 2 columns.</p> <p>e.g. meeting mins</p> <p>observation notes</p> <p>book trawl notes</p>	<p style="text-align: center;"><i>Do not write:</i></p> <p style="text-align: center;">ongoing</p>
Objective 1:				
Objective 2 :				

NB. Please copy this and pass to your Appraisal Leader
 NB. Please copy this and pass to your Appraisal Leader.

Objective	Success criteria	Support (to receive or provide)	Evidence Base	Timescales
Objective 3:				
Objective A;				
Objective B:				

Objectives A&B are spares in case you spoil the form or if an objective is changes mid-year and needs to be amended.

2b Assessment of training and development needs for the next appraisal cycle and how these will be met

What support I need in terms of development opportunities: e.g. to be allowed to sit on a working party.

Complete the form as soon as possible after the appraisal review meeting and sign below:

			Comments
Employee	signature		
	date		
Appraiser	signature		
	date		
Moderation of the target-setting activity will occur with a week of the initial meeting. There may be a need to amend the planning document.			
Head teacher (moderation & acceptance)	signature		
	date		

NB. Please copy this and pass to your Appraisal Leader.

3 Mid-year review of performance during the appraisal cycle (optional)

Mid-year assessment against objectives

Objectives set at the start of the appraisal cycle	Mid year assessment of performance against objectives and success criteria (including evidence)	Objective on target / not on target
		on target / not on target
		on target / not on target
		on target / not on target

Complete the form as soon as possible after the mid year appraisal meeting and sign below:

			Comments
Employee	signature		
	date		
Appraiser	signature		
	date		

NB. Please copy this and pass to your Appraisal Leader.

4a Review of 2020-21 performance during the appraisal cycle

Please transpose the review from last year with your previous leader into these boxes.

Objectives set at the start of the appraisal cycle Previous Appraisal leader: _____	Assessment of performance against objectives and success criteria (including evidence)	Objective met / Partially met / Not met
		Met / Partially met / Not met
		Met / Partially met / Not met
		Met / Partially met / Not met

NB. Please copy this and pass to your Appraisal Leader.

4b Review of training and development activities that you used to develop your performance during the previous appraisal cycle

List 1: A list of some the types of training and development activities that you may use to drive your performance.

<ul style="list-style-type: none"> • Observing a colleague • Team-teaching • Being observed by colleague • Buddy-coaching relationship • Paired with SLT for leaning walks • Research • Collaborative book trawl • Lead a book trawl • Sharing of research • Producing/Implementing an action plan • Monitoring/Evaluating activities. 	<ul style="list-style-type: none"> • CPD internal training. E.g. FSM • CPD external training by outside provider • Discussions with pupils/parents • Supporting the leading of training • Leading staff training • Audit of an area of school performance • Introducing innovation in the classroom 	<ul style="list-style-type: none"> • Presentation to Govs/SLT • Sit on a working party • Support the leadership of working party • Lead a working party • Re-write a policy • Pupil or parent-voice activity • Development of Dept Imp Plan • Ownership (possibly shared) of School Imp Plan objective • Managing a devolved budget
---	--	--

Training and development activity that I was involved in during the previous cycle (20-21)	Effect on individual and/or school performance

Recommendation on pay progression (where applicable)

Recommendations to be made in conjunction with the Model Pay Policy for Schools

Recommendation (tick box)	
<input type="checkbox"/>	I recommend that the employee should receive an increase in pay in accordance with the school's pay policy
<input type="checkbox"/>	I recommend that the employee should not receive an increase in pay in accordance with the school's pay policy

NB. Please copy this and pass to your Appraisal Leader.

Self-assessment of Strength and Weaknesses.

Assess your own skills using the 8+1 teacher standards.

Areas of the 8+1 standards in which I am competent/highly competent	Evidence
Areas of the 8+1 standards that I would like to improve in	Evidence

Additional performance evidence.

Activities that I have carried out that demonstrate higher performance	Positive impact on me, my pupils, the school.
<i>e.g. visited high school as HoD and reviewed KS4 data in my subject.</i>	<i>e.g. helped me to identify S&W of the curriculum.</i>

Appendix

Teacher standards.

See later.

Upper Pay scale guidance.

An application from a qualified teacher will be successful where the relevant body is satisfied:

- a) that the teacher is highly competent in all elements of the relevant standards; and
- b) that the teacher's achievements and contribution to an educational setting or settings are substantial and sustained.

For St. Egwin's CE Middle School all UPS teachers play a key role in developing the practice of other teachers.

See the exemplification guidance later. This helps to benchmark & moderate the kinds of activities that are broadly in line with each pay scale point.

AST guidance.

Teachers wishing to demonstrate highly advanced skills and knowledge can use the following as evidence that they are performing beyond M5/6 and/or are ready to apply for the Upper Pay Scale.

Teachers might:

- Advise teachers in classroom organisation and teaching methods.
- Provide model lessons.
- Share good practice based on educational research.
- Produce high quality teaching materials.
- Peer or specialist coaching.
- Advise on professional development.
- Establish professional learning teams in schools.
- Support teachers experiencing difficulties.
- Help with the induction of newly qualified teachers.