



Thames View Infants Appraisal Policy

APPLICATION OF THE POLICY

The policy applies to the Head teacher and to all teachers employed by the school except teachers on contracts of less than one term, those undergoing induction (i.e. NQTs) and those who are the subject of capability procedures.

PURPOSE

This policy sets out the framework for a clear and consistent assessment of the overall performance of teachers and the head teacher and for supporting their development needs within the context of the school's improvement plan and their own professional needs. Where teachers are eligible for pay progression, the assessment of performance throughout the cycle against the performance criteria specified in the statement will be the basis on which the recommendation is made by the reviewer.

OUTCOME

The outcome of the appraisal process will provide evidence of performance of both the individual teacher and of the school that will inform career and pay progression for the teacher and the SEF for the school.

The ultimate outcome of the appraisal process will be a judgement of a teacher's performance. This judgement may, for those teachers who are eligible lead to a pay and career progression recommendation. Details of who might be eligible and when recommendations are to be made are set out in the pay policy.

The appraisal process is the only mechanism by which performance judgements and pay and career recommendations can be made.

This policy should be read in conjunction with the school's pay policy which provides details of the arrangements relating to teacher's pay in accordance with the School Teachers' Pay and Conditions Document.



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LINKS TO SCHOOL IMPROVEMENT, SCHOOL SELF EVALUATION AND SCHOOL DEVELOPMENT PLANNING

To comply with the requirement to show how the arrangements for appraisal link with those for school improvement, school self-evaluation and school development planning and to minimise workload and bureaucracy the appraisal process will be the main source of information as appropriate for school self-evaluation and the wider school improvement process.

Similarly, the school improvement and development plan and the school's self evaluation form are key documents for the appraisal process.

All reviewers are expected to explore the alignment of reviewees' objectives with the school's priorities and plans. The objectives should also reflect reviewees' professional aspirations.

A diagrammatic representation of the integrated appraisal and school review process can be found in Appendix 2.

CONSISTENCY OF TREATMENT AND FAIRNESS

The Governing Body is committed to ensuring consistency of treatment and fairness in the operation of appraisal.

To ensure this the following provisions are made in relation to moderation, quality assurance and objective setting.

Quality assurance

The head teacher has determined that he will share the reviewer role with the deputy headteacher. The headteacher will allocate reviewees and reviewers and ensure this policy is followed. The head teacher will:

- moderate a sample of planning statements to check that the plans recorded in the statements of teachers at the school:
 - are consistent between those who have similar experience and similar levels of responsibility;
 - comply with the school's appraisal policy, the regulations and the requirements of equality legislation

The Governing Body will:

- nominate the Chair of the Governing Body, who will not be involved in the head teacher's appraisal or any appeal regarding the head teacher's appraisal to ensure that the head teacher's planning statement is consistent with the school's improvement



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priorities and complies with the school's appraisal policy and the Regulations.

- review the quality assurance processes when the performance policy is reviewed.

OBJECTIVE SETTING

The planning meeting marks the beginning of a new appraisal cycle. At this meeting, the reviewer and reviewee may consider:

- the reviewee's job description;
- their progress against the core standards (or other relevant professional standards, such as the standards for Headteachers);
- any relevant pay progression criteria;
- any relevant whole-school or team objectives specified in the School Improvement Plan;
- what can be reasonably expected of any teacher in that position given the desirability of the reviewee being able to achieve a satisfactory balance between the time required to discharge his professional duties and the time required to pursue his personal interests outside work; and
- the reviewee's professional aspirations.

They shall then determine:

- the reviewee's objectives set in accordance with the school Appraisal protocol;
- the arrangements for observing the reviewee's performance in the classroom and any other evidence which will be taken into account in judging the reviewee's performance;
- the performance criteria set in accordance with the school appraisal protocol;
- the support through on going monitoring and review that will be provided to the reviewee to help him/her to meet the performance criteria;
- the timescales for the achievement of the objectives and within which support will be provided, where these differ from the length of the cycle of the reviewee; and
- the reviewee's training and development needs and the actions which will be taken to address them in accordance with the school CPD policy.

Where a joint determination cannot be made in relation to any of the above the reviewer shall make the determination.

Where the head teacher is of the opinion that a plan is inconsistent with the plans recorded in the statements of other teachers at the school who have similar experience or similar responsibilities; or does not comply with the appraisal policy s/he shall instruct the reviewer to prepare a new plan and statement.

The objectives set will be rigorous, challenging, achievable, time-bound, fair and equitable in relation to teachers with similar roles/responsibilities and experience. In this school teachers,



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including the head teacher, will not necessarily all have the same number of objectives.

Though appraisal is an assessment of overall performance of teachers and the head teacher, objectives cannot cover the full range of a teacher's roles/responsibilities. Objectives will, therefore, focus on the priorities for an individual for the cycle. At the review stage it will be assumed that those aspects of a teacher's roles/responsibilities not covered by the objectives or any amendment to the statement which may have been necessary in accordance with the provisions of the regulations have been carried out satisfactorily.



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Reviewing Progress

At the end of the cycle, assessment of performance against an objective will be on the basis of the performance criteria set at the beginning of the cycle. Good progress towards the achievement of a challenging objective, even if the performance criteria have not been met in full, will be assessed favourably.

The appraisal cycle is annual, but on occasions it may be appropriate to set objectives that will cover a period over more than one cycle. In such cases, the basis on which the progress being made towards meeting the performance criteria for the objective will be assessed at the end of the first cycle and will be recorded in the planning and review statement at the beginning of the cycle.

APPEALS

At specified points in the appraisal process teachers and head teachers have a right of appeal against any of the entries in their planning and review statements. Where a reviewee wishes to appeal on the basis of more than one entry this would constitute one appeal hearing.

Governing bodies are required by law to establish procedures for dealing with any grievance teachers may have at work and a reviewee can use these procedures to appeal against any entry on their planning and review statement, including any changes made to the statement during the cycle. Any appeal should be deferred until after the moderation process is complete where the headteacher has indicated an intention to moderate the statements. Simple disagreements should be capable of being resolved by discussion between the reviewer and the reviewee without recourse to formal grievance procedures.

Details of the appeals process are covered in the school's pay policy.

CONFIDENTIALITY

The whole appraisal process and the statements generated under it, in particular, will be treated with strict confidentiality at all times. Only the reviewee's line manager or, where s/he has more than one, each of her/his line managers will be provided with access to the reviewee's plan recorded in her/his statement, upon request, where this is necessary to enable the line manager to discharge her/his line management responsibilities. Reviewees will be told who has requested and has been granted access.



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TRAINING AND SUPPORT

The school's CPD programme will be informed by the training and development needs identified in the training annex of the reviewees' planning and review statements.

The governing body will ensure in the budget planning that, as far as possible, appropriate resources are made available in the school budget for any training and support agreed for reviewees.

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

With regard to the provision of CPD in the case of competing demands on the school budget, a decision on relative priority will be taken with regard to the extent to which: (a) the CPD identified is essential for a reviewee to meet their objectives; and (b) the extent to which the training and support will help the school to achieve its priorities. The school's priorities will have precedence. Teachers should not be held accountable for failing to make good progress towards meeting their performance criteria where the support recorded in the planning statement has not been provided.

APPOINTMENT OF REVIEWERS FOR THE HEAD TEACHER

Appointment of Governors

At Thames View Infants, the Governing Body is the reviewer for the head teacher and to discharge this responsibility on its behalf may appoint 2 or 3 governors.

Where a head teacher is of the opinion that any of the governors appointed by the governing body under this regulation is unsuitable for professional reasons, s/he may submit a written request to the governing body for that governor to be replaced, stating those reasons.

Appointment of External Adviser

As an Academy Trust, the school continues to buy in to an External Consultative Advisor who will provide the Governing Body with advice and support in relation to the appraisal of the head teacher.

APPOINTMENT OF REVIEWERS FOR TEACHERS

In this school the head teacher has decided that he will share the reviewer role with the deputy headteacher; however, the head teacher may delegate the duties imposed upon the reviewer, in their entirety, to other members of the Leadership Team.



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Where a teacher has more than one line manager the head teacher will determine which line manager will be best placed to manage and review the teacher's performance.

Where a teacher is of the opinion that the person to whom the head teacher has delegated the reviewer's duties is unsuitable for professional reasons, s/he may submit a written request to the head teacher for that reviewer to be replaced, stating those reasons.

Where it becomes apparent that the reviewer will be absent for the majority of the cycle or is unsuitable for professional reasons the head teacher may perform the duties himself/herself or delegate them in their entirety to another teacher. Where this teacher is not the reviewee's line manager the teacher will have an equivalent or higher status in the staffing structure as the teacher's line manager.

An appraisal cycle will not begin again in the event of the reviewer being changed.

All line managers to whom the head teacher has delegated the role of reviewer will receive appropriate preparation for that role.

THE APPRAISAL CYCLE

The performance of teachers must be reviewed on an annual basis. Performance planning and reviews must be completed for all teachers by 31 October and for head teachers by 31 December.

The appraisal cycle in this school, therefore, will run from September/October to September/October for teachers, and from December to December for the head teacher.

Teachers who are employed on a fixed term contract of less than one year, will have their performance managed in accordance with the principles underpinning the provisions of this policy. The length of the cycle will be determined by the duration of their contract.

Where a teacher starts their employment at the school part-way through a cycle, the head teacher or, in the case where the teacher is the head teacher, the governing body shall determine the length of the first cycle for that teacher, with a view to bringing his cycle into line with the cycle for other teachers at the school as soon as possible.

Where a teacher transfers to a new post within the school part-way through a cycle, the head teacher or, in the case where the teacher is the head teacher, the governing body shall determine whether the cycle shall begin again and whether to change the reviewer.



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RETENTION OF STATEMENTS

Appraisal planning and review statements will be retained for a minimum period of 6 years.

MONITORING AND EVALUATION

The governing body will monitor the operation and outcomes of appraisal arrangements.

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

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

The Governing Body is committed to ensuring that the appraisal process is fair and non-discriminatory and the following monitoring data should be included in the head teacher's report because they represent the possible grounds for unlawful discrimination:

- Race
- Sex
- Sexual orientation
- Disability
- Religion and belief
- Age
- Part-time contracts
- Trade union membership.

The head teacher will also report on whether there have been any appeals or representations on an individual or collective basis on the grounds of alleged discrimination under any of the categories above.

REVIEW OF THE POLICY

The Finance, Personnel and Premises Committee of the Governing Body will review the appraisal policy every school year at its Spring meeting.

The Governing Body will take account of the head teacher's report in its review of the appraisal policy. The policy will be revised as required to introduce any changes in regulation and statutory guidance to ensure that it is always up to date.



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The Governing Body will seek to agree any revisions to the policy with the recognised trade unions having regard to the results of the consultation with all teachers.

To ensure teachers are fully conversant with the appraisal arrangements, all new teachers who join the school will be briefed on them as part of their introduction to the school.

ACCESS TO DOCUMENTATION

Copies of the school improvement and development plan and SEF are published on the school's intranet and/or can be obtained from the school office.

CLASSROOM OBSERVATION PROTOCOL

All classroom observation will be undertaken in accordance with the appraisal regulations, the associated guidance published by the Rewards and Incentives Group and the classroom observation protocol.



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Appendix 1 - CLASSROOM OBSERVATION PROTOCOL

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

- carry out the role with professionalism, integrity and courtesy;
- evaluate objectively;
- report accurately and fairly; and
- respect the confidentiality of the information gained.

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

In this school 'proportionate to need' will be determined by the headteacher.

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

A copy of the lesson plan and seating plan will be made available to the observer prior to the observation. Observations focussing on the quality of teaching will use the standard lesson observation pro-forma.

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

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

In keeping with the commitment to supportive and developmental classroom observation those being observed will be notified in advance.

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

Oral feedback will be given as soon as possible after the observation and no later than the end



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of the following working day. It will be given in a suitable, private environment.

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

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

A head teacher has a duty to evaluate the standards of teaching and learning and to ensure that proper standards of professional performance are established and maintained. Heads have a right to drop in to inform their monitoring of the quality of learning. Clearly the appraisal arrangements are integral to fulfilling this duty and head teachers may consider the classroom observations they have agreed for appraisal are sufficient and that drop in will not be needed.

In this school drop-ins will be undertaken by the head teacher supported by the appropriate and Senior Leadership Team.

Drop-ins will only inform the appraisal process where evidence arises which merits the revision of the appraisal planning statement, in accordance with the provisions of the regulations.



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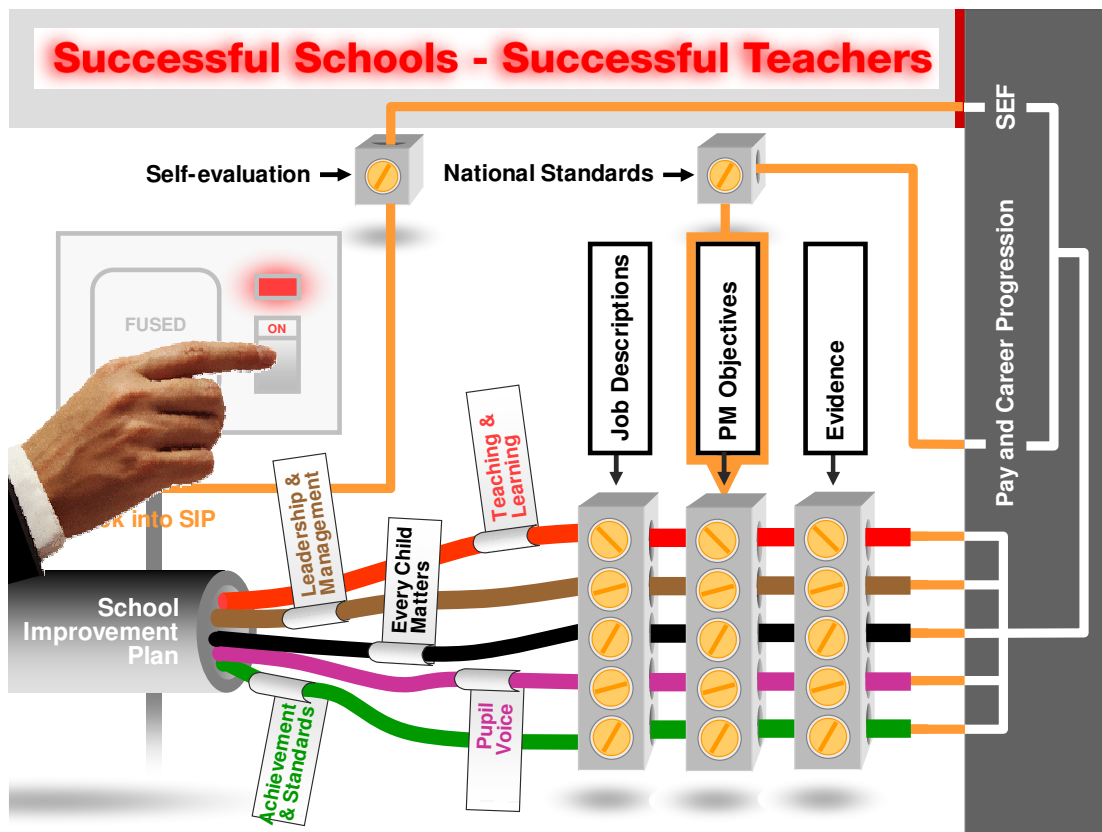
Appendix 2 – Integration of School Review and Teacher Standards

The School Improvement Plan is written to address the five SEF outcome statements (Achievement and Standards, Teaching and Learning, Every Child Matters, Pupil Voice and Leadership and Management) frame. This plan is delivered by the teachers and therefore their job descriptions will need to include the competencies and skills necessary to deliver each of the five strands of activity. This is best presented through the Teacher Professional Standards, as it is these that the teacher must meet to sustain their position and to be eligible for career progression.

The PM regulations require objectives to be set having regard to the teacher's job description, by having the job descriptions relate to the SIP and the appropriate standards the objectives will have relevance to the teacher and the school.

The outcome of the objectives will be evidence of performance and practice. This evidence will serve two purposes: the teachers pay and career progression and the school's self evaluation and SEF.

Where evidences show a shortfall against the relevant school or individual standards, the teacher will ensure that the objectives set in the following cycle address these needs in order to deliver the evidence the following year.





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Appendix 3 – School Appraisal Protocol and Pro-forma Statements

The reviewee's objectives shall be such that, if they are achieved, they will contribute to improving the progress of pupils at the school.

Each Reviewee will discuss and agree objectives with their Reviewer who will record these in an individual plan.

An objective has five parts:

1. The headline objective.
2. The action steps (usually four or five) the teacher intends to take to deliver the objective.
3. The Monitoring strategy the teacher intends to use to assess progress towards achieving the objective.
4. The evidence that the teacher will present by the end of the cycle to assess the impact of the action steps on the objective. This evidence will comply with the agreed school evidence protocol.
5. The performance criteria against which the evidence will be assessed by the reviewer.

Objectives should be SMART (specific, measurable, achievable realistic and time bound) and take account of colleagues' job description, contract and their existing skill and knowledge base. All objectives should require the teacher to make something happen that would not otherwise have happened.

Examples of performance criteria for main pay scale teachers may include:

- Targets set for individual pupils contribute adequately to overall school targets.
- Classes have teacher assessments in line with or better than the target grades for the class.
- Teaching methods are imaginative and lead to a high level of interest from most learners.
- Has a secure understanding of key concepts of the subject and how aspects of the subject relate to each other, and make appropriate use of subject specific vocabulary.

Examples of performance criteria for upper pay scale teachers are:

- Demonstrate that, as a result of their teaching, pupils achieve well relative to the pupils' prior attainment, making progress as good as or better than similar pupils nationally.
- Demonstrates consistent and effective monitoring of progress to give clear and constructive feedback.
- Has a well developed understanding of key concepts of the subject and how aspects of the subject relate to each other and how learning progresses within them.
- Has an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise the learning experience to provide opportunities for all learners to achieve their



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potential.

Examples of performance criteria for Leadership Group are:

- Leaders have a good understanding of the school's strengths and weaknesses, and have a good track record of making improvements, including dealing with any issues from the last inspection.
- The inclusion of all learners is central to the Leader's vision and they are effective in pursuing this and dismantling barriers to engagement.

Appendix 4 – The Evidence Protocol

Potential Sources of Evidence for Appraisal Review

Only persons who have a direct professional knowledge of the reviewee may provide evidence.

Planning and organising learning

- Classroom plans/seating arrangements
- Groupings based on assessment information
- Termly or weekly lesson plans showing links to assessment information
- Termly or weekly plans with reference to school/departmental targets/priorities
- Teaching log or notes
- Schemes of work contributed to/reviewed
- Homework schedule
- Action plans
- IEPs
- Work plan for classroom assistant/learning support
- Record of resources for learning
- Monitoring report from curriculum leader
- Monitoring/evaluation report from senior manager
- Witness statement from peer/line manager

Quality of teaching and pupils learning

- Samples of pupils work
- Comments on pupils work
- Lesson observation feedback record
- Examples of differentiated activities/work sheets
- OFSTED feedback
- Feedback from pupils
- Feedback from parents
- Information about joint action with SENCO to meet pupil's needs

Assessment

- Samples of marked pupil's work
- Group and individual targets and objectives
- Written feedback to pupils/pupils reports
- Marking records
- Records of assessments against school assessment framework



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Pupil Attainment

- Analysis of baseline information from the beginning of the year
- Projected attainments/targets
- Progress records/report
- Analysis of teacher assessments
- End of module assessments
- Analysis of school based test results
- Analysis of external testing
- IEPs
- Pupil feedback
- Records of events, displays, awards

Professional Development and Professional Effectiveness

- Record of action taken as a result of a professional development activity
- The use of different strategies/improved approaches to teaching and learning (observation records or witness statements)
- Notes of presentations to colleagues/parents/governors
- Classroom research and development projects
- Research and development work from elsewhere in the school
- Contributions to the work of the 'team' (KS or departmental)
- Contributions/review of policy
- Contributions to/review of SOW
- Contribution to the implementation of the SIP
- A bid or proposal that has been written
- Notes of presentations on behalf of the school
- Training and development record

Wider contribution to the school

- Clubs that are run
- Organisation of day or residential trips
- Team meeting notes
- Annual review record
- Representing the school
- Feedback from colleagues/pupils/parents
- Monitoring/evaluation records of the SIP



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Appendix 5 – Appraisal Process Checklist

Teacher:

Reviewer:

Date of Planning Meeting

Checklist	<i>Reviewer to initial</i>	<i>Reviewee to initial</i>
Before the Planning Meeting		
Meeting takes place in directed time		
Teachers Job Description is available		
Teacher is clear about the purpose of performance		
Teacher is familiar with the School Improvement Plan		
Teacher is clear about their eligibility for pay recommendations in the current cycle		
Teacher and reviewer have available the relevant professional standards		
Teacher and reviewer have a copy of the teachers' review from the previous cycle		
Teacher has access to the PM policy and the observation protocol		
If the school has an evidence protocol and standard performance criteria they are available		
Teacher has opportunity if they wish to undertake a self review which is made available to reviewer		
The Planning Meeting		
Meeting takes place within time allocated		
Objectives are set according to the specification laid out in the policy		
Objectives are SMART		
The purpose of all classroom observations are set out in the statement		
Classroom Observation time does not exceed three hours		
The evidence required is agreed and recorded		
Responsibilities of the reviewer and reviewee are understood		
Performance criteria are agreed and set		
The planning statement is drafted and sent to the reviewee within 5 days of the planning meeting		
Reviewee has had the opportunity to amend the statement and has returned it to the reviewer within 5 days of receiving it.		
The Agreed statement is sent to the headteacher within 10 days of the planning meeting taking place		
If the headteacher has required any changes the reviewee has had the opportunity to consider and agree to the final statement		
Reviewee is aware that should he not agree with the Headteachers instruction he can invoke an appeal		
Monitoring		
Classroom observations and other evidence collection takes place as agreed and set out on the statement		



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Mid year review meeting (if part of the policy) take place at agreed time		
Reviewee understands their responsibility for gathering and bringing the evidence to the review meeting		

The Review Meeting		
Reviewer considers the evidence against the performance criteria		
Reviewer make a judgement of the teacher's performance and records it in the review statement		
If the teacher is eligible for a pay award the reviewer records and shares their recommendation with the reviewee		
Review statement is sent to the reviewee for comment within five days of the meeting		
Reviewee statement is sent to headteacher within ten days of the review meeting		



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Appendix 6 – The Appraisal Appeals Process

An appeal must be made within ten school days of receiving the statement and must be in writing to the governing body.

An appeals officer will then be appointed to contact an appeals review. The governing body will provide an appeal officer or officers and any external adviser assisting the appeal officer or officers with a copy of the review statement and the statement of objectives within five school days of receiving the notice of appeal.

The appeals officer will normally be the Chair of the Governing Body (for appeals by the headteacher) or the headteacher (for appeals by teachers) unless they have participated in the review appealed against. For appeals by a headteacher an external adviser who did not assist in relation to the initial review must assist the appeals officer or officers.

For appeals by the headteacher, where the Chair of Governors has been involved in the review process, the governing body will appoint one or two governors who have not participated in the initial review. No governor who is a teacher or staff member can be appointed as an appeals officer for the headteacher. For appeals by teachers, where the headteacher has been involved in the review process, the Chair of Governors will be the appeals officer. In this situation, an external adviser must assist him or her.

The appeal review will be carried out within 10 days of the appeal officer or officers receiving the review statement.

In conducting an appeal review the appeals officer or officers must take into account any representations made by the headteacher or teacher. After due consideration, the appeals officer or officers may consider the Appraisal has been carried out satisfactorily (and may make observations); may, with the agreement of the appraiser(s), amend the review statement; or may order that a new planning meeting or review meeting be carried out.

The appeals officer or officers may not determine that new objectives should be set or that existing objectives should be altered.

Any new or part planning or review meeting ordered should be conducted within a further fifteen school days. Where a new or part planning or review process takes place new governors and a new external adviser are appointed for the headteacher's review. For teachers, the headteacher must appoint a new line manager to carry out the review; if there is no suitable teacher to do this, the appeals officer must appoint a member of the governing body. However, no governor who is a teacher or staff member can be involved in the appraisal. The pay Policy Appeals process will apply to all appeals concerning pay decisions.



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Appendix 7 – The Individual Plan

Name:

Main responsibilities:

Reviewer:

Date of initial review:

Period covered by review: to

Confirmation that Teachers/UPS Standards Reviewed:

Mid-year Review: objectives to be RAG rated thus: **completed** / **on-going** / **yet to commence**

Headline objective:

(Objectives should be SMART (specific, measurable, achievable realistic and time bound)).

1. Learning-based Objective.

Performance (Success) Criteria:

-

Actions/Step to Achieve Objective:

(Objectives should be SMART (specific, measurable, achievable realistic and time bound)).

-
-
-

Support/CPD:

(The Monitoring strategy the teacher intends to use to assess progress towards achieving the objective).

-
-
-

Evidence:

Monitoring:

Review:

Judgement:

Comments:



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Headline objective:

(Objectives should be SMART (specific, measurable, achievable realistic and time bound)).

2. Attainment-based Objective.

Performance (Success) Criteria:

-

Actions/Step to Achieve Objective:

(Objectives should be SMART (specific, measurable, achievable realistic and time bound)).

-
-
-

Support/CPD:

(The Monitoring strategy the teacher intends to use to assess progress towards achieving the objective).

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-
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Evidence:

Monitoring:

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Review:

Judgement:

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Comments:

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Headline objective:

(Objectives should be SMART (specific, measurable, achievable realistic and time bound)).

3. A third Headline Objective might be used specifically for Leadership Responsibilities, where these are not addressed in Headline Objectives 1-2 above.

Performance (Success) Criteria:

-

Actions/Step to Achieve Objective:

(Objectives should be SMART (specific, measurable, achievable realistic and time bound)).

-
-
-

Support/CPD:

(The Monitoring strategy the teacher intends to use to assess progress towards achieving the objective).

-
-
-

Evidence:

Monitoring:

Review:

Judgement:

Comments:



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Appendix 8 – Sample Teacher’s Job Description

NAME

RESPONSIBILITY

Overall purpose of job

- To share the responsibility for ensuring high standards of work and behaviour with all members of staff,
- To be actively committed to the growth and development of the school.
- To carry out the professional duties of a teacher in line with the conditions of employment

Health and Safety

To have a thorough knowledge of, and comply with the school’s health and Safety Policy.

Main Tasks

1. Planning

- a. To produce medium and short-term plans of work, which meet the requirements of school, policy and the National Curriculum and which clearly identify learning intentions.
- b. To plan with other members of staff to ensure consistency and continuity.
- c. To set, whole class, group and individual tasks, which are appropriately challenging.
- d. To maintain appropriately high expectations of children’s learning and attitude to work.
- e. To ensure a clear understanding of targets set for year group and to set appropriate targets for individuals.
- f. To teach according to the age and educational needs of children in your class, and do all that can be expected to ensure that the children acquire knowledge, skill and understanding.
- g. To ensure that children are told what they are expected to learn.
- h. To plan appropriately for children with special educational needs, for children with English as an additional language and for very able children.
- i. To liaise with the SENCo, language support teacher and other outside agencies to inform planning.



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- j. To assess children's achievement of learning intentions and record these assessments regularly on short term plan and use these assessments to inform planning.

2. Assessment, Recording and Reporting

- a. To assess children's achievement of planned learning intentions.
- b. To mark children's work in a way that provides positive feedback and sets targets for future learning.
- c. To participate in National Curriculum testing when needed and develop knowledge of testing arrangements at Key Stage 1.
- d. To participate in baseline assessment when needed and develop a knowledge of testing arrangements.
- e. To develop an understanding of the purpose of applying test data for setting school targets.
- f. To provide accurate, informative verbal and written reports for parents and others (teachers, schools and outside agencies).

3. Teaching and Class Management

- a. To create a calm environment, enabling children to work productively.
- b. To set high standards for behaviour and maintain discipline through positive behaviour management.
- c. To treat children with care and sensitivity and consideration and be positive and encouraging.
- d. To be mindful of any special needs.
- e. To adopt a range of teaching styles and techniques to promote learning.
- f. To liaise with support staff to make full use of their time, when they are supporting in class, or with groups or individuals.

4. Other Professional Requirement

- a. To help provide and maintain a stimulating and attractive learning environment throughout the school.
- b. To prepare and maintain resources for effective teaching.
- c. To treat children, parents and members of staff with respect for race religion, culture and gender.
- d. To establish effective working relationships with all colleagues, teaching and non-teaching.
- e. To develop a working relationship with parents; keeping them informed of school activities and their child's progress.
- f. To attend parents' meetings and encourage parental involvement in school activities and in their child's learning.
- g. To have a thorough knowledge of school policies and undertake professional responsibility in their application.



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- h. To be alert to child protection issues and report any concerns to the headteacher.
- i. To maintain a register of attendance.
- j. To attend school assemblies (you are not obliged to attend any act of worship)
- k. To update, maintain and develop skills and knowledge by reading and attendance of courses, conferences and meetings.
- l. To attend and contribute to school based Inset.
- m. To show commitment by keeping abreast of current issues.
- n. To work with other members of staff to develop the curriculum.
- o. To set realistic targets and do our best to achieve them.
- p. To develop ICT skills
- q. To participate in teacher's Appraisal.

The above duties are neither exclusive are exhaustive and the post holder may be required by the headteacher to carry out appropriate duties within the grading level of the post and the competence of the post holder.

Management responsibility

- a. To develop and review school policy and schemes of work, ensuring full consultation with all members of staff and in line with the National Curriculum and LA policy.
- b. To lead in the production of action plans for school development.
- c. To attend relevant courses, organise and lead Inset as required.
- d. To provide advice and support and encouragement in sharing ideas and good practice.
- e. To show enthusiasm, motivating others to attain high standards of teaching and learning.
- f. To support the headteacher in monitoring teaching and learning and in setting targets for achievement.
- g. To organise resources and order materials within a set budget.



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Appendix 9 – Self-review Prompt Sheet

SELF REVIEW IS ABOUT:

- Acknowledging achievement.
- Reviewing your professional responsibilities.
- Considering areas for development.
- Having a clear focus for your meeting with appraiser.
- It ensures that appraisal is a two-way process.

SELF REVIEW PROMPT SHEET

Based on Job Description

Use the following prompts to decide upon your strengths and weakness. You may find it useful to discuss this with a colleague, but you need not share this with your reviewer. You will need to provide a summary to inform discussion at your review meeting.

Health and Safety

To have a thorough knowledge of, and comply with the school's Health and Safety Policy.

Planning

To create short-term plans of work, which meet the requirements of school, policy and the National Curriculum and which clearly identify learning intentions.

To plan with other members of staff to ensure consistency and continuity.

To set, whole class, group and individual tasks, which are appropriately challenging.

To maintain appropriately high expectations of children's learning and attitude to work.

To ensure a clear understanding of targets set for year group and to set appropriate targets for individuals.

To teach according to the age and educational needs of children in your class, and do all that can be expected to ensure that the children acquire knowledge, skill and understanding.

To ensure that children are told what they are expected to learn.

To plan appropriately for children with special educational needs, for children with English as an additional language and for very able children.

To liaise with the SENCo, language support teacher and other outside agencies to inform planning.



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To assess children's achievement of learning intentions and record these assessments regularly on short term plan and use these assessments to inform planning.

Assessment, Recording and Reporting

To assess children's achievement of planned learning intentions.

To mark children's work in a way that provides positive feedback and sets targets for future learning.

To participate in National Curriculum testing when needed and develop knowledge of testing arrangements at Key Stage 1.

To participate in baseline assessment when needed and develop a knowledge of testing arrangements.

To develop an understanding of the purpose of applying test data for setting school targets.

To provide accurate, informative verbal and written reports for parents and others (teachers, schools and outside agencies).

Teaching and Class Management

To create a calm environment, enabling children to work productively.

To set high standards for behaviour and maintain discipline through positive behaviour management.

To treat children with care and sensitivity and consideration and be positive and encouraging.

To be mindful of any special needs.

To adopt a range of teaching styles and techniques to promote learning.

To liaise with support staff to make full use of their time, when they are supporting in class, or with groups or individuals.

Other Professional Requirement

To help provide and maintain a stimulating and attractive learning environment throughout the school.



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To prepare and maintain resources for effective teaching.

To treat children, parents and members of staff with respect for race religion, culture and gender.

To establish effective working relationship with all colleagues, teaching and non-teaching.

To develop a working relationship with parents; keeping them informed of school activities and their child's progress.

To attend parents' meetings and encourage parental involvement in school activities and in their child's learning.

To have a thorough knowledge of school policies and undertake professional responsibility in their application.

To be alert to child protection issues and report any concerns to the headteacher.

To maintain a register of attendance.

To attend school assemblies (you are not obliged to attend any act of worship).

To update, maintain and develop skills and knowledge by reading and attendance of courses, conferences and meetings.

To attend and contribute to school based Inset.

To show commitment by keeping abreast of current issues.

To work with other members of staff to develop the curriculum.

To set realistic targets and do our best to achieve them.

To develop ICT skills.

To participate in teacher's Appraisal.

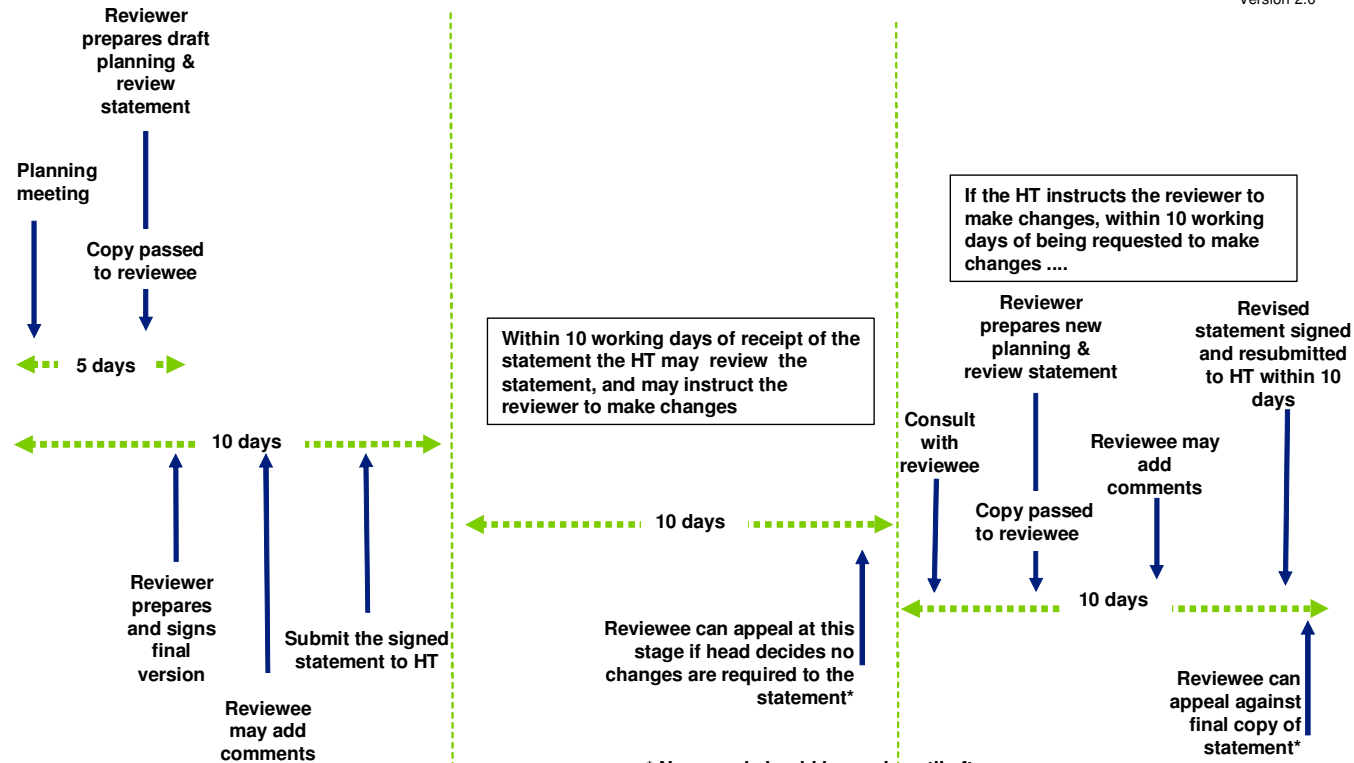


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Appendix 10 – Overview of Process and Timings

Process and Timings - timeline for agreeing the planning meeting statement

Version 2.0



* No appeal should be made until after any moderation process is complete.

Source: TDA Performance Management Briefing and Planning event