



Guilborough Academy

Guilborough Multi Academy Trust



Appraising Performance Policy



Policy Name	Appraising Performance Policy
Committee	Finance and Staffing
Owner	Assistant Principal
Statutory	No

Date Ratified	Review Date
January 2022	January 2023

Approved by: Finance Committee **Date:** January 2022

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Next review due by: January 2023

The Directors of Guilsborough Multi-Academy Trust adopted this policy on 24th January 2022. It applies to all teachers and support staff employed at the Academy as defined in paragraph 1 below.

INTRODUCTION

Guilsborough Multi Academy Trust aspires to be the best provider of education within the communities it serves and to deliver the highest outcomes for young people. To achieve its vision and mission, appraisal in Guilsborough Multi Academy Trust will be a supportive and developmental process designed to ensure that all staff have the skills and support needed to carry out their role effectively and to ensure they are able to continue to improve their professional practice and to develop.

Revised appraisal arrangements for teachers came into force on 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).

1. Definitions

1.1 In this policy, the term 'employee' refers to support staff, classroom teachers, middle and senior leaders, and the headteacher. Where relevant, we have added further detail regarding arrangements for headteachers.

2. Purpose

2.1 This policy sets out the framework for a clear and consistent assessment of the overall performance of employees covered by the appraisal policy and for supporting their development within the context of the Academy's plan for improving educational provision and performance, and the standards expected of employees in their respective roles.

2.2 This policy does not form part of any employee's contract of employment and it may be amended at any time following consultation. We may also vary any parts of this procedure, including any time limits, as appropriate in any case.

2.3 The appraisal policy in this Academy will be a supportive and developmental process designed to ensure that all employees identified by the policy have the skills and support they need to carry out their role effectively. It will help to ensure that all employees can continue to improve their professional/employment practice and to develop in their respective roles.

3. The appraisal period

3.1 The appraisal period for teachers will run for twelve months from 1st October to 30th September. For support staff the appraisal period will run from January to December.

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

3.3 Employees will not normally be dismissed for performance reasons without previous warnings. For further guidance please refer to procedures in the Capabilities Policy, Probationary Policy and Disciplinary Policy.

Where an employee starts their employment at the Academy part way through a cycle, the Principal or a representative (or in the case where the employee is the Principal, the Governors), shall determine the length of the first cycle for that teacher or support staff, with a view to bringing the cycle into line with the cycle for other teachers and support staff as soon as possible.

4. Appointing appraisers

4.1 The Principal will be appraised by the Governing Body, supported by a suitably skilled and/or experienced external adviser who has been appointed by the Governing Body for that purpose.

4.2 The task of appraising the Principal, including the setting of objectives, will be delegated to a sub-group consisting of two members of the Governing Body.

- 4.3 The Principal will decide who will appraise other employees covered by the policy. (They will be notified verbally and assigned to staff via Blue-Sky). The number of staff that any one person will appraise will depend on their role and level of responsibility and will be monitored by the Principal (or his/her representative). If the Principal appoints an appraiser who is not a teacher's line manager, the appraiser to whom she/he delegates those duties will have an appropriate position in the staffing structure, together with the necessary background knowledge, skills and training to undertake the role. Confidentiality of information accessed on Blue-Sky by employees with Administration rights is assumed.

5. **Setting objectives:**

- 5.1 The Principal's objectives will be set by the Governing Body after consultation with the external adviser. (Appendix A)
- 5.2 **For Teachers:** Objectives for each employee covered by the policy will be set before, or as soon as practicable after, the start of each appraisal period. The objectives set will be Specific, Measurable, Achievable, Realistic and Time bound and will be appropriate to the employee's role and level of experience. The appraiser and employee will seek to agree the objectives but, if that is not possible, the appraiser will determine the objectives. Objectives may be revised if circumstances change.
- 5.3 The objectives set for each employee will, if achieved, contribute to the Academy's plans for improving the Academy's educational provision and performance and improving the educational opportunities of students at the Academy.
- 5.4 All teachers, excluding the Principal, will generally have no more than 3 objectives. Those with additional responsibilities may have a 4th objective. The appraiser will consider the effect of an individual's circumstances, including any disability, when agreeing objectives. For example, this might include a reasonable adjustment to allow an individual slightly longer to complete a task than might otherwise be the case.
- At least one objective should relate to students' progress and it should address the key progress priorities as identified by the Academy self-evaluation and strategic improvement plans. The objective will be contextualised and the class (or department for subject leaders) will be identified by the appraiser.
 - Another objective will relate to the development of the quality of teaching and learning.
- 5.5 **For support staff:** For support staff, there will be a minimum of 3 targets and a maximum of 4. The targets will be relevant to the staff members' role. Support staff appraisal will focus on the set targets of the employee.

6. **Reviewing teachers' performance: Observation**

- 6.1 This Academy believes that observation of classroom practice and other responsibilities for teachers, and support staff who support teachers in the classroom, is important both as a way of assessing performance to identify any strengths and areas for development they may have and of gaining useful information which can inform Academy improvement more generally.
- 6.2 All observations will be carried out in a supportive fashion, with professionalism, integrity and courtesy. In a lesson observation, The Teachers Standards (See Appendix B) will not be used as a checklist against which the appraisee's performance is judged. Assessment against the standards starts from the premise that all teachers are meeting the standards. Where a member of staff teaches across more than one key stage or subject area, lesson observations should take place across the three. Two observations will be conducted by the teacher's line manager or as part of a scheduled review. It is expected that observations are spread out across the year, therefore one must be completed by the end of term 2, the next by the end of term 4 and the third by the end of term 6. Where performance of a teacher is a cause for concern as the Teacher Standards are not met, further observation may form part of structured support. Further observations should reflect and inform whole Academy quality assurance as well as being developmental to the teacher.
- 6.3 Classroom observation of teachers will be carried out by those with QTS.
- 6.4 The Academy retains the right to use learning walks for the quality assurance of learning. Learning walks will not be used for performance management purposes unless concerns arise in line with The Teacher Standards that the Principal (or delegated staff) considers are important, and in these circumstances, there will be discussion with the teacher's line manager. Learning walks are intended for leaders to monitor the quality of Teaching and Learning, looking at the work of the students.

7. Performance Review

7.1 Performance of a member of staff is assessed in an on-going way against individual job descriptions using policies, as well as through the 3 PMR meetings during the academic year (initial target setting, mid-point review and final review). Staff must share responsibility for ensuring that the process is scheduled and occurs and should not rely solely upon their appraiser. The use of Appendix C will support both Appraisee and Appraiser to keep on track. Assessment of performance of teachers will be measured against the objectives set and may also include:

- Evidence of planning, resources and student work which showcases innovative approaches and has significant impact on outcomes for students.
- Observation/scrutiny of leadership and management activities where appropriate.
- Work scrutiny including moderated assessment work.
- Student behaviour and their management.
- Quality of learning environment (where appropriate) ensuring a good and safe learning environment.
- Specific internal as well as external tests/exam results.
- Contribution to the department such as development of schemes of learning etc.
- Student attitude survey which contributes to an overall evaluation of teacher performance, to be used as a soft indicator/barometer of overall teacher interaction with students rather than a measure of performance itself. (Student voice will not be used for formal PMR purposes by an appraiser but an appraisee may ask for this to be considered)
- Other aspects considered at the request of the teacher e.g. contribution to wider school life.

It is important to note that assessment of performance provides opportunity to showcase work and can be used in conjunction with the pay policy to evidence progression including any opportunity for accelerated progression.

8. Development and support

8.1 Appraisal is a supportive process which will be used to inform continuing professional development and pay progression. The Academy wishes to encourage a culture in which all employees take responsibility for improving their performance through appropriate development.

8.2 Teachers professional development will be linked to Academy improvement priorities and to the ongoing professional development needs and priorities of individual teachers. The Academy's CPD programme will be informed by the training and development needs identified as part of the appraisal process as well as other monitoring activities.

9. Feedback

9.1 Employees will receive constructive feedback on their performance throughout the year and as soon as practicable after an observation has taken place or other evidence has come to light. Feedback will highlight areas of strength as well as any areas that can be developed through continued professional development.

9.2 As the Academy supports a culture of 'Learning without Limits' it will be expected that the sharing and celebration of best practice will follow on from the observation of colleagues through coaching, teaching and learning blogs, briefings etc. This will be with the permission of the teacher.

10. Informal support and progression to capability:

10.1 Where it is apparent that there are performance concerns, support will be offered as soon as possible, without waiting for formal annual assessment. Performance concerns may be for several reasons such as:

- Failure to meet the national Teacher Standards 2012 and any subsequent amendment thereof.
A failure to meet the expected standards in an observation leading to further action (follow up observation/QA or Informal Support).
- A pattern of underperformance in terms of student progress identified in tracking and exam outcomes.

- Non-completion of leadership responsibilities (impacting on the performance of colleagues and/or students).
- Parental complaints as part of a wider pattern of any dissatisfaction rather than isolated incidents. Validity of any complaints will be checked carefully by the line manager or a designated senior member of staff.
- A pattern of underperformance compared to the employees' job description and/or performance management targets.

If the appraiser (through the appraisal process or via other sources of information) identifies that concerns are such that, if not rectified, could lead to capability procedures then the Principal (or a member of the Senior Leadership Team) will meet the individual to consider the appropriateness of Informal Support with the line manager of the appraisee present. This will include the following:

- An initial discussion around aspects of underperformance. Minutes of this meeting will be taken (see Appendix D as guidance for SLT member and line manager of the colleague).
- Using Appendix E, the Principal (or a member of the Senior Leadership Team) will detail the following:
 - Giving clear written feedback to the individual about the nature and seriousness of the concerns
 - Giving the individual the opportunity to comment on and discuss the concerns.
 - Meetings with the individual to discuss targets for improvement alongside a programme of support.
 - Creating an improvement plan which includes appropriate supportive measures which may include coaching, training, in-class support (where relevant), structured observations or mentoring, that will help to address those specific concerns.
 - Making clear how progress will be monitored and when it will be reviewed.
 - Explaining that if the individual does not make the required improvement then it may be necessary to extend the informal support period or move to capability procedure.

The individual's progress will continue to be monitored as part of the performance management process and a reasonable time given for the individual's performance to improve. This will vary in individual cases (minimum of 6 working weeks/maximum of 12 working weeks). During this monitoring period the individual will be given feedback on progress on a weekly basis using Appendix F and arrangements will be made to modify the support programme if appropriate. (Appendices D, E,F,G)

If, on consideration, the required improvement has been made and there is no longer the necessity that capability procedures will be invoked, the individual will be informed of this.

11. Transition to capability – moving to formal support under the capability policy.

- 11.1 If the appraiser is not satisfied with progress against targets in the action plan, the employee will be notified in writing that the appraisal system will no longer apply and that his/her performance will be managed under the staff capability policy.

12. Annual assessment

- 12.1 The performance of each employee covered by the appraisal policy will be formally assessed in respect of each appraisal period.
- 12.2 In assessing the performance of the Principal, the Governing Body must consult the external adviser.
- 12.3 This assessment is the end of the annual appraisal process, but performance and development priorities will be reviewed and addressed through the 3 PMR meetings throughout the academic year. (Ref.7)
- 12.4 The employee will receive as soon as practicable following the end of each appraisal period, and have the opportunity to comment in writing on the appraisal report. This is done via Blue-Sky.
- 12.5 Teachers will normally receive their final written appraisal reports by 30th September (31 December for the Principal) and support staff by 28th February. However, if there is a delay because of circumstances beyond the Academy's control then staff will be made aware of this. If staff are applying to move through M Scale then their final written appraisal reports need to be completed by 2 weeks before the 30th September to ensure that all documentation is prepared in advance for the pay review committee meeting.

12.6 The appraisal report will include:

- details of the employee's objectives for the appraisal period in question;
- a review of the employee's performance of their role and responsibilities against their objectives and, for teachers, against the relevant standards;
- a review of the employee's training and development needs and identification of any action that should be taken to address them. The assessment of performance and of training and development needs will inform the planning process for the following appraisal period.
- a recommendation on pay where that is relevant. Pay recommendations will be made by 31 December for Principals, by 31 October for other teachers, and by 31 May for support staff.

13. Confidentiality

13.1 The appraisal process and relevant documents are strictly confidential. Only staff members who need the information in order to do their jobs will have access to the information. Appraisal information will be anonymised when information is reported to the governing board. Appraisal records will be kept securely in the teacher's personnel file.

14. Links with other policies

14.1 This policy should be read in conjunction with our staff capability and pay policies. The staff capability policy will be used where this policy has not been able to address concerns with a teacher's performance. It applies to all staff, not just teaching staff. The pay policy sets out how pay increases will be awarded, based on the results of a teacher's appraisal.

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Appendix A

National Standards for Headteachers

Department for Education 2020.

Domains

The ethics and professional conduct section is at the core of the standards. This outlines the ethics and professional conduct expected of headteachers. It consists of statements that define the behaviour and attitudes which should be expected of headteachers.

The standards in section 2 cover interlinked domains of the headteacher's role all underpinned by the governance and accountability domain.

Section 1: Ethics and professional conduct

Headteachers are expected to demonstrate consistently high standards of principled and professional conduct. They are expected to meet the teachers' standards and be responsible for providing the conditions in which teachers can fulfil them. Headteachers uphold and demonstrate the [Seven Principles of Public Life](#) at all times. Known as the Nolan principles, these form the basis of the ethical standards expected of public office holders:

- selflessness
- integrity
- objectivity
- accountability
- openness
- honesty
- leadership

Headteachers uphold public trust in school leadership and maintain high standards of ethics and behaviour. Both within and outside school, headteachers:

- build relationships rooted in mutual respect, and at all times observe proper boundaries appropriate to their professional position
- show tolerance of and respect for the rights of others, recognising differences and respecting cultural diversity within contemporary Britain
- uphold fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- ensure that personal beliefs are not expressed in ways which exploit their position, pupils' vulnerability or might lead pupils to break the law

As leaders of their school community and profession, headteachers:

- serve in the best interests of the school's pupils
- conduct themselves in a manner compatible with their influential position in society by behaving ethically, fulfilling their professional responsibilities and modelling the behaviour of a good citizen
- uphold their obligation to give account and accept responsibility
- know, understand, and act within the statutory frameworks which set out their professional duties and responsibilities
- take responsibility for their own continued professional development, engaging critically with educational research
- make a positive contribution to the wider education system

Section 2: Headteachers' standards

1. School culture

Headteachers:

- establish and sustain the school's ethos and strategic direction in partnership with those responsible for governance and through consultation with the school community
- create a culture where pupils experience a positive and enriching school life
- uphold ambitious educational standards which prepare pupils from all backgrounds for their next phase of education and life
- promote positive and respectful relationships across the school community and a safe, orderly and inclusive environment
- ensure a culture of high staff professionalism

2. Teaching

Headteachers:

- establish and sustain high-quality, expert teaching across all subjects and phases, built on an evidence-informed understanding of effective teaching and how pupils learn
- ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains
- ensure effective use is made of formative assessment

3. Curriculum and assessment

Headteachers:

- ensure a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught
- establish effective curricular leadership, developing subject leaders with high levels of relevant expertise with access to professional networks and communities
- ensure that all pupils are taught to read through the provision of evidence-informed approaches to reading, particularly the use of systematic synthetic phonics in schools that teach early reading
- ensure valid, reliable and proportionate approaches are used when assessing pupils' knowledge and understanding of the curriculum

4. Behaviour

Headteachers:

- establish and sustain high expectations of behaviour for all pupils, built upon relationships, rules and routines, which are understood clearly by all staff and pupils
- ensure high standards of pupil behaviour and courteous conduct in accordance with the school's behaviour policy
- implement consistent, fair and respectful approaches to managing behaviour
- ensure that adults within the school model and teach the behaviour of a good citizen

5. Additional and special educational needs and disabilities

Headteachers:

- ensure the school holds ambitious expectations for all pupils with additional and special educational needs and disabilities
- establish and sustain culture and practices that enable pupils to access the curriculum and learn effectively
- ensure the school works effectively in partnership with parents, carers and professionals, to identify the additional needs and special educational needs and disabilities of pupils, providing support and adaptation where appropriate
- ensure the school fulfils its statutory duties with regard to the SEND code of practice

6. Professional development

Headteachers:

- ensure staff have access to high-quality, sustained professional development opportunities, aligned to balance the priorities of whole-school improvement, team and individual needs
- prioritise the professional development of staff, ensuring effective planning, delivery and evaluation which is consistent with the approaches laid out in the standard for teachers' professional development

- ensure that professional development opportunities draw on expert provision from beyond the school, as well as within it, including nationally recognised career and professional frameworks and programmes to build capacity and support succession planning

7. Organisational management

Headteachers:

- ensure the protection and safety of pupils and staff through effective approaches to safeguarding, as part of the duty of care
- prioritise and allocate financial resources appropriately, ensuring efficiency, effectiveness and probity in the use of public funds
- ensure staff are deployed and managed well with due attention paid to workload
- establish and oversee systems, processes and policies that enable the school to operate effectively and efficiently
- ensure rigorous approaches to identifying, managing and mitigating risk

8. Continuous school improvement

Headteachers:

- make use of effective and proportional processes of evaluation to identify and analyse complex or persistent problems and barriers which limit school effectiveness, and identify priority areas for improvement
- develop appropriate evidence-informed strategies for improvement as part of well-targeted plans which are realistic, timely, appropriately sequenced and suited to the school's context
- ensure careful and effective implementation of improvement strategies, which lead to sustained school improvement over time

9. Working in partnership

Headteachers:

- forge constructive relationships beyond the school, working in partnership with parents, carers and the local community
- commit their school to work successfully with other schools and organisations in a climate of mutual challenge and support
- establish and maintain working relationships with fellow professionals and colleagues across other public services to improve educational outcomes for all pupils

10. Governance and accountability

Headteachers:

- understand and welcome the role of effective governance, upholding their obligation to give account and accept responsibility
- establish and sustain professional working relationship with those responsible for governance
- ensure that staff know and understand their professional responsibilities and are held to account
- ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties

Teacher Standards- 2012

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

Professional Standards

1.1 Set high expectations which inspire, motivate and challenge pupils

1.1.1 establish a safe and stimulating environment for pupils, rooted in mutual respect

1.1.2 set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions

1.1.3 demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

1.2 Promote good progress and outcomes by pupils

1.2.1 be accountable for pupils' attainment, progress and outcomes plan teaching to build on pupils' capabilities and prior knowledge

1.2.2 guide pupils to reflect on the progress they have made and their emerging needs

1.2.3 demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching

1.2.4 encourage pupils to take a responsible and conscientious attitude to their own work and study.

1.3 Demonstrate good subject and curriculum knowledge

1.3.1 have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings

1.3.2 demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship

1.3.3 demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject

1.4 Plan and teach well-structured lessons

1.4.1 impart knowledge and develop understanding through effective use of lesson time

1.4.2 promote a love of learning and children's intellectual curiosity

1.4.3 set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired

1.4.4 reflect systematically on the effectiveness of lessons and approaches to teaching

1.4.5 contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

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

1.5.1 know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively

1.5.2 have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these

1.5.3 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

1.5.4 have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

1.6 Make accurate and productive use of assessment

1.6.1 know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements

1.6.2 make use of formative and summative assessment to secure pupils' progress

1.6.3 use relevant data to monitor progress, set targets, and plan subsequent lessons

1.6.4 give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

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

1.7.1 have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the Academy, in accordance with the Academy's behaviour policy

1.7.2 have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly

1.7.3 manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them

1.7.4 maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

1.8 Fulfil wider professional responsibilities

1.8.1 make a positive contribution to the wider life and ethos of the Academy

1.8.2 develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support

1.8.3 deploy support staff effectively

1.8.4 take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues

1.8.5 communicate effectively with parents with regard to pupils' achievements and well-being.

Part 2 Personal and Professional Conduct

2.1. Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside Academy, by:

2.1.1 Treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position

2.1.2 Having regard to the need to safeguard pupils' well-being, in accordance with statutory provisions

2.1.3 Showing tolerance of and respect for the rights of others

2.1.4 Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs

- | | |
|-------|--|
| 2.1.5 | Ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law |
| 2.2 | Teachers must have a proper and professional regard for the ethos policies and practice of the Academy in which they teach, and maintain high standards in their own attendance and punctuality |
| 2.3 | Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities |

Overview/ timeline of Appraisal Process

Appraisee	Appraiser
Term 1 – by 30th September	
<p>1: Analyse exam results/ complete summary and upload to evidence to support objectives</p> <p>2: If helpful, complete notes summary in preparation for your final PMR review of the academic year</p> <p>3: Meet with your appraiser <i>(please note, if you are applying to move through M Scale the final PMR meeting needs to be held two weeks prior to 30th September)</i></p>	<p>1: Using the guide sent out, prepare for and then conduct the final PMR review meeting with all colleagues that you line manage- ensuring that the final overview statement is completed on Bluesky (including completing all of the criteria –specifically: if Teacher Standards have been met, if all objectives have been met and, if appropriate, whether you are recommending your colleague for pay progression. <i>(please note: for any colleague applying to move through M Scale the final meeting needs to take place two weeks before the 30th September)</i></p>
Term 1 –by 31st October	
<p>1: Using the guide sent out, complete on Bluesky all of the criteria for the flood filled first two targets</p> <p>2: Following discussion with your line manager, complete the third target (including all of the relevant criteria) that is linked directly to teaching and learning, the DIP and your professional development. Save all three on line so that your line manager can feedback/ approve</p>	<p>1: Using the guide sent out, quality assure the third target set by those you line manage (e.g. is it linked to teaching and learning, the DIP and their own professional development- also must be different to their M Scale opportunity – if relevant)</p> <p>2: Using the guide sent out, quality assure the criteria for the first two targets</p> <p>3: Feedback to your colleague- identifying any areas for completion/ development and then approve the targets</p>
Term 2	
<p>1: Arrange your first lesson observation with your line manager <i>(please remember that two need to be conducted by your LM unless you are part of a review)</i></p> <p>2: Arrange for a feedback meeting with your LM concerning your lesson observation</p> <p>3: Upload evidence onto Bluesky to support your objectives</p>	<p>1: book in observations with those you line manage and an appropriate time for feedback- aim to be specific in terms of WWW and EBI to support your colleague’s continued professional development</p>
Term 3 and Term 4	
<p>1: Continue to upload evidence onto Bluesky and review progress to date in preparation for your mid-year review (to take place by Easter break)- please use the guide sent out to support you in completing this</p> <p>2: Arrange for your second observation (from either your line manager or another colleague) as well as the feedback meeting</p>	<p>1: Using the guide sent out, arrange the mid-year review with colleagues that you line manage</p> <p>2: look at Bluesky concerning the evidence they have uploaded, to date, as well as the progress they have made</p> <p>3: During the mid-year review, complete the appropriate overview statement on Bluesky and be clear as to whether you consider your colleague to be on track to meet their objectives (using one of the three statements from the guide). If you have any concerns at all about this be explicit with your colleague as well as offering clear support and specific next steps- record all of this on Bluesky</p>
Term 5 and Term 6	
<p>1: Continue to upload your evidence (so that by the end of Term 6 there is only your data left to upload)</p> <p>2: Arrange for your third observation as well as the feedback meeting</p>	<p>1: If you had any concerns at the mid-year review, check in with colleague in terms of any further support needed</p> <p>2: Check that they have had (or have scheduled the third observation)</p>



Notes to Informal Support Process for SLT Member and Line Manager

SLT Member (initial meeting, outline of informal support programme final review of the informal support programme)

- 1:** At the initial meeting please follow the points outlined in Section 10, page 4. If appropriate, please follow all of the points including completion of Appendix E. If this is not appropriate (because it could be a meeting that is potentially sensitive) please book another meeting within the next 48 working hours to complete Appendix E
- 2:** Email a copy of the completed Appendix E to the colleague and their line manager – give the deadline of a week for any further additions that you may wish to consider e.g. additional support.
- 3:** Ensure that the line manager understands the process and their role in it (including alerting you as the SLT link if there are any concerns in terms of impact against the targets) and completing Appendix F
- 4:** Book a time for the final review meeting between the colleague, the line manager and you where you will assess the impact and complete Appendix G. Send a copy of this to the colleague

Line Manager (support through the programme)

- 1:** Read the Appraising Performance Policy to familiarise yourself with the document with specific reference to Section 10, page 4
- 2:** Following the initial meeting, meet on a weekly basis with your colleague and complete Appendix F. Email a copy of the completed appendix to your colleague and update your SLT Link (at the initial meeting) if you have any concerns in terms of clear impact. When completing Appendix F, ensure you are as specific as possible to support your colleague in terms of impact and further areas for development
- 3:** Prepare all of the completed Appendix Fs from the support programme in preparation for the final review meeting so that you are clear concerning the impact, any further areas for development and the extent to which you consider the informal support programme has been successful



INFORMAL SUPPORT-Outline of Programme of Support

To provide supportive action in order to improve effectiveness and ensure teachers' standards are met as per the Appraisal Policy, Section 10, page 4.

Date of Meeting:

Present:

Member of Staff:

Start date:

End date:

EVIDENCE

Triggers for Underperformance:

TS Ref:	Student Progress and Outcomes 1.
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TS Ref:	Complaints 1.
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TS Ref:	Observations 1.
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Address issues with member of staff

TS Ref:	Clarity of Issues and Improvement Needs 1.
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TS Ref:	Time Specific Improvement Targets (3 maximum) (Maximum of half term) 1. Agreed actions: Agreed support (including focused training/ coaching): Impact measures (to demonstrate if informal support process is effective):
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	Date of final meeting to review outcomes:
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NB: Please ensure that a copy of the teaching standards (Appendix B) is provided to the member of staff.

Staff Member Signature:.....Date:.....

Line Manager Signature:.....Date:.....



Weekly meeting notes between Line Manager and colleague – Informal Support Programme

Date of Meeting:

Present:

Member of Staff:

Relevant Teaching Standards:

Week of meeting (during period of informal support):

TS Ref:	Actions taken to date:
TS Ref:	Support provided to date:
TS Ref:	Progress (against targets set) to date:

Any concerns?

Member of staff:

Line Manager:

Staff Member Signature:.....Date:.....

Line Manager Signature:.....Date:.....



Final Review of INFORMAL SUPPORT PROGRAMME

Date of Meeting:

Present:

Member of Staff:

Relevant Teaching Standards:

TS Ref:	Reasons for introducing informal support:
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Period of Informal support:

TS Ref:	Support provided:
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TS Ref.	Impact (against targets set)
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Outcome of informal support:

Staff Member Signature:.....Date:.....

Line Manager Signature:.....Date:.....

Informal Support and Moving to Capability

