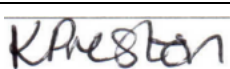


Policy/Procedure Name:	APPRAISAL POLICY		
Last Update:	Aug 2024	Next Update Due:	Aug 2027

Author	Alex Smythe
Signature of Authorised Individual	
Signature of the Director	

1 Introduction – Purpose of the Policy

At Willow Park's we are committed to continually improve the quality of teaching and learning for all our pupils and we believe that appraisal will assist our staff to achieve this aim through clarity of role and expectations, encouragement, development and feedback.

We believe that appraisal will enable a professional discussion to take place regarding workload and priorities and will give staff the appropriate focus, development and support. It will also provide staff with an opportunity to discuss in confidence any matters regarding their employment at work that may inhibit their performance.

This policy sets out the principles and framework for a clear and consistent appraisal of the overall performance of all staff and for supporting their development needs within the context of the school plan for improvement and their own professional needs.

This policy also sets out Willow Park's approach to the link between the appraisal process and pay progression.

2 Principles

We will implement our appraisal arrangements on the following principles:

- *Equality of Opportunity:* All staff should be encouraged and supported to achieve their potential through clarity of expectations and job role, regular feedback, performance review and provision of relevant development
- *Consistency of Treatment and Fairness:* We will take action to ensure our performance appraisal process is fair, non-discriminatory and that staff are treated consistently
- *High Standards:* We believe by setting appropriate and challenging standards of performance and providing suitable feedback and development all staff have the potential to continually improve their performance



- *Work – life balance*: All staff are entitled to a satisfactory work – life balance and performance appraisal is an appropriate mechanism to facilitate this
- *Pay and Rewards*: Pay progression for staff should reflect their overall contribution to the school both as individuals and as team members.

3 Application of the Policy

This policy applies to all staff employed at Willow Park's with the exception of teachers undergoing their formal year of induction or on contracts of less than a year. The operation of this policy will be suspended for any staff whose performance merits the application of the schools' formal competency procedure.

Performance appraisal arrangements for temporary and part – time staff, including job-sharers, should apply on the same principles as for full-time, substantive staff. The same degree of challenge in the process should apply but the breadth and volume of each element in the process should be proportionate to the period of time worked.

Teachers 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.

The intention is that all staff will have equivalent access to appraisal, development and support.

4 Policy Framework

4.1 General

Performance appraisal is a shared responsibility. The Directors have the strategic responsibility for establishing this policy, providing the Headteacher with the support to ensure it is fully implemented and ensuring the Headteacher receives appropriate performance appraisal in order to set the right framework and culture for all staff in the school.

The Headteacher will ensure that this policy, associated regulations and guidance are communicated effectively and that staff with performance appraisal responsibilities have access to appropriate training and preparation.

The performance of all staff must be reviewed on an annual basis. Appraisal planning and reviews must be for all teachers in this school and this will be completed by 31 October, in any one academic year and by 31 December for the Headteacher

The appraisal reviews for all support staff will be completed annually in line with the academic year/ending on 31st March in each year.

Where a member of staff starts their employment at the school part-way through a cycle, the length of the first performance appraisal process will be such that the cycle can be brought into line with the appraisal process for that group of staff at the earliest opportunity.



Where a member of staff transfers to a new post within the school part-way through a cycle, the Headteacher shall determine whether the cycle shall begin again and whether to change the Appraiser.

All staff must have an up to date job description and this will form the basis for discussion at the appraisal planning and review meeting. Staff should have access to the school plan for improvement and other relevant planning documents in good time for their appraisal meeting.

Where it appears that the Appraisee is either not meeting or partially meeting the relevant professional standards (see appendices 1 to 3) then the appraisal process must clearly set out the support and training that will be provided to address the areas of concern.

Where serious weaknesses are identified in an Appraisee's performance then this procedure should cease and the issues will be managed within the school's formal capability procedure. The appraisal process will be re-commenced when the appraisee's performance has reached the required standards.

4.2 Appointing Appraisers

The Headteacher will be appraised by the Principal. The Principal will be appraised by the Business Manager in his capacity as Director.

The Headteacher will determine the appropriate Appraiser for all staff covered by this policy taking due consideration of line management responsibilities and other relevant factors.

If a member of staff has a concern regarding their allocated Appraiser then this should be communicated to the Headteacher, in writing, stating the reasons. The Headteacher will exercise careful consideration of the concerns and may allocate an alternative Appraiser, such as the Business Manager.

The Headteacher will ensure all Appraisers receive appropriate training and preparation for their role.

4.3 The Appraisal Meetings

There are 3 stages to the appraisal process at Willow Park:

1. **Stage 1** is the meeting at the start of the year (by the end of September) in which we review the previous year and set targets for the coming year. *Appendix 6*
2. **Stage 2** is the mid-year review in early February each year (appendix 7). In this meeting, we discuss progress being made towards the targets.
3. **Stage 3** is a mini-review meeting near the end of the year (June/July) with a similar structure to the mid-year review, reviewing the targets set, ready for the formal appraisal meeting in the autumn term. Targets would be reviewed at this stage and the outcomes of that will form the basis for the start of the meeting in the Autumn. *Appendix 8*



Targets set in the meetings must be **SMART**

- **Specific** (not woolly)
- **Measurable** (this will be numbers, percentages etc. This is very important because we need to be able to demonstrate that we know that targets have/haven't been met and we need to base this on measurable evidence)
- **Achievable** (reasonably set)
- **Relevant** (to the staff member's role in the school and to helping ensure excellent pupil progress)
- **Time-Bound** (with a clear end date for review and measuring against the originally set targets)

It is the responsibility of the Appraiser to arrange the meeting with their Appraisee at the beginning of the cycle. This should be arranged by mutual agreement and normally with at least five working days' notice. The Appraiser must prepare for the meeting and ensure all relevant information and evidence that will be used during the meeting has been shared with the Appraisee at the earliest possible opportunity.

The Appraisal meeting should provide a two-way discussion to:

- Assess performance during the previous year against the Appraisee's role and responsibilities, including performance objectives and any relevant standards
- Agree expectations for the year ahead by reviewing job description and appropriate performance objectives
- Confirm timescales for achievement of the objectives and for provision of support, including development
- Ensure the Appraisee understands the performance criteria, including relevant pay progression criteria, relevant professional standards and any other appropriate evidence to be taken into account in appraising performance including potential barriers to success
- Discuss and agree appropriate monitoring arrangements and other support for the Appraisee, including classroom observations, if appropriate to the reviewee's role
- Agree any areas of relevant training and development and related actions
- Allow the reviewee to raise any issues or concerns regarding their workload or work - life balance and potential barriers to success.

It is the appraisee's responsibility to play an active role in their review. This includes preparing for the meeting by:

- Reflecting on their performance over the past year including their performance against the relevant professional standards.
- Considering how they have made a wider contribution to the school, and Identifying some of their future development needs.
- Self-review is an important means of preparing for an appraisal meeting and a suggested framework for this is set out in Appendix 1.



4.4 Appraising Performance

All staff will be formally assessed in respect of each appraisal period.

Each member of staff will receive a written appraisal report as soon as practicable and within ten working days following the appraisal meeting and have the opportunity to comment in writing. The appraisal report will include:

- Details of objectives for the appraisal period in question
- An assessment of performance of role and responsibilities against objectives and any relevant standards
- An assessment of training and development needs and identification of any action that should be taken to address them
- A recommendation on pay where this is relevant.

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

4.5 Links with Pay

Before, or as soon as practicable after the start of each appraisal period all staff will be informed of the standards and criterion against which individual performance in that appraisal will be assessed and on which pay decisions will be based. The criterion used must be consistent with any national or KCC determined requirements.

Where the evidence from the appraisal process appears to suggest the appraisee's performance could be below that meriting pay progression at the end of the cycle, the appraisee should be made aware of this at the earliest opportunity. There should also be a professional discussion to identify actions which could remedy the position.

4.6 Objectives

All Appraisees must have performance objectives set before, or as soon as practicable after, the start of each appraisal period. All objectives must be relevant to the Appraisee's role, responsibilities and take full account of their experience and career/professional aspirations. The number and nature of objectives must be reasonable (no more than three in number) and, if achieved, will contribute positively to the education of pupils at this school and the implementation of any plan designed to improve the school's educational provision and performance.

Meeting or nearly meeting challenging objectives is a good way to show the level of performance required for pay progression and will also assist career development.

As far as possible the objectives should be reached by agreement. However, where a joint determination cannot be made the Appraiser will make the determination with the provision for the appraisee to record any disagreement if required.

4.7 Training and Development

Performance appraisal is a developmental process and a key part of the planning discussion. It should be about the support that the Appraisee will need in order to meet identified objectives and performance criteria.



This school is committed to ensuring that all staff have access to a level of development appropriate to their role, stage of career development, performance objectives and criteria and individual aspirations.

Development and training identified from the appraisal process must be recorded using the appropriate form and then passed to the Training and Development Coordinator for the school to inform the school's programme for training and development.

This school recognises that development and support may take a number of forms and a wide range of activities which may not necessarily involve a formal course.

4.8 Monitoring

The Appraisee will ensure that appropriate arrangements are in place to support the Appraisee with regular monitoring and feedback. This should be discussed in broad, flexible terms in the appraisal meeting.

There should be further, informal follow-up and support for Appraisees.

At Willow Park, teachers' performance will be regularly monitored against the relevant teacher standards.

4.9 Recording Plans

Within five working days of the meeting the Appraiser will complete a draft statement and provide the Appraisee copy. The Appraisee may request changes if he/she feels the statement does not convey a fair summary of the meeting and/or may add comments. The Appraiser will prepare and sign a final statement within ten working days of the initial meeting. The Appraiser may retain a copy of the appraisal plan, but he/she must pass a copy to the Appraisee and pass the original to the Headteacher.

5 Moderation

The Headteacher is responsible for ensuring that performance appraisal is applied fairly and consistently across the school and that there is a strong link with school improvement. The Headteacher may therefore make appropriate arrangements for the moderation of performance appraisal reviews and objectives in particular to ensure consistency of approach and expectations between Appraisers. However, this exercise will be undertaken with due regard for the need to maintain confidentiality.

6 Changes to Plans in Mid Cycle

There may be occasions when it is necessary to amend or change the content of the appraisal plan. This may include changes in the Appraisee's circumstances, school priorities or local/national policy initiatives. In this event the Appraiser and Appraisee should discuss and ideally agree the necessary changes.

If there is no agreement to the proposed changes then the Appraiser shall amend the appraisal plan with any changes he/she thinks ought to be made and pass the revised statement to the Appraisee who may add his/her comments.



7 Confidentiality and Retention of Records

The performance appraisal process will be treated with full confidentiality at all times.

All review paperwork will be kept on the staff member's personnel file.

All plans and appraisal reports must be retained in a secure place on the school premises for a period of six years from the date the appraisal cycle ends. After this date it would be normal to dispose of these records and this must be done confidentially (and in line with the school's **Retention Policy**) and the employee notified.

8 Communication of this Policy

A copy of this policy will be kept in school policy folder to ensure that all staff can have access to a copy of it as needed. All new staff joining the school will be briefed on the policy as part of their induction into the school.

9 Monitoring and Evaluation

The Principal and the Headteacher will monitor the operation and outcomes of the performance appraisal arrangements.

The policy may be revised at other times if necessary to take account of any statutory regulation or associated guidance or changes in policy.

10 Equality Statement

At Willow Park School, we actively seek to encourage equity and equality through our teaching and our employment practices. As such, we seek to advance the equality of opportunity between people who share any of the following characteristics:

- age
- disability
- gender reassignment
- being married or in a civil partnership
- being pregnant or on maternity leave
- race including colour, nationality, ethnic or national origin
- religion or belief
- sex
- sexual orientation

The use of stereotypes under any of the above headings will always be challenged.

11 Inclusion

Our school is an inclusive school. We aim to make all pupils feel included in all our activities. We try to make all our teaching fully inclusive. We recognise the entitlement of all pupils to a balanced, broadly-based curriculum. We have systems in place for early identification of barriers to their learning and participation so that they can engage in school activities with all other pupils. We acknowledge the need for high expectations for and of all children.



Appendix 1.

Professional Standards for Teachers

These standards are to be used for agreeing targets in the appraisal process

Part One: Teaching

A teacher must:

1. Set **high expectations** which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2. **Promote good progress and outcomes** by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

3. Demonstrate **good subject and curriculum knowledge**

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4. **Plan and teach well structured lessons**

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).



5. **Adapt teaching** to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6. Make **accurate and productive use of assessment**

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7. **Manage behaviour effectively** to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8. **Fulfil wider professional responsibilities**

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.



Part Two: Personal and professional conduct

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
 - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
 - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
 - showing tolerance of and respect for the rights of others
 - 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
 - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.



Appendix 2.

Professional Standards for Teaching Assistants

These standards are to be used for agreeing targets in the appraisal process

Personal and professional conduct

Teaching assistants should uphold public trust in the education profession by:

1. Having proper and professional regard for the ethos, policies and practices of the school in which they work as professional members of staff.
2. Demonstrating positive attitudes, values and behaviours to develop and sustain effective relationships with the school community.
3. Having regard for the need to safeguard pupils' wellbeing by following relevant statutory guidance along with school policies and practice.
4. Upholding values consistent with those required from teachers by respecting individual differences and cultural diversity.
5. Committing to improve their own practice through self-evaluation and awareness.

Knowledge and understanding

Teaching assistants are expected to:

1. Acquire the appropriate skills, qualifications, and/or experience required for the teaching assistant role, with support from the school employer.
2. Demonstrate expertise and skills in understanding the needs of all pupils (including specialist expertise as appropriate) and know how to adapt and deliver support to meet individual needs.
3. Share responsibility for ensuring that their own knowledge and understanding is relevant and up to date by reflecting on their own practice, liaising with school leaders and accessing relevant professional development to improve personal effectiveness.
4. Demonstrate a level of subject and curriculum knowledge relevant to their role and apply this effectively in supporting teachers and pupils.
5. Understand their roles and responsibilities within the classroom and whole school context recognising that these may extend beyond a direct support role.



Teaching and learning

Teaching assistants are expected to:

1. Demonstrate an informed and efficient approach to teaching and learning by adopting relevant strategies to support the work of the teacher and increase achievement of all pupils including, where appropriate, those with special educational needs and disabilities.
2. Promote, support and facilitate inclusion by encouraging participation of all pupils in learning and extracurricular activities.
3. Use effective behaviour management strategies consistently in line with the school's policy and procedures.
4. Contribute to effective assessment and planning by supporting the monitoring, recording and reporting of pupil progress as appropriate to the level of the role.
5. Communicate effectively and sensitively with pupils to adapt to their needs and support their learning.
6. Maintain a stimulating and safe learning environment by organising and managing physical teaching space and resources.

Working with others

Teaching assistants are expected to:

1. Recognise and respect the role and contribution of other professionals, parents and carers by liaising effectively and working in partnership with them.
2. With the class teacher, keep other professionals accurately informed of progress or concerns they may have about the pupils they work with.
3. Understand their responsibility to share knowledge to inform planning and decision making.
4. Understand their role in order to be able to work collaboratively with classroom teachers and other colleagues, including specialist advisory teachers.
5. Communicate their knowledge and understanding of pupils to other school staff and education, health and social care professionals, so that informed decision making can take place on intervention and provision.



Appendix 3.

Professional Standards for Higher Level Teaching Assistants (HLTAs)

These standards are to be used for agreeing targets in the appraisal process

Professional Attributes

1. Have high expectations of children and young people with a commitment to helping them fulfil their potential
2. Establish fair, respectful, trusting, supportive and constructive relationships with children and young people
3. Demonstrate the positive values, attitudes and behaviour they expect from children and young people
4. Communicate effectively and sensitively with children, young people, colleagues, parents and carers
5. Recognise and respect the contribution that parents and carers can make to the development and wellbeing of children and young people
6. Demonstrate a commitment to collaborative and cooperative working with colleagues
7. Improve their own knowledge and practice including responding to advice and feedback

Professional Knowledge and Understanding

8. Understand the key factors that affect children and young people's learning and progress
9. Know how to contribute to effective personalised provision by taking practical account of diversity
10. Have sufficient understanding of their area(s) of expertise to support the development, learning and progress of children and young people
11. Have achieved a nationally recognised qualification at level 2 or above in English/literacy and Mathematics/numeracy
12. Know how to use ICT to support their professional activities
13. Know how statutory and non-statutory frameworks for the school curriculum relate to the age and ability ranges of the learners they support
14. Understand the objectives, content and intended outcomes for the learning activities in which they are involved
15. Know how to support learners in accessing the curriculum in accordance with the special educational needs (SEN) code of practice and equalities legislation
16. Know how other frameworks, that support the development and well-being of children and young people, impact upon their practice



Professional Skills

Planning and Expectations

17. Use their area(s) of expertise to contribute to the planning and preparation of learning activities
18. Use their area(s) of expertise to plan their role in learning activities
19. Devise clearly structured activities that interest and motivate learners and advance their learning
20. Plan how they will support the inclusion of the children and young people in the learning activities
21. Contribute to the selection and preparation of resources suitable for children and young people's interests and abilities

Monitoring and Assessment

22. Monitor learners' responses to activities and modify the approach accordingly
23. Monitor learners' progress in order to provide focused support and feedback
24. Support the evaluation of learners' progress using a range of assessment techniques
25. Contribute to maintaining and analysing records of learners' progress

Teaching and Learning Activities

26. Use effective strategies to promote positive behaviour
27. Recognise and respond appropriately to situations that challenge equality of opportunity
28. Use their ICT skills to advance learning
29. Advance learning when working with individuals
30. Advance learning when working with small groups
31. Advance learning when working with whole classes without the presence of the assigned teacher
32. Organise and manage learning activities in ways which keep learners safe
33. Direct the work, where relevant, of other adults in supporting learning



Appendix 4.

Professional Standards for Head Teachers (and Principals)

These standards are to be used for agreeing targets for the Head teacher and Principal in the appraisal process (especially Section 2, Standard 5)

Section 1: Ethics and professional conduct

HEADTEACHERS:	HEADTEACHERS MEET THE STANDARD BY:
Uphold and demonstrate the 7 principles of public life	➤ Demonstrating consistently high standards of principled and professional conduct ➤ Upholding and demonstrating the principles of: • Selflessness • Integrity • Objectivity • Accountability • Openness • Honesty • Leadership
Uphold public trust in school leadership and maintain high standards of ethics and behaviour	➤ Building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to their professional position ➤ Showing tolerance of and respect for the rights of others, recognising differences and respecting cultural diversity within contemporary Britain ➤ Upholding fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs ➤ Ensuring that personal beliefs are not expressed in ways which exploit their position, pupils' vulnerability or might lead pupils to break the law
Are effective leaders of their school community and profession	➤ Serving in the best interests of the school's pupils ➤ Conducting 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 ➤ Upholding their obligation to give account and accept responsibility ➤ Knowing, understanding and acting within the statutory frameworks which set out their professional duties and responsibilities ➤ Taking responsibility for their own continued professional development, engaging critically with educational research ➤ Making a positive contribution to the wider education system



Section 2: Headteachers' Standards

Standard 1: School culture

HEADTEACHERS:	HEADTEACHERS MEET THE STANDARD BY:
Establish and sustain the school's ethos and strategic direction in partnership with those responsible for governance and through consultation with the school community	➤ Creating a shared vision for their school ➤ Establishing clear agendas and goals with partners
Create a culture where pupils experience a positive and enriching school life	➤ Demonstrating an uncompromising and highly successful drive to improve achievement and progress for all pupils over a sustained period of time ➤ Providing experiences beyond the school gate
Uphold ambitious educational standards which prepare pupils from all backgrounds for their next phase of education and life	➤ Working to improve learning for all pupils by identifying and addressing issues related to particular circumstances ➤ Working to improve teaching, enthusing staff and channelling efforts to good effect so that teaching is outstanding or at least consistently good
Promote positive and respectful relationships across the school community and a safe, orderly and inclusive environment	➤ Ensuring positive and respectful relationships with everyone ➤ Modelling respect for all by showing the importance of behaving as you wish to be treated ➤ Giving equal attention to all in the school community
Ensure a culture of high staff professionalism	➤ Sharing best practice and promoting a culture of learning ➤ Establishing high aspiration for themselves and others ➤ Using action research to improve teaching and learning ➤ Holding all staff to account through rigorous appraisal systems



Standard 2: Teaching

HEADTEACHERS:	HEADTEACHERS MEET THE STANDARD BY:
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	➤ Providing ongoing support for staff in all roles, including peer support for those in other leadership positions in order to help them achieve the best for the school ➤ Ensuring all staff know what effective teaching looks like ➤ Sharing best practice across the school
Ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains	➤ Providing high-quality continuing professional development for staff targeted on identified needs of individuals and groups ➤ Identifying outstanding pedagogy and using it as an example for others
Ensure effective use is made of formative assessment	➤ Identifying and recording the impact of changes made as a result of formative assessment ➤ Reviewing any changes made and drawing useful conclusions

Standard 3: Curriculum and assessment

HEADTEACHERS:	HEADTEACHERS MEET THE STANDARD BY:
Ensure a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught	➤ Working with colleagues to fulfil curriculum requirements and ensure communication across subjects ➤ Reviewing the curriculum and ensuring it still meets pupils' needs
Establish effective curricular leadership, developing subject leaders with high levels of relevant expertise with access to professional networks and communities	➤ Sharing best practice and promoting a culture of learning ➤ Using action research to improve teaching and learning
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	➤ Recording pupil progress milestones and ensuring teachers are supported through effective line management ➤ Establishing non-negotiables for pupil and staff performance and having high expectations for all
Ensure valid, reliable and proportionate approaches are used when assessing pupils' knowledge and understanding of the curriculum	➤ Ensuring appropriate assessments are used to gather the required information ➤ Using a mixed approach to assessment to allow for fair evaluation



Standard 4: Behaviour

HEADTEACHERS:	HEADTEACHERS MEET THE STANDARD BY:
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	➤ Publishing and reviewing a behaviour policy and working with staff to implement any required changes ➤ Monitoring how consistently the behaviour policy is applied across the school ➤ Reviewing the effectiveness of the behaviour policy ➤ Engaging the whole school community to make sure the policy is clear and unambiguous
Ensure high standards of pupil behaviour and courteous conduct in accordance with the school's behaviour policy	➤ Demonstrating the positive attitudes and behaviour expected of pupils ➤ Rewarding good behaviour in appropriate ways
Implement consistent, fair and respectful approaches to managing behaviour	➤ Involving the student body in monitoring and review of the behaviour policy ➤ Involving staff and other stakeholders in monitoring and review of the behaviour policy
Ensure that adults within the school model and teach the behaviour of a good citizen	➤ Being a role model for children and adults ➤ Exemplifying the school's aims, principles and policies

Standard 5: Additional and special educational needs and disabilities

HEADTEACHERS:	HEADTEACHERS MEET THE STANDARD BY:
Ensure the school holds ambitious expectations for all pupils with additional and special educational needs and disabilities	➤ Being up to date with education initiatives, and actively and visibly planning and implementing any necessary changes in the school as a result ➤ Ensuring all staff consider pupils with additional and special needs, both in curriculum planning and teaching ➤ Ensuring that the progress of pupils with SEND is monitored and any necessary actions taken
Establish and sustain culture and practices that enable pupils to access the curriculum and learn effectively	➤ Leading a mutually supportive and highly effective whole-school community ➤ Ensuring there is fully inclusive and accessible delivery of the curriculum



HEADTEACHERS:	HEADTEACHERS MEET THE STANDARD BY:
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	➤ Consulting with parents and community members ➤ Ensuring pupils have a way of providing feedback about their school experience ➤ Demonstrating an uncompromising and highly successful drive to improve achievement for all pupils
Ensure the school fulfils its statutory duties with regard to the SEND code of practice	➤ Keeping everyone informed of relevant local and national policy changes ➤ Monitoring the implementation of the SEND code of practice and immediately acting to correct any areas of non-compliance

Standard 6: Professional development

HEADTEACHERS:	HEADTEACHERS MEET THE STANDARD BY:
Ensure staff have access to high-quality, sustained professional development opportunities, aligned to balance the priorities of whole-school improvement, team and individual needs	➤ Providing high-quality continuing professional development for staff ➤ Taking an active part in whole-school professional development ➤ Ensuring professional development is matched to the school's needs and development plan
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	➤ Providing ongoing support for staff in all roles, including peer support for those in other leadership positions in order to help them achieve the best for the school ➤ Using the summation of appraisals to programme whole school and individual 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	➤ Being prepared to trial new ideas and do things differently ➤ Finding opportunities to highlight good practice from all levels of the school ➤ Encouraging in-class action research



Standard 7: Organisational management

HEADTEACHERS:	HEADTEACHERS MEET THE STANDARD BY:
Ensure the protection and safety of pupils and staff through effective approaches to safeguarding, as part of the duty of care	➤ Establishing a risk assessment approach to all activities of the school
Prioritise and allocate financial resources appropriately, ensuring efficiency, effectiveness and probity in the use of public funds	➤ Financially planning for the school in collaboration with other school leaders ➤ Checking that use of funds is efficient, effective and economic ➤ Checking that use of funds is well targeted to meet the school's priorities
Ensure staff are deployed and managed well with due attention paid to workload	➤ Co-ordinating the work that needs to be done through the allocation of roles and delegation of responsibility ➤ Monitoring the scheduling of the agreed curriculum model
Establish and oversee systems, processes and policies that enable the school to operate effectively and efficiently	➤ Ensuring Directors regularly receive and understand data that illustrates key performance indicators (such as progress, attendance and quality of teaching) ➤ Building on and embedding new structures and systems to support Directors
Ensure rigorous approaches to identifying, managing and mitigating risk	➤ Applying a risk assessment approach to school activities and the control measures recommended



Standard 8: Continuous school improvement

HEADTEACHERS:	HEADTEACHERS MEET THE STANDARD BY:
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	➤ Drawing on all in the school community to carry out a prioritising of school needs ➤ Identifying the school's priorities with senior colleagues and Directors and constructing a strategic plan
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	➤ Pulling together the identified priorities mapped against the vision and external evaluations of the school ➤ Making judgements of what is critical and vital against time, resources and outcome required
Ensure careful and effective implementation of improvement strategies, which lead to sustained school improvement over time	➤ Regularly monitoring progress of the school plan with input from senior colleagues

Standard 9: Working in partnership

HEADTEACHERS:	HEADTEACHERS MEET THE STANDARD BY:
Forge constructive relationships beyond the school, working in partnership with parents, carers and the local community	➤ Finding ways to draw in new school partners from the community ➤ Providing training for staff from other schools
Commit their school to work successfully with other schools and organisations in a climate of mutual challenge and support	➤ Establishing clear agendas and goals with partners
Establish and maintain working relationships with fellow professionals and colleagues across other public services to improve educational outcomes for all pupils	➤ Offering your own skills and knowledge to other professionals and colleagues ➤ Inspiring commitment and giving direction, where appropriate, to colleagues in partner schools



Standard 10: Governance and accountability

HEADTEACHERS:	HEADTEACHERS MEET THE STANDARD BY:
Understand and welcome the role of effective governance, upholding their obligation to give account and accept responsibility	➤ Ensuring Directors regularly receive and understand data that illustrates key performance indicators (such as progress, attendance and quality of teaching)
Establish and sustain professional working relationship with those responsible for governance	➤ Building on and embedding new structures and systems to support Directors ➤ Providing your professional opinion and guidance to the Directors ➤ Ensuring sub committees are well serviced by senior management
Ensure that staff know and understand their professional responsibilities and are held to account	➤ Implementing rigorous appraisal systems ➤ Recognising that support and encouragement are needed for everyone to produce their best
Ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties	➤ Sharing best practice and promoting a culture of learning ➤ Publishing school policies as required ➤ Publishing financial information as required



Appendix 5.

Professional Standards for School Business Managers

These standards are to be used for agreeing targets in the appraisal process.

1. Managing self and personal skills

• Manage own resources: This is about managing personal resources (particularly knowledge, understanding, skills, experience and time) in order to achieve work objectives. It includes understanding how the work role fits into the overall vision and objectives of the school.	➤ Delegates tasks and manages own workload, allowing for an appropriate work life balance.
• Maintain CPD: This is about career and personal goals whilst also understanding values and wider personal aspirations. It requires conscientiously maintaining CPD and keeping up to date on school business management developments and wider educational issues.	➤ Identifies own personal and professional development needs and moves forward by gaining professional qualifications. ➤ Reviews objectives and development plans in the light of performance, feedback received and development activities undertaken.
• Develop personal networks: This is about developing personal networks to support both current and future work. Personal networks may include people in the school, people from other schools and public and voluntary organisations, and people in contact on the phone or via the internet.	➤ Develops personal, private and voluntary sector and inter-agency networks, and extends knowledge of specific requirements including legislation.
• Maintain professional values and ethics: This requires upholding the reputation of the school business management profession by raising its profile and being an exemplary role model. This entails acting with integrity, honesty, loyalty and fairness and acting within the limits of professional competence. It involves safeguarding the assets and reputation of the school and ensuring financial probity and truthfulness in all public communications, including not accepting gifts, hospitality or services that may appear improper.	➤ Positively contributes to consultations and dialogue regarding the profession and coaches and supports other colleagues within the profession. ➤ Acts with integrity, honesty, loyalty and fairness, always within the limits of professional competence, to safeguard the assets, financial probity and reputation of the school



2. Providing Direction

• Provide Leadership: This is about providing direction to people in the school and enabling, inspiring, motivating and supporting them to achieve the school plan.	➤ Membership of or works closely with the SLT. ➤ Understands the effect that different leadership styles can have on individuals, teams and organisations. ➤ Focuses on developing teams rather than merely completing tasks. ➤ Fosters collaborative decision-making within and across teams. ➤ Incorporates other people's ideas into plans. ➤ Recognises and uses the skills of others to harness stakeholder support as a mechanism to drive the school forward.
• Plan school improvement: This involves having a clear and up-to date picture of the environment in which the school operates and producing information that is used for strategic planning, so enabling a clear sense of direction and viable long-term plans. Strategic plans take account of the diversity, values and experience of the school and community at large. Once the school improvement plan has been developed and agreed, it needs to be put into action using the principles of distributed leadership. It also involves agreeing standards for measuring success, carefully monitoring the implementation of the plan and making adjustments along the way, a process that may need a lot of dialogue, flexibility and openness to change.	➤ Contributes to the strategic improvement plan, considers resource allocation and ➤ leads some sections of its implementation.
• Ensure compliance with legal, regulatory, ethical and social requirements: Schools must show that they act responsibly in relation to their staff and the children and young people whom they support. All schools must obey the law in key areas such as governance, health and safety, employment and finance. Schools also have to work within specific educational policy regulations and ethical frameworks. Schools that want to maintain a good reputation also have to take account of views on a whole range of issues such as the environment, extended services and the ways in which the school affects children and young people.	➤ Provides guidance to enable teams to be compliant with legal, regulatory, ethical and social requirements.
• Manage risk: Providing direction also involves taking the lead in establishing and operating effective risk management processes across the school. This involves systematically identifying, evaluating and prioritising potential risks and communicating information to enable appropriate decisions and actions to be taken.	➤ Identifies typical risks and applies proportionate containment measures for those encountered within the school. ➤ Monitors and evaluates present and past procedures of identifying risk.
• Foster school culture: This involves developing school cultures based on assumptions and values about learning, working life and relationships.	➤ Contributes to the vision, values, moral purpose, learning styles, leadership styles and ethos of the school and applies these to working practices for self and team needs. ➤ Articulates values through expectations of staff, students, community and stakeholders. ➤ Is aware of current and emerging trends and developments in education policy, nationally and locally.



3. Facilitating Change

• Plan, lead and implement organisational change: This is about the planning that is required to make a specific change or put into practice a programme of change. It involves developing a strategy to make the change that is needed, taking note of barriers, risks and the need to put appropriate monitoring and communication systems in place. The driving force for change may be external or internal to the school or a mixture of both. It may be a reaction to events or an attempt to improve the school for the future. This reflects the need, in many situations, for someone to take control and provide a lead within the overall school for a specific change or a wider programme of change. It involves leading the vision in terms of what the change is aiming to achieve and supporting the people involved in the practicalities of making the vision a reality.	➤ Plans, leads and implements change in and across wider areas of development. ➤ Understands and uses effective planning techniques. ➤ Understands stakeholder expectations and how they influence the change process.
• Develop innovation: This demonstrates innovative practice and actively encourages and supports the identification and implementation of innovative ideas across schools. Ideas may come from people working for the school or beyond the school externally to support new (school) services, improvements to existing services and improvements to existing practices, procedures, systems, ways of working etc. across the school.	➤ Articulates the benefits of innovation to the school, its customers and other stakeholders. ➤ Leads proportionate innovation in own areas of responsibility. ➤ Organises the resources, time and support required for innovation.
• Build Capacity for organisational change: Leadership of the strategy and associated plans for a specific change or programme of change within the school as required. This involves putting in place the necessary resources and supporting systems, including monitoring and communications, to turn the vision into practical reality.	➤ Evaluates proposals and plans for the practical implementation of ideas and approves those that appear viable. ➤ Communicates regularly with parties affected by change. ➤ Understands how to manage and support people through organisational change.



4. Working With People

• Allocate and monitor the progress of work: This is about ensuring that the work required is effectively planned and fairly allocated to individuals and/or teams. It involves monitoring the progress and quality of the work and reviewing and updating plans.	➤ Allocates and monitors the progress and quality of work in teams.
• Develop productive relationships with colleagues and stakeholders: This involves being aware of the roles, responsibilities, interests and concerns of colleagues and stakeholders and working with and supporting them in various ways. Through partnerships and other activities, it means playing a key role in contributing to the development of the education system as a whole and collaborating with others to raise standards locally and nationally. Sensitive to groups needs and dynamics, communicates and connects own (organisational) vision to that of others.	➤ Selects and successfully applies different methods for communicating effectively with colleagues and stakeholders. ➤ Identifies and supplies the information requirements of colleagues and stakeholders.
• Developing productive relationships with colleagues and stakeholders: This requires taking a lead in identifying the workforce requirements and deciding how these will be met. It involves considering the strategic objectives and plans of workforce deployment and ensuring there is an appropriate mix of staff to implement plans. It requires organisational structures that reflect the organisation's values and enables the management systems, structures and processes to work effectively in line with legal requirements, professional competencies and professional and occupational standards.	➤ Recruits, selects and keeps people in line with the requirements of legislation, regulation, professional and occupational standards, frameworks and codes of practice. ➤ considers workforce planning implications for area of responsibility.
• Manage staff performance and development: This involves supporting colleagues in identifying their learning and development needs and helping to provide opportunities to meet them. It requires encouraging colleagues to take responsibility for their own learning and providing an environment in which personalised learning is recognised and valued. It requires ensuring that effective strategies and procedures for staff induction, professional development and performance review are developed and maintained in line with legal requirements. It also requires helping team members address problems affecting their performance. These may be work-related problems or problems arising from personal circumstances and involves discussing performance issues in a timely way with the team members concerned to help them find a suitable solution to the problem.	➤ Prioritises learning needs of colleagues, taking account of organisational needs, priorities and personal and career development needs. ➤ Co-ordinates different types of learning activity for colleagues including induction. ➤ Applies current and emerging requirements for the development and maintenance of knowledge, skills, understanding and professional development for colleagues. ➤ Provides fair, regular and useful feedback on performance to colleagues through regular performance review discussions including personal development planning. ➤ Identifies and manages unacceptable or poor performance by teams or individuals in line with legislation, regulations and HR policies. ➤ Creates an environment where colleagues can discuss problems affecting performance.
• Build, develop and lead teams: This requires building a team and managing it through its various stages of growth. It covers teams set up for a particular project or to carry out a specific task and teams that are ongoing. It is equally relevant to new teams and to inherited existing teams in helping them to function effectively.	➤ Builds and manages teams. ➤ Understands the importance of teamwork and team-building techniques that enable teams to perform effectively. ➤ Uses knowledge of individual styles and preferences to foster team development and positive working relationships.



5. Effective Use of Resources

• Manage financial resources: Strong and competent financial management is central to schools meeting their objectives cost effectively and delivering an educational service which represents value for money. The School Business Manager's ability to develop meaningful forecasts and oversee rigorous budgetary control is central to ensuring the effective deployment of school funds • Additionally, School Business Managers should be able to demonstrate the competencies required to provide stakeholders with accurate, timely and integrated financial and operational performance information to enable them to take sufficiently informed decisions on the use of resources and the allocation of funds. • The School Business Manager at Willow Park operated with autonomy, as a Director of the company, by recognises the level of accountability associated with the role. The role of the Directors extends to the allocation of funding and subsequent audit to ensure the appropriate use of school funds. The Directors reserve the right and responsibility to determine an appropriate resource mix linked to the particular needs of their school. This is only made possible with the guidance and stewardship of a financially competent School Business Manager.	➤ Benchmarks information against that of comparable schools with a view to maximising efficiencies. ➤ Manages budgets and maintains accurate financial information to assist effective monitoring to achieve educational goals and priorities, and maximising income through lettings and extended services provision. ➤ Provides and presents accurate and transparent accounts of school performance. ➤ Undertakes effective procurement processes to ensure value for money.
• Manage technology: This requires taking a strategic role in the development of new and emerging technology to enhance business processes, curricular delivery, teaching and learning, and enriching the experiences of users and learners. Technology will include information and communications technology, equipment, machinery and innovative technology to support teaching and learning. It also involves practical solutions to integrate technologies and management information systems (MIS) to maximise efficiency and effectiveness. Advice from ICT specialists may be required to carry out this function.	➤ Manages existing technology systems. ➤ Consults with colleagues on new, enhanced and obsolete technologies.
• Manage health and safety: This is concerned with leading the overall approach to health and safety in the school. Contributing to the well-being and productivity of all the people who work for and use the services of the school, the effective management of health and safety reduces the risk of injury and ill-health to people who use the organisation's services. This requires ensuring the school meets legislative requirements thus minimising the likelihood of prosecution and consequent penalties. Advice from health and safety specialists may be required to carry out this function.	➤ Ensures that health and safety requirements are met in line with legislation, regulation and codes of practice. ➤ Undertakes regular consultation with colleagues and stakeholders regarding health and safety issues. ➤ Monitors measures and reports on health and safety performance.
• Manage physical resources: This is about ensuring the availability of the physical resources (equipment, materials, premises, services and energy supplies) required to carry out planned activities in the school. It involves identifying the resources required, making the business case to obtain these resources, planning how they will be used effectively, efficiently, safely and securely, and monitoring resource use and taking corrective action, if required. It requires effectively managing all resources necessary to support effective teaching and learning for all.	➤ Identifies, obtains, monitors and efficiently and effectively uses physical resources to support teaching and learning.
• Manage environmental impact: This is about managing work activities and resources in the school in order to minimise the negative impact – and maximise the positive impact – they may have on the environment. It involves organising work activities and the use of resources efficiently, understanding their impact on the environment and finding ways to reduce their negative and increase their positive impact. Advice from environmental specialists may be required to carry out this function.	➤ Monitors the progress and impact of work against environmental standards or measures.



6. Achieving Results

• Manage projects: This involves developing, agreeing, monitoring and implementing project plans. It also involves ensuring that each project achieves its key objectives and is completed to the satisfaction of the project sponsors and key stakeholders. Managing or leading a programme of complementary projects, within or across extended services, will strategically contribute to wider school improvement.	➤ Manages a project and maintains accurate information to assist effective monitoring to achieve the successful completion of the project.
• Manage school processes: This involves managing business processes to make sure the school delivers outputs that meet the needs of all pupils and stakeholders. It will be necessary to adhere to legal requirements to ensure that learning is at the centre of all resource planning and delivery processes.	➤ Manages effective school business management processes to deliver educational services and other requirements. ➤ Consults colleagues on new and enhanced school business processes.
• Implement school service improvements: This involves delivering and organising excellent services to support effective teaching and learning. This entails proactively addressing potential service problems and addressing stakeholder concerns. It is also about ensuring high-quality provision by efficiently and effectively adapting systems to avoid repeated service problems. It will require leadership of school decisions to facilitate continual improvement to services, informed through consultation with pupils, parents and staff.	➤ Ensures effective school marketing literature is produced in line with the requirements of legislation, regulation and codes of practice. ➤ Monitors, measures and reviews the impact of marketing literature. ➤ Identifies, monitors and resolves service problems. ➤ Recommends changes to systems and processes to avoid repeated service problems.
• Improve school performance: This is about overseeing the continuous improvement of the overall performance of the school in terms of services and pupil performance. The emphasis is very much on identifying and implementing changes that will add value in the eyes of pupils, parents and other key stakeholders. It will be necessary to evaluate school performance and raise standards by identifying the priorities for continuous quality improvement and by ensuring that resources are effectively and efficiently used to achieve the aims and educational objectives of the school.	➤ Manages, transparently monitors and reviews consistent data and benchmarks to ensure performance targets are maintained.

Appendix 6.

Stage 1 – Beginning of the Cycle

Part 1 – Reviewing the previous year

Name of Employee:	
Professional Standards relevant to the role (i.e. Teacher, Teaching Assistant)	
Name of Appraiser:	
Date:	

Target set	Link to Whole school improvement	Link to Relevant Professional Standards	Met/ Partially met/ Fully met	Evidence

Anecdotal successes from the previous year:	
Employee Comments	



Appraiser Comment	
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Recommendation for Pay Progression	Yes	No	Not applicable
Notes/details regarding pay progression:			



Part 2 - Targets for Coming Year

Target for the Coming Year		Link to Whole school improvement	Link to Relevant Professional Standards	Met/ Partially met/ Fully met	Evidence
Curriculum/Teaching and Learning					
Whole School Development (e.g. curriculum leadership)					
Personal Professional Development					

Employee Comments	
Appraiser Comment	

Name

Signed

Date

Appraisee

.....

Appraiser

.....



Appendix 7.

Stage 2 – Mid-Year Review

Name of Employee:	
Professional Standards relevant to the role (i.e. Teacher, Teaching Assistant)	
Name of Appraiser:	
Date:	

Target	Link to Whole school improvement	Link to standards	Evidence of progress towards the target	Support and Next Steps Required	Next Review Date

Anecdotal successes from the year so far:	
Employee Comments	
Appraiser Comment	



Name

Signed

Date

Appraisee

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Appraiser

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Appendix 8.

Stage 3 – End of Year Mini-Review

This is a mini-review to look at the extent to which targets have been met and to enable us to celebrate successes. This will be revisited during the next Stage 1 meeting in the autumn of the upcoming school year in which final conclusions will be drawn.

Name of Employee:	
Professional Standards relevant to the role (i.e. Teacher, Teaching Assistant)	
Name of Appraiser:	
Date:	

Target	Link to Whole school improvement	Link to standards	Evidence of progress towards the target	Further comments / praise / evidence / mitigating circumstances

Anecdotal successes from the year:	
Employee Comments	
Appraiser Comment	



Name

Signed

Date

Appraisee

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Appraiser

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