

**DULWICH HAMLET
EDUCATIONAL TRUST
TEACHING AND LEARNING STAFF
APPRAISAL and CPD POLICY**



For approval by both local governing bodies in the Summer term 2017/Autumn 2017

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Introduction: Why is appraisal central to our Schools' vision and values?

This is an updated Appraisal and Continuing Professional Development (CPD) Policy from 2013, which aims to place a 'coaching' approach at the heart of how staff will be developed, resulting in overall school improvement and specifically improving pupil outcomes.

Adopting a coaching approach (see Appendix 1) ensures that all staff are supported to improve their performance, and are able to explore the appropriate goals. It seeks to ensure that honest dialogue, and a belief that individuals have a desire and the capacity to improve, lead the conversations that occur between the appraiser and the appraisee. It assumes that everyone who works in the schools within the Trust is committed to the schools' vision and values, and seeks to deliver these in their daily practice. It is based on the belief that everyone who works for the schools understands our expectations of what "outstanding" should look and sound like, whether in the classroom or beyond the classroom. It assumes that individuals wish to carry on learning and developing, irrespective of their career stage or years of experience, are open to critical feedback, are keen to try out new ways of working based on evidence, the practice of others both within and beyond the schools, and will engage enthusiastically and pro-actively in improvement.

The Purpose and Principles of the Policy

The policy sets out the framework for a clear and consistent assessment of the overall performance of all staff engaged in teaching and learning –staff and learning support staff, including the Executive Head Teacher and Heads of School, and for supporting their development within the context of Dulwich Hamlet Educational Trust's (DHET) plan for improving educational provision and performance, and the standards expected of staff.

In its oversight of the appraisal system, the governing body is committed to ensuring consistency of treatment and fairness and to stay within the prevailing legal framework applicable to all employers; for example, the Equality Act 2010, the Employment Rights Act 1996, the Part-Time Workers Regulations 2000, the Fixed Term Staff Regulations 2002 and the Data Protection Act 1998.

The Executive Head Teacher will moderate a sample of the planning statements to check that the agreed plans are consistently weighted between staff who have similar levels of responsibility and that the plans comply with this policy. The Heads of School will similarly be expected to sample a range of plans from teachers to those of support staff.

Application of the policy

This policy applies to all staff whose primary purpose is to work with children in the classroom or other child centred activities including the Executive Head teacher, Heads of School, and to all staff employed by the school(s), except those on contracts of less than one term, those undergoing induction (i.e. NQTs) and those who are undergoing formal capability proceedings.

The appraisal process and the supporting documentation will be treated with strict confidentiality at all times. Only those who need access to such information will be granted access to enable them to discharge their responsibilities as directed by the school. The local governing body will monitor the operation of the appraisal system and review it at appropriate intervals. They will receive an annual executive report from the Heads of School. The Board of Trustees will receive a strategic report in relation to financial impact if any, and the relationship between the policy implementation and educational outcomes.

Outcome

The outcome of the appraisal process will provide evidence of performance that will inform career and pay progression for the member of staff and the schools' evaluation of leadership and management, quality of teaching, learning and assessment, personal development, behaviour and welfare, and outcomes for pupils.

At the end of the appraisal process, there will be an overall assessment of the member of staff's performance against their goals, targets and expectations. This assessment may, for those who are eligible, lead to pay and career progression recommendation. Further details of who might be eligible, when recommendations are to be made and what criteria will be applied, are set out in the Pay Policy.

The Appraisal Period

The appraisal period will run for 12 months from 1st September to 31st August but there may be goals, targets and actions that are carried through to the following academic year.

Staff 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 period will be determined by the duration of their contract.

Appointing Appraisers

The Executive Head teacher will be appraised by a sub group of Board Trustees, supported by a suitably skilled and/or experienced external adviser who has been

appointed by the Board for that purpose. The Executive Head teacher will appraise the Heads of School.

The Executive Head teacher and/or Heads of School will decide who will appraise other staff. Where this teacher is not the appraisee's line manager/team or phase leader, the teacher will have a higher status in the staffing structure to the teacher being appraised. Where the teacher being appraised is of the opinion that the person is unsuitable for professional reasons, they may submit a written request to the Head of Schools for that teacher to be replaced, stating those reasons. This will be considered and if necessary, will be shared with the Chair of Governors of the particular school(s).

Support staff will be appraised by a suitably trained teacher within the overall team/year group or phase. There might be some support staff outside of this framework who have a wider brief working across the school(s); these will be appraised by the SENDCo.

Conflict of interest

In any circumstances where an individual believes that their participation in any part of the appraisal process amounts or may amount to a 'conflict of interest' they should declare this to their appraiser and/or absent themselves from any part of the appraisal process where they believe that a 'conflict of interest' would or is likely to prevail.

The impact upon staff:

Staff will:

- constantly reflect on and strive to improve their practice
- be open to ideas and challenges
- respond to meaningful feedback
- engage in professional dialogue and reflect collaboratively
- actively seek to learn, grow and change

The Appraisal Planning Statement

The purpose of the first appraisal meeting in September, the first meeting of the cycle will also be an opportunity to discuss how the staff member can contribute to the overall work of the school and to agree and set a number (typically three) of objectives. The staff member will discuss and agree the appraisal plan with objectives related to pupil progress, teaching and learning, and personal and professional development.

In the case of those responsible for curriculum and leadership of personnel, there will be specific targets related to this job responsibility which may be in addition to the other objectives agreed.

The Executive Head Teacher's objectives will be set by the Board after consultation with the external adviser. The Heads of School objectives will be set by the Executive Head Teacher in conjunction with the appropriate trustees/governors of the school(s).

Objectives for each staff member will be agreed, as soon as practicable after, the start of each appraisal period. The appraiser and staff member will seek to agree the objectives through honest and open dialogue and, in the case of teaching staff, set these objectives against four of the eight Teacher Standards. Objectives may be revised if circumstances change.

The setting and agreement of objectives is fundamentally important to the effective operation of an appraisal system that aims to link individual performance to pay progression.

Documents to help set relevant objectives include:

- job description
- SDP
- Ofsted inspection report
- Teachers standards
- Support staff standards

Emerging issues are unlikely to be known at the outset of an appraisal period, so objectives may need to be adjusted, to ensure that they remain relevant to the performance of the individual and to the priorities of the school. This is considered to be perfectly standard practice; the ideal outcome is that the overall weight of objectives remains broadly or proportionately the same.

Objectives should be CSMART

- C = Challenging
- S = Specific
- M = Measurable
- A = Achievable
- R = Relevant
- T = Timed

Objectives should also be fair and equitable when judged across staff with similar roles and responsibilities. However, appraisal objectives will become more challenging as a teacher progresses up the main pay scale.

The following principles should apply:

- The steps focus on matters over which an employee has direct influence/control and take into account fully the wider socio-economic, cultural and other external influences on pupils.
- The steps ensure that all pupil groups, including those with SEN, are expected to make good progress
- They identify and address professional development needs.
- They reflect the employee's level of responsibility/career stage

Teaching Staff: Applying the Teaching Standards

Staff make the education of their pupils their first concern and are accountable for achieving the highest possible standards in their work and their conduct.

The teaching standards effectively set out a 'code' of good teaching practice and professional conduct and teaching staff are expected to meet these. Staff should therefore be evaluated against all the elements set out in the staff standards and it is for schools to put appropriate arrangements in place to achieve a fair and equitable process of evaluation.

Heads of School

Teaching Standards can also be applied to Heads of School and school leaders as well as to all other staff. However, on the grounds that only a proportion of Head of Schools and school leaders spend part of their scheduled week teaching, governing bodies should exercise particularly careful judgement when assessing such staff against the teaching standards and it would be advised that the Head Teacher Standards (National Standards of Excellence for Head Teachers) should be largely used.

Gathering the evidence for the meetings both formal and informal

As part of the overall appraisal process, it will be critically important for all members of staff who are subject to the school's staff appraisal policy to be clear about the evidence that will enable the appraiser and appraisee to assess their performance and make an evidence-based pay recommendation.

Judgements relating to performance should be supported by evidence which will be referred to in discussions at meetings and as part of less formal interactions. Evidence should show and demonstrate a contribution towards:

- a positive impact on pupil progress;
- a positive impact on wider outcomes for pupils;
- improvement in specific elements of practice, e.g. lesson planning;
- A positive contribution to the work at the school and
- A positive contribution to interpersonal/team dynamics.

Any formal classroom or task observations will be carried out in accordance with classroom and task observation protocol contained in this policy.

Classroom observations, which are developmental and supportive, will be carried out by qualified staff:

- At least five working days' notice of the date and time of the observation will be given
- A copy of the lesson or unit plan will be made available
- A dialogue will take place by the end of the next school day in a suitable environment.
- Written records of the conversation will be provided within five working days.
- The appraisee has the right to append written comments to this document.

For appraisal purposes, the governing body is committed to ensuring that classroom and task observation is developmental and supportive and adopts a coaching approach, and that those involved in the process will:

- carry out the role with professionalism, integrity and courtesy;
- apply best principals deriving from adopting a coaching approach
- evaluate objectively;
- respect the confidentiality of the information gained.

Where evidence emerges about the appraisee's performance, which gives rise to concern during the cycle, additional observations may be arranged during the cycle. There is no statutory limit on observations in an academic year.

A Head of School has a duty to evaluate the standards of teaching and learning and to ensure proper standards of professional performance are established and maintained

throughout the school. The HoS may therefore determine that it is necessary to collect additional evidence to help inform the evaluation of teaching standards and school improvement strategies. This additional evidence may include walkabouts, task observation, reviews of assessment results and lesson planning records. It may not be practicable to provide advance notice of these additional monitoring activities.

Ofsted

As part of their overall inspection framework, Ofsted wishes to see evidence in schools that the appraisal procedure is used effectively and enables school improvement; if appraisal evidence is not available, this is likely to impact negatively on the Ofsted inspection grade for leadership and management.

The school budget will be used to differentiate between high and low performers to evidence that good performance is recognised through the appraisal system.

Pay progression linked to performance

The relevant body must set out clearly in the schools or Trust's Pay Policy how pay progression will be determined. The Head of School will be responsible for ensuring that appropriate arrangements are put in place to support the links between performance and pay and that agreed rates of pay progression are affordable and comply with prevailing legislation (e.g. equal pay). The governing body through the Head of School must consider annually whether or not to increase the salary of staff who have completed a year of continuous employment since the previous annual pay determination and, if so, to what salary within the relevant pay ranges. All pay recommendations should be clearly attributable to the performance of an employee. To move up the main pay range, one point at a time, staff will need to have made good or outstanding progress towards achieving their goals or targets of objectives and have demonstrated that they are competent in meeting relevant standards. Teaching should be consistently 'good', as defined by Ofsted, although it is important to state that our policy is NOT to grade lessons, but to use them as key evidence in relation to a staff member's performance.

Reviewing performance and the annual assessment:

The End of the Annual Cycle

At the Annual Performance Review (APR) in September of the following academic year for a staff member remaining at the school, or in July for a staff member either relocating to another school or leaving the Trust altogether, the appraiser and appraisee will discuss the progress towards the achievement of the targets and goals, strengths of the individual and how they are applied, and identify any ongoing development needs.

Following the APR the appraiser will record the results of the review and make a recommendation on pay progression for those eligible for pay determination.

Pay recommendations will be made by 31st December for the Executive Head teacher and Heads of School, and by 31st October for other staff.

The APR Report must be provided at the conclusion of the appraisal process – by 31st October for school leaders, staff and support staff and by 31st December for Head of Schools.

Good progress towards the achievement of challenging targets will be assessed favourably. If agreement cannot be reached, especially on the outcomes of an appraisal meeting, the teacher may appeal to the Head of School or the Head of School may appeal to the chair of the local governing body, whose decisions will be final.

The overall assessment of performance and its subsequent performance rating for individual members of staff will be subject to a process of moderation, arrangements for which will be put in place by the Head of School with the approval of the governing body.

The APR report will include:

- details of the targets, and objectives (THE APPRAISAL PLAN – Appendix 3)
- an assessment of the staff's performance of their role and responsibilities against their objectives and the relevant standards; (FINAL REVIEW STATEMENT – Appendix 3)
- an assessment of the staff's professional development needs and identification of any action that should be taken to address them
- A recommendation on pay progression

The rationale for pay awards is contained within the Trust's Pay Policy. Each member of staff will be informed of the recommended salary by either the School Business Manager and/or the Heads of School. The employee has five days to make written representations and/or request a meeting with the Head of School if required.

Once written representations/meeting takes place:

- The Head of School informs the teacher of the final recommendation, whether or not this has changed, giving reasons.
- Advice may be taken from the appropriate governors at the school concerned.
- The assessment of performance and of professional development needs will inform the planning process for the following appraisal period.

- Final decisions in regard to staff pay awards will be contained in a report to the local governing body.
- The final version of the completed documentation will be placed on the employee's file
- The local governing body and Head of School will ensure that all written appraisal records are retained in a secure place for a reasonable time period
- **All decisions and judgements, both at the beginning, during the course of, and at the end of the cycle, will be moderated by members of senior leadership.**
- It would be expected that all members of staff would be aware of judgements that might impact upon pay decisions, before the end of the year.

The Appraisal Appeals Process:

An appeal must be made within ten school(s) days of receiving the statement and must be in writing to the Local governing body of the School concerned.

An appeals officer, normally the Chair of the local governing body, will then be appointed to conduct an appeals review. The Local governing body will provide an appeal officer or officers and any external adviser assisting the appeal officer or officers with a copy of the review statement and the statement of objectives within five school(s) days of receiving the notice of appeal.

No governor who is a teacher or staff member can be appointed as an appeals officer. The appeal review will be carried out within ten days of the appeal.

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

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

Any additional review meeting ordered should be conducted within a further fifteen school(s) days.

Dealing with Concerns in Performance:

Where, during the course of any cycle, the staff's circumstances or responsibilities change, or evidence emerges which gives rise to concern about the staff's performance

but which does not justify the application of capability procedures, the Appraiser may revise the statement and provide additional support and monitoring of performance.

The Appraiser will arrange a structured meeting with the teacher, giving them the right to be accompanied by a colleague, or a trade union representative to:

- Give clear feedback to the staff member about the nature and seriousness of the concerns;
- Give the staff member the opportunity to comment and discuss the concerns;
- Agree any support (e.g., coaching mentoring, structured observations), that will be provided to help address those specific concerns;
- The schools will expect significant improvement against the objectives at the end of 4 weeks.
- If no or insufficient- improvement is made by that time then capability procedures will be invoked.

When progress is reviewed, if the appraiser is satisfied that the teacher has made, or is making sufficient improvement, the appraisal process will continue as normal, with any remaining issues continuing to be addressed through that process.

APPRAISAL MEETINGS CYCLE

Month	Overall Focus
First half of Autumn term	<p>FIRST MEETINGS (between half to 1 hour)</p> <p><i>Discuss and review last year's plan and content of APR this should now be completed if not achieved in July</i></p> <p><i>What went well? What progress was made? How has that person's performance changed, improved? What are the next steps?</i></p> <p><i>Discuss the upcoming targets (for which the appraise should have prepared) Relate these to previous year; match against SMART;</i></p> <p><i>Shape targets.</i></p> <p>SECOND MEETING (15 mins)</p> <p><i>Agree New Appraisal Plan</i></p>
Second half of spring term	<p><i>First Lesson observation conducted in either late autumn term or first half of spring term</i></p> <p>MID YEAR MEETING (between half to 1 hour)</p> <p>Progress towards goals and targets, with review and adaptation if necessary</p> <p>Evidence should be cited to support constructive open dialogue and identification of next steps</p>
Last half summer term	<p><i>Second Lesson observation conducted in summer term</i></p> <p>CATCH UP MEETING (Thirty mins or less)</p> <p>An opportunity to discuss progress from last meeting and suggest any further actions that can occur before the Final Performance Review (see above)</p> <p><i>Either:</i></p> <p><i>Appraisee to write Final Performance Review with comments from the Appraiser or this takes place in September (see above)</i></p>
September	<p>CLT APPRAISAL MODERATION MEETING</p> <p>Discussions about any key points/themes arising that will inform final reviews and new plans.</p>

APPENDIX I: SOURCES OF EVIDENCE FOR APPRAISAL

Planning and Classroom Organisation

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

Quality of Teaching

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

- Learning walks
- “Drop-in’s”

Assessment and Pupil Attainment

- Samples of marked pupils’ work
- Group and individual targets and objectives
- Written feedback to pupils/pupils’ reports
- Marking records
- Records of assessments against school(s) assessment framework
- Analysis of baseline information from the beginning of the year
- Projected attainments/targets
- Progress records/report
- Analysis of teacher assessments
- End of module assessments
- Analysis of school(s) based test results
- Analysis of external testing
- Pupil Profiles
- Pupil feedback
- Records of events, displays, awards

Professional Development and Effectiveness

- Record of action taken as a result of a professional development activity
- The use of different strategies/improved approaches to teaching and learning (observation records or witness statements)
- Notes of presentations/Inset to colleagues/parents/governors
- Classroom research and development projects
- Research and development work from elsewhere in the school(s)
- Contributions to the work of the ‘team’
- Contributions/review of policy

- Contribution to the implementation of the SDP
- A bid or proposal that has been written
- Notes of presentations on behalf of the school(s) Training and development record

Wider Contribution to the School(s)

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

APPENDIX 2: SAMPLE OBJECTIVES

Sample objectives which relate to the Teachers' Standards:

Set high expectations which inspire, motivate and challenge pupils

An objective could focus on how the teacher creates a learning environment that challenges pupils to engage more in their learning.

Promote good progress and outcomes by pupils

Schools always need to focus on pupil progress. An objective could refer to current rates of progress for pupils taught by the teacher, perhaps focusing on a specific group of concern, such as LAC children.

- Implement strategies to improve the performance of pupils so that they make the expected progression in line with career progression criteria.
- Effective plans are in place to support those not making the expected levels of progress*
- Termly data monitoring shows the progress that pupils are making and identifies the percentage making the expected progress
- Test results
- Scrutiny of work to show: assessment feedback is identifying areas for improvement; evidence this feedback is being acted upon; literacy marking guidelines are being used consistently and regularly
- Monitoring of lesson observations to show that pupils are making effective progress

Demonstrate good subject and curriculum knowledge

An objective could focus on the teacher's personal subject leadership. It could also refer to the school's current curriculum priorities. An example might be enabling pupils to become more confident in using a wider vocabulary

Plan and teach well-structured lessons

Schools could use this section of the standards document to inform an objective on quality. The objective could focus on the pace of learning, lesson structure, or how the teacher uses specific CPD to make an impact on day-to-day teaching.

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

The Reviewer could also relate this area of the standards to pupil progress. The objective could focus on how the teacher adapts planning and delivery of learning opportunities to better meet the needs of pupils. For example, assessing whether more 'scaffolding' or more open-ended activities are appropriate.

Make accurate and productive use of assessment

A focus here would also be appropriate if the individual teacher needs to fine-tune pupil assessment to have a clearer impact on outcomes.

- Lesson observation(s) which can specifically comment on this objective. In the lesson observation, teaching is judged as good or outstanding and none is inadequate.
- Scrutiny of pupils' work, during observation(s) and SMT moderation, which shows how the pupil can improve their work
- Discussions with and/or surveys of pupils indicating that they receive feedback regularly on their work and value it, that they know their current performance and how to improve
- Termly data monitoring shows the progress that pupils are making and identifies the percentage making the expected progress

Manage behaviour effectively to ensure a good and safe learning environment

An objective in this area could cover how the teacher uses the school's behaviour policy in practice. This could involve looking at how the teacher identifies systems, rewards, sanctions, etc. to engage pupils better and to result in improved learning outcomes.

Fulfil wider professional responsibilities

The review could consider a variety of objectives related to this area of the standards. For example, how the teacher develops his or her work with teaching assistants – greater involvement in planning, focus groups, taking greater ownership of teaching, etc.

APPENDIX 3: APPRAISAL PROFORMA

STAFF APPRAISAL PLAN

Name:

Academic Year:

Job Title/Career Stage:

Year Group/Phase:

My targets for the coming academic year Part I

PUPIL PROGRESS AND TEACHING AND LEARNING

Objectives:

Actions for success:

Evidence against TS:

Mid-year update:

STAFF APPRAISAL PLAN

Name:

Academic Year:

My targets for the coming academic year Part 2

LEADERSHIP (if applicable) AND PERSONAL / PROFESSIONAL GOALS

Objectives:

Actions for success:

Evidence against TS:

Mid-year update:

STAFF APPRAISAL PLAN

Name:

Academic Year:

Final Performance Review

Appraisee's commentary on achievement of targets set at beginning of year (please refer to earlier documentation) cite any specific evidence to support conclusions. Include areas for development or that should be carried through to next year's appraisal plan.

STAFF APPRAISAL PLAN

Name:

Academic Year:

Final Performance Review

Appraiser's comments:

Recommendation statement for pay progression (if applicable)

Signed by:

And Appraisee

Dated:

APPENDIX 4: OBSERVATION PROFORMA

Date:

Class:

Lesson type:

Observations: what was seen, heard and experienced

Continue overleaf

Learning Points and summary of evidence to discuss

APPENDIX 5: TEACHING ASSISTANTS

• Teaching Assistant

Levels of Expectation

A			
To work under the direct instruction of teaching/senior staff, usually in the classroom with the teacher, to support access to learning for pupils and provide general support to the teacher in the management of pupils and the classroom.			
			Agreed focus
SUPPORT FOR PUPILS			
Attend to the pupils' personal needs, and implement related personal programmes, including social, health, and physical;			
Hygiene, first aid and welfare matters;			
Supervise and support pupils ensuring their safety and access to learning;			
Establish good relationships with pupils, acting as a role model and being aware of and responding appropriately to individual needs;			
Promote the inclusion and acceptance of all pupils;			
Encourage pupils to interact with others and engage in activities led by the teacher;			
Encourage pupils to act independently as appropriate.			
SUPPORT FOR THE TEACHER			
Prepare classroom, as directed, for lessons and clear afterwards and assist with the display of pupils' work;			
Be aware of pupil problems/progress/achievements and report to the teacher as agreed			
Undertake pupil record keeping as requested;			
Support the teacher in managing pupil behaviour, reporting difficulties as appropriate;			
Gather/report information from/to parents/carers as directed			
Provide clerical/administrative support e.g. photocopying, typing, filing, collecting money etc.			
SUPPORT FOR THE CURRICULUM			
Support pupils to understand instructions;			
Support pupils in respect of local and national learning strategies e.g. literacy; numeracy, KS3, early years, as directed by the teacher;			
Support pupils in using basic ICT as directed;			
Prepare and maintain equipment/resources as directed by the teacher and assist pupils in their use			
SUPPORT FOR THE SCHOOL			
Be aware of and comply with policies and procedures relating to safeguarding, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person;			
Be aware of and support difference and ensure all pupils			

have equal access to opportunities to learn and develop;			
Contribute to the overall ethos/work/aims of the school;			
Appreciate and support the role of other professionals;			
Attend relevant meetings as required;			
Participate in training and other learning activities and performance development as required;			
Assist with the supervision of pupils out of lesson times, including before and after school and at lunchtimes;			
Accompany teaching staff and pupils on visits, trips and out of school activities as required.			
Maintain high levels of attendance and punctuality, in line with school policy.			

B			
To work under the instruction/guidance of teaching/senior staff to undertake work/care/support programmes, to enable access to learning for pupils and to assist the teacher in the management of pupils and the classroom. Work may be carried out in the classroom or outside the main teaching area. May be required to supervise groups of pupils undertaking activities in non-teaching situations.			
SUPPORT FOR PUPILS			
Supervise and provide particular support for pupils, including those with special needs, ensuring their safety and access to learning activities;			
Assist with the development and implementation of EHCP and other pupil plans/programmes;			
Establish constructive relationships with pupils and interact with them according to individual needs;			
Promote the inclusion and acceptance of all pupils;			
Encourage pupils to interact with others and engage in activities led by the teacher;			
Set challenging and demanding expectations and promote self-esteem and independence			
Provide feedback to pupils in relation to progress and achievement under guidance of the teacher.			
SUPPORT FOR TEACHERS			
Create and maintain a purposeful, orderly and supportive environment, in accordance with lesson plans and assist with the display of pupils' work;			
Use strategies, in liaison with the teacher, to support pupils to achieve learning goals;			
Assist with the planning of learning activities;			
Monitor pupils' responses to learning activities and accurately record achievement/progress as directed;			
Provide detailed and regular feedback to teachers on pupil's achievement, progress, problems etc;			
Promote good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour;			
Establish constructive relationships with parents/carers;			
Administer routine tests and invigilate exams and undertake routine marking and feedback of pupils' work;			
Provide clerical/admin. support e.g. photocopying, typing, filing, money, administer and mark tests etc.			
SUPPORT FOR THE CURRICULUM			
Undertake structured and agreed learning activities/teaching programmes, adjusting activities according to pupil responses;			
Undertake programmes linked to local and national learning strategies e.g. literacy, numeracy and recording achievement and progress and feeding back to the teacher;			
Support the use of IT in learning activities and develop pupils' competence and independence in its use;			

Prepare, maintain and use equipment/resources required to meet the lesson plans/relevant learning activity and assist pupils in their use.			
SUPPORT FOR THE SCHOOL			
Be aware of and comply with policies and procedures relating to safeguarding, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person;			
Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop;			
Contribute to the overall ethos/work/aims of the school;			
Appreciate and support the role of other professionals;			
Attend and participate in relevant meetings as required;			
Participate in training and other learning activities and performance development as required;			
Assist with the supervision of pupils in non-teaching times, including before and after school and at lunchtime;			
Accompany teaching staff and pupils on visits, trips and out of school activities as required and take responsibility for a group under the supervision of the teacher.			
Maintain high levels of attendance and punctuality, in line with school policy.			

C

To work under the guidance of teaching/senior staff and within an agreed system of supervision, to implement agreed work programmes with individuals/groups, in or out of the classroom. This could include those requiring detailed and specialist knowledge in particular areas and will involve assisting the teacher in the whole planning cycle and the management/preparation of resources.

Cover Supervisors. Staff may also supervise whole classes occasionally during the short-term absence of teachers (e.g. illness, Inset, PPA). This will not normally amount to more than 3 consecutive days. The primary focus will be to maintain good order and to keep pupils on task. Cover Supervisors will need to respond to questions and generally assist pupils to undertake set learning activities planned by teachers.

SUPPORT FOR PUPILS			
Use specialist (curricular/learning) skills/training/experience to support pupils;			
Assist with the development and implementation of EHCP and other pupil plans/programmes ;			
Establish productive working relationships with pupils, acting as a role model and setting high expectations;			
Promote the inclusion and acceptance of all pupils;			
Support pupils consistently whilst recognising and responding to their individual needs;			
Encourage pupils to interact and work co-operatively with others and engage all pupils in activities;			
Promote independence and employ strategies to recognise and reward achievement of self-reliance;			
Provide feedback to pupils in relation to progress and achievement.			
SUPPORT FOR THE TEACHER			
Work with the teacher to establish an appropriate learning environment;			
Work with the teacher in lesson planning, evaluating and adjusting lessons/work plans as appropriate;			
Monitor and evaluate pupils' responses to learning activities through observation and planned recording of achievement against pre-determined learning objectives;			
Provide objective and accurate feedback and reports as required, to the teacher on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence;			
Be responsible for keeping and updating records as agreed with the teacher and contributing to reviews of systems/records as requested;			
Undertake marking and feedback of pupils' work and accurately record achievement/progress;			
Promote positive values, attitudes and good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour;			
Liaise sensitively and effectively with parents/carers as agreed			

with the teacher within your role/responsibility and participate in feedback sessions/meetings with parents, or as directed;			
Administer and assess routine tests and invigilate exams/tests;			
Provide general clerical/admin. support e.g. administer work, produce resources for agreed activities etc.			
SUPPORT FOR THE CURRICULUM			
Implement agreed learning activities/teaching programmes, adjusting activities according to pupil responses/needs;			
Implement local and national learning strategies e.g. literacy, numeracy and make effective use of opportunities provided by other learning activities to support the development of relevant skills;			
Support the use of IT in learning activities and develop pupils' competence and independence in its use;			
Help pupils to access learning activities through specialist support;			
Determine the need for, prepare and maintain general and specialist equipment and resources.			
SUPPORT FOR THE SCHOOL			
Be aware of and comply with policies and procedures relating to safeguarding, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person;			
Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop;			
Contribute to the overall ethos/work/aims of the school;			
Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils;			
Attend and participate in regular meetings;			
Participate in training and other learning activities as required;			
Recognise own strengths and areas of expertise and use these to advise and support others;			
Provide appropriate guidance and supervision and assist in the training and development of staff as appropriate;			
Undertake planned supervision of pupils' learning activities;			
Supervise pupils on visits, trips and out of school activities as required.			
Maintain high levels of attendance and punctuality, in line with school policy.			

APPENDIX 6: LIST OF STAFF 2017/2018

WHO'S WHO – RESPONSIBILITIES FOR ALL STAFF

2017-2018

Appraiser	Appraisees

APPENDIX 7: APPRAISERS JOB DESCRIPTION AND PROTOCOLS

- Complying with the appraisal requirements set out in the schools appraisal policy.
- Treating all staff fairly and consistently.
- Ensuring all staff have SMART and agreed goals and targets, which have action steps,
- Adopting a coaching approach
- Ensuring all staff are observed up to a maximum of three hours each appraisal cycle.
- Ensuring that all staff have a completed Appraisal Plan and Final Review with standards, which following the review meeting will be the basis for making judgements of a staff's performance and for making recommendations for pay progression where relevant.
- Ensuring the Executive Head teacher/Heads of School receives a copy of each staff's statement
- Undertaking training as required.
- The coach will use questioning, effective listening, summary and reflective feedback to support the staff member develop in their role.
- Competency – together there will be an assessment of the current level of the staff's performance
- Outcomes – outcomes will be set that will support teaching and learning
- Actions – there will be an agreement over which options to pursue to achieve the outcomes
- Feedback – evidence based feedback will support the agreement of next actions to be taken

APPENDIX 8: RANGE OF CPD ACTIVITIES

In order to meet the needs of staff and to maximise the impact on teaching and learning within the school(s) a range of approaches to CPD will be used. These CPD approaches will include:

- Using online resources available through the internet and social media
- attendance at a course or conference;
- in-school(s) training using the expertise available within the school(s), e.g. team teaching, skills in classroom observation, sharing existing expertise;
- school(s)-based work through accessing an external consultant/adviser or relevant expert such as an advanced skills or lead teacher, model and demonstration lessons;
- school(s) visit to observe or participate in good and successful practice, e.g. visit to a school(s) or curriculum area with similar circumstances, a teaching school(s);
- secondments, e.g. with a regional or national organisation, an exchange or placement, e.g. with another teacher, school(s), higher education, industry, international exchange, involvement with governing body;
- opportunities to participate in award bearing work from higher education or other providers such as NCSL;
- research opportunities, e.g. a best practice research scholarship;
- distance learning, e.g. relevant resources, training videos, reflection, simulation;
- practical experience, e.g. national test or exam marking experience, opportunities to present a paper, contribute to a training programme, co-ordinating or supporting a learning forum or network, involvement in local and national networks;
- job enrichment/enlargement, e.g. a higher level of responsibility; job sharing, acting roles, job rotation, shadowing;
- producing documentation or resources such as a personal development plan, teaching materials, assessment package, ICT or video programme;
- coaching and mentoring – receiving or acting in these roles, acting as or receiving the support of a critical friend, team building activity;
- partnerships, e.g. with a colleague, group, curriculum, phase, activity or school(s)-based; team meetings and activities such as joint planning, observation

or standardisation, special project working group, involvement in Network or partnerships

- creating an improved learning environment within the school(s).

APPENDIX 9: COACHING APPROACH

What are the skills a coach needs?

There are several skills a coach needs to learn or enhance in order to ensure that he or she can truly support others in their own learning journey.

Questioning skills

There are only certain ways to ask a question that will mean the recipient of that question has to think carefully about their answer. A coach does not want to hear a coachee give a yes or no answer, there is nothing he or she can learn about what the coachee is thinking or how the coachee feels about certain change or challenge.

Questions that start with:-

Where.....? What.....? When.....? How.....? Who.....? Which.....?

require an answer that is more than just yes or no “How would you approach that differently next time?” is far more likely to allow the coach to find out what the coachee is thinking than a similar question, “Do you think you could try a different approach next time?”

Active Listening skills

Active listening is crucial to effective and beneficial coaching. There is plenty of research that suggests we only hear 40% of what anyone is saying to us. There is a plethora of mind chatter that gets in the way and stops us from listening actively. A good coach can eliminate the mind chatter and listen attentively to the coachee, gaining insight into the mind-set of the coachee. Listening is not just about what we hear it is also about the body language the coachee and the coach display as they embark on a coaching conversation.

Body language is louder than the spoken word.

Self-reflection

A coach needs to have the skills that will allow the person they are coaching to be reflective. To be able to focus on what they are good at and how they can use their strengths to enhance their learning and improve in order to fill gaps in their own learning.

Telling someone what to do to improve does not encourage self-reflection, on the contrary it can lead to resentment and a belief that it is the coach's fault that change has not happened quickly enough.

Resourcefulness

Coaching is not a soft option, asking open questions and waiting for an answer is difficult and often for those new to coaching can be excruciating. It can feel awkward when the coachee is silent, trying to think of an answer when they were expecting the coach to do that for them.

A lot lies behind what the coachee is saying or not saying, it requires a lot of skill to build the trust and rapport that will truly allow the coachee to find their own solutions, feel comfortable with the chance to reflect on what went wrong and how they can put it right and feel safe with sharing their innermost thoughts.

Empathy

A coach needs to be empathetic and not judgemental. The reason behind a particular behaviour or action is both known and unknown by the coachee, whatever the issue is, belongs to the coachee and not the coach. Understanding this is critical to success.

Analysis

Skilful question and active listening allows the coach to carefully analyse the situation and prepare the next questions to draw out of the coachee what they want to do next.

THE GROWTH REVIEW – A MODEL BASED ON COACHING

PRINCIPLES:

This is how you may wish to develop your objectives:

- What would you like to be better at, improve upon, build upon from the previous year and why? What do you want to achieve this year? How do your goals align with the SDP?
- What are your current strengths and how they could be used to achieve your goals?
- What is the current picture? What actions have you already tried?
- What could you do differently to achieve an improved outcome?
- What is the evidence that you need to change?
- How does this fit in with the school's objectives?
- How does this fit in with your career aspirations? •
- How does this fit in with the Teachers' Standards or Standards outlined for Support Staff?

- How will you know that things have improved? • What do you need to do to meet this objective?

Step 1 – The staff member looks at the SDP focus (if available), the children in their class or group, best practice learning principles, reflects on their skills in the classrooms and assess where there are and what their future Appraisal/Growth Plan should be –bearing in mind their career stage and job responsibilities.

Staff member (appraisee) and appraiser collaboratively explore and discuss the objectives and goals and select what the staff member will focus on, bearing in mind that there should be a Progress Goal related to Pupil Progress, a Goal focused on improving Teaching and Learning, a personal Goal related to professional development, and for some staff, a Leadership Goal.

Autumn Term – Reviewer observes for evidence of the selected area of focus, and records the data. Evidence might include conversations with pupils, look at books, and evidence from “small data”. Teacher and reviewer discuss the data. Teacher reflects on the teaching and learning and the reviewer asks key (coaching style) questions to support the teacher in thinking about possible improvements.

Spring Term – Appraiser watches for evidence of the selected learning principles, and records the data. Focus on looking for improvements, new things being tried, application of points from the discussion. A mid year meeting is held (coaching approach) to agree next steps for second half of year.

Summer Term - Member of staff reflects on the process with the appraiser, and goals are set for moving forward. A final agreement between staff member and Reviewer is made to end the year and look forward to the next cycle.

POSSIBLE FOLLOW UP:

- Further observations and meetings if required.
- Coaching.
- Peer coaching.
- Discussion about personal learning focus.
- Suggested readings.