



Whitstable Junior School

Appraisal of School Staff

Policy

Governors' Committee Responsible: Resources Committee

Policy Originator: Headteacher

Status: Statutory

Review Period: 2 Years

Date approved: January 2022

Next review date: January 2024

Signed: _____ **Chair of Governors**

Signed: _____ **Headteacher**

1. Introduction – Purpose of the Policy

In this school 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.

The Teaching and Learning Policy states that all teaching at Whitstable Junior School should be at least good. This Appraisal Policy is set within this context and reinforces the high expectations on all staff members which support our aspirations for all children to make above average / expected progress.

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.

The policy is also supplemented by additional guidance for support staff – Appendix I.

This policy also sets out the school'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 in this school with the exception of teachers undergoing their formal year of induction (i.e. Early Career Teachers) 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, whether full or part time, temporary or substantive will have equivalent access to appraisal, development and support.

4. Policy Framework

4.1 General

Performance appraisal is a shared responsibility. The Governing Body has 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 reviews for all teachers, excluding the Headteacher, in this school will be completed by the end of term 6. Appraisal planning for all teachers, excluding the Headteacher, in this school will be completed by end of term 1.

The appraisal reviews for all support staff will be completed by the end of term 6. Appraisal planning for all support staff in this school will be completed by end of term 1.

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 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 Governing Body, supported by a suitably experienced and qualified External Advisor who has been appointed by the Governing Body for that purpose.

In this school the task of appraising the Headteacher, including the setting of objectives, will be delegated to a sub-group of three members of the Governing Body.

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.

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

4.3 The Appraisal Meeting

It is the responsibility of the Appraiser to arrange the meeting with their Appraisee at the beginning of the cycle, normally with at least five working days advance 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
- 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

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 suggested frameworks for this are set out in Appendix 2.

4.4 Appraising Performance

All staff will be formally assessed in respect of each appraisal period. In assessing the performance of the Headteacher, the Governing Body will consult the external adviser.

Each member of staff will receive a written appraisal report as soon as practicable following the end of each appraisal period 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

See Appendix 3 and 4 for teacher and support staff objective formats.

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. (*This should be clearly stated in the school's pay policy*)

See Appendix 5 – KCC Total Contribution Assessment criteria for support staff.

See Appendix 6 – Summary of Assessment Definitions - Total Contribution.

See Appendix 7 – Teaching Standards 2012 – summary and self review.

4.6 Objectives

The Headteacher's objectives will be set by the Governing Body after consultation with the external adviser.

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 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.

Appraisees should be encouraged to set challenging but achievable objectives. 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.

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. See Appendix 3.

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 at least one formal mid year review meeting to discuss performance, provide feedback and discuss the provision of training and development.

The Headteacher should audit mid-year reviews with Appraisers to ensure consistency of appraisal assessments

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

This school believes that observation of classroom practice and other responsibilities is important both as a way of assessing performance in order to identify any particular strengths and areas for development and of gaining useful information which can inform school improvement more generally. All observation will be carried out in a supportive fashion.

In this school, teachers' performance will be regularly observed but the amount and type of observation will depend on the individual circumstances of the teacher and the overall needs of the school. Classroom observation will be carried out by those with QTS. In addition to formal observation, the Headteacher or other members of the SLT with responsibility for Teaching and Learning may "drop in" in order to evaluate the standards of teaching and to check that high standards of professional performance are established and maintained. The length and frequency of "drop in" observations will vary depending on specific circumstances.

Support staff or others who regularly work with children will also be regularly observed by an appropriately qualified or trained member of staff. The frequency and type of observation will

depend on the individual needs of the support staff member and the overall needs of the school, however this will include both pre-arranged observations and 'drop – in' style observations in order to monitor impact over time.

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. Transition to capability

Teachers & support staff will receive constructive feedback on their performance throughout the year and as soon as practicable after observation has taken place or other evidence has come to light.

Feedback will highlight particular areas of strength as well as any areas that need attention. Where there are concerns about any aspects of the teacher or support staff member's performance the appraiser will inform the Headteacher who will meet the staff member formally to:

- give clear feedback about the nature and seriousness of the concerns;
- give the member of staff the opportunity to comment and discuss the concerns;
- agree any support (eg coaching, mentoring, structured observations), that will be provided to help address those specific concerns;
- make clear how, and by when, the appraiser will review progress (*it may be appropriate to revise objectives, and it will be necessary to allow sufficient time for*

improvement. The amount of time is up to the school but should reflect the seriousness of the concerns);

- explain the implications and process if no – or insufficient – improvement is made.

When progress is reviewed, if the Headteacher is satisfied that the staff member 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.

If the Headteacher is not satisfied with progress, the staff member will be notified in writing that the appraisal system will no longer apply and that their performance will be managed under the capability procedure, and will be invited to a formal capability meeting. The capability procedures will be conducted as in the school Managing Staff Capability Policy.

8. Confidentiality

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

For the Headteacher's review the statement will be held by the Chair of Governors, the Chair of the Review Committee (if not the Chair of Governors) and the Headteacher.

All plans and appraisal reports must be retained in a secure place on the school premises for a minimum of six years from the date the appraisal cycle ends.

9. Communication of this Policy

A copy of this policy will be kept in the school office and in the Policies folder on the IT network 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.

10. Monitoring and Evaluation

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

11. Review of Policy

This policy is reviewed bi-annually.

The policy may be revised at other times if necessary to take account of any statutory regulation or associated guidance or changes in policy by Kent County Council's policy.

This policy has been developed in full consultation with staff in our school and their Trade Unions or professional association representatives.

The Governing Body will seek to agree any revisions to the policy with the recognised Trade Unions having regard to the results of the consultation with all staff within a reasonable timeframe.

APPENDIX I

SUPPLEMENTARY GUIDANCE FOR SUPPORT STAFF

CONTENTS

Overview

Appraiser Guidelines

Appraisee Guidelines

Lesson Observation Assessment (Classroom based staff) -

Appendix A

Support Staff Appraisal

Overview

Every member of school support staff should receive a rigorous, constructive annual appraisal leading to an individual plan for development.

Support Staff Appraisal is open to all employees within Whitstable Junior School that are not covered by school teachers' pay and conditions and appraisal criteria. It aims to provide a single set of paperwork for use with all support staff groups.

Support staff appraisals should be conducted as part of a cycle complimenting the appraisal arrangements for teachers, so that shared learning objectives can be established. In common with the teacher's appraisal scheme the support staff appraisal scheme follows a cycle of planning, ongoing monitoring/support/dialogue and review. The revised Appraisal Policy for all staff now also links both teacher and support staff performance to pay progression criteria, in line with national and local requirements.

In order that the school can demonstrate the link between support staff appraisal, school improvement and its development plan it is good practice to consult all support staff on the School Improvement Plan and the self-evaluation process. The School Improvement and Development Plan and the schools Self Evaluation are key documents in the appraisal process and appraisers are expected to explore the alignment of objectives with the school's priorities and plans. Objectives should also reflect the appraisee's professional aspirations.

Prior to the introduction of any appraisal scheme it is fundamental that every member of staff has a comprehensive job description reviewed on a regular basis and a clear line management structure.

What is Staff Appraisal?

Appraisal is a constructive process that encourages positive feedback about performance and gives a mechanism for the agreement of objectives, development needs, career plans for all staff and, where appropriate pay progression.

It is important for managers to let their staff know how well they are performing and each person needs to be sure of how their role contributes to raising standards and of their development needs.

Everyone needs to have clear objectives for the year ahead and the right skills and competencies to do their job. Employees should know how they are doing in their jobs and understand how their work makes a difference to the school and the wider community.

Why do we have Appraisals?

So that the work done by staff for the school can be valued and appreciated within the boundaries of professional dialogue/conversation

So that staff have the opportunity to reflect on their current role and responsibilities (with reference to their job description)

So that staff have the opportunity to consider their future career plan and personal continuing professional development needs

So that the school can find out what continuing professional development staff need to do their job well. This will support performance and raise standards

So that staff can have a say about what the schools does and how it does it

So that the school can identify good practice to share within school or with local Learning Communities

So that the school can keep pace with the changes coming from Central Government and the demands of local communities

The appraisal scheme is a two way process that means both appraisee and manager contribute. It is about:

- Receiving feedback on how well people did in their job last year
- Making the link between the individual's job and raising standards
- Identifying the skills and knowledge people need to do their job
- Giving clear objectives for the coming year so that each individual knows what their manager expects of them
- Identifying the training and learning people need to do their job
- Talking about what the next job might be

Who is it for?

The scheme is for all support staff employed at Whitstable Junior School but does not apply to casual staff. The inclusion of temporary staff is at the discretion of the Head Teacher/Governing Body and will depend on individual circumstances; however, good practice would be to include staff who are employed for more than a term. Targets for temporary staff must be reasonable and proportionate to their employment.

Is it Confidential?

The conversation in the appraisal interview is private but the outcome of the appraisal is the completed appraisal form. The appraisal form will be seen by the appraisee, their line manager (the appraiser) and their manager's manager. All 3 parties are required to sign the form.

Some information from the form may be used to help create team or school learning/ development plans. Confidential information should not be recorded on the form. Managers can make their own notes on confidential matters and these should not be shared without the permission of the appraisee, neither should they contain any information the appraisee is unaware of. At the close of the meeting the appraisee and the appraiser should be clear what, if any, information is deemed to be confidential.

What is the Process?

The process begins with the senior staff and is then cascaded down throughout the school. Managers should only begin to appraise their staff after they have received their own appraisal (support staff or teaching staff).

Wherever possible the role of Appraiser should be the Appraisee's line manager. However, in consideration of the workload on individuals, Whitstable Junior School may wish to place a limit on the total number of staff (including teachers and support staff) for which one individual is expected to undertake appraisals/reviews.

Appraisals will place on an annual basis in accordance with locally the whole school Staff Appraisal Policy. At Whitstable Junior School this will mean support staff appraisal will take place in Term 2

with pay decisions back-dated to take effect from 1st April each year. This ensures support staff appraisal compliments the appraisal arrangements for teaching staff so that shared learning objectives can be established. Whitstable Junior School policy also incorporates an interim review which takes place six months later; this is recommended as good practice. Whether, or not, a formal interim review takes place, it will be key that their regular professional dialogue takes place between the employee and their manager to discuss progress towards objectives during the year.

The Support Staff Appraisal Form has been designed specifically to achieve the aims of the appraisal process and should be used for all support staff.

The Staff Appraisal Policy also includes a Lesson Observation Assessment form (Appendix A of this supplementary guidance) which may be used specifically for classroom based staff. Lesson observations are recommended as good practice and will be used for all classroom based support staff at the school.

The observation should be discussed and arranged in advance and have an agreed focus which is clearly relevant to the appraisee's professional development and targets.

Whilst the form includes a number of categories, which are intended to cover the key areas of work for classroom based staff, it is not necessary to comment on every objective; the ones of particular relevance to the appraisee should be agreed in advance.

How does the Scheme Work?

Everyone sits down with their manager or supervisor once a year to review their job description and talk about their performance, objectives, continuing professional development and future jobs. This will be written down and both manager and appraisee will keep a copy.

It is good practice for managers to formally review progress with staff after six months. However, as a minimum, there should be regular professional dialogue to discuss progress towards objectives.

People who are new to the job will have an appraisal as soon as they start.

The Meeting

How long does the interview last? This is to be agreed between the manager and the appraisee and may differ depending on the complexity of the job and the individual's circumstances. As a guide, half an hour should be set aside, however this may vary where group objectives are used when a team might work together on an objective.

Preparation time It is important to give preparation time to both the appraisee and the manager. A self review form is available for the appraisee to use in preparation for the meeting if they wish this is not mandatory, but is strongly recommended.

Where? The appraisal interview is confidential and requires a quiet room and the concentration of both parties. If you have difficulties in finding a room, ask someone who has a room of their own if they would mind moving out of their room for the duration of the interview.

Professional development needs

The school is part of the Coastal Alliance of Whitstable & Herne Bay schools and makes plans locally for professional development activities. Additional development activities will be available via school based CPD, Kent CPD or other external providers. Development needs are a joint responsibility between the employee and their manager and each party plays an active role. Decisions on access to some specific CPD activities may need referral to a more senior level,

particularly where funding is required. All staff objectives must be directly linked to school improvement priorities as defined in the School Improvement Plan.

In the case of competing demands on the school budget, a decision on relative priority should be taken with regard to the extent to which (a) the CPD is essential for the appraisee to meet their objectives; (b) the training and support will help the school to achieve its priorities and (c) the appraisee's personal development needs and aspirations. The school's priorities should take precedence.

Needs which are common may be met more effectively by a course or shared learning opportunity.

It is good practice to organise joint training of support staff and teachers where possible, as this can greatly benefit joint working and the delivery of learning in the classroom.

Once CPD activities are agreed and recorded, it is the manager's responsibility to facilitate them and the appraisee's responsibility to undertake them.

What happens if you don't agree?

If you do not agree with what your manager has put on the form, the first thing to do is to discuss your concerns directly with them in an effort to resolve things. It may be necessary to make your line manager's manager aware of any disagreement in order that they can arbitrate.

Where your line manager is the Head Teacher the Chair of Governors would take the role of the 'line manager's manager'.

If you feel aggrieved with any part of the process you should speak to your line manager in the first instance. If you remain dissatisfied then you can raise this with your line manager's manager in accordance with the school procedures. Every effort will be made to resolve disputes amicably.

Appraiser Guidelines

This scheme is applicable to all employees within school that are not covered by school teachers' pay and conditions and appraisal criteria.

The appraisal scheme is designed to be a constructive process during which the appraiser provides positive and constructive feedback about the employee's performance and works with them to agree objectives, development needs and career plans for the next year.

Appraisal process

By Whom?

The appraiser will be a nominated manager, which may be the Line Manager, Head Teacher, SENCo, Head of Department, Member of SLT, or a HLTA – who for the purposes of this document will be referred to as “manager”.

Wherever possible the role of Appraiser should be the Appraisee's line manager. However, in consideration of the workload on individuals, schools may wish to place a limit on the total number of staff (including teachers and support staff) for which one individual is expected to undertake appraisals/reviews. Where the Appraiser is not the line manager it will be important to identify and agree other individuals who have knowledge of the appraisee and their post, whether it is appropriate for them to feed into the appraisal process and what form this might take.

When / Where?

Appraisals should be done annually and ideally reviewed six monthly. The meeting should be scheduled ideally for approximately half an hour and should be held in a private place where there will be no interruptions.

I. Preparation

Prior considerations:

- . Give adequate notice
- . Allow time for the appraisal
- . Give the appraisee time to prepare for the appraisal (see below for timescales and provision of preparatory documents)
- . Outline the way in which you intend to conduct the appraisal: purpose / format / possible duration
- . Limit the number of appraisals to one or two per day
- . Book a room where you will not be interrupted and where both parties will feel at ease.

Before the meeting you should:

- . Ensure you are familiar with the school's CPD plan and School Improvement Plan priorities
- . Familiarise yourself with the appraisee's job description and current objectives
- . Read notes from the last appraisal and/or 6 monthly review meeting and/or supervision or other professional dialogue throughout the year
- . Make notes of the things you wish to raise relating to each of the sections on the form

- . Where appropriate and agreed in advance, collect and consider information from other relevant parties who may work directly with the appraisee
- . Be clear about any critical incidents or events you want to refer to (although these should have been discussed at an earlier date as part of day to day supervision)
- . Be prepared to deal with any sensitive issues you wish to raise
- . Identify any changes to job requirements e.g. review working hours etc (establish whether these are such that a referral to a senior manager is required e.g. job description does not accurately reflect current responsibilities)
- . Identify new objectives you wish to discuss and agree
- . Ensure the appraisee has a self review form (this should be issued at least 2 weeks before the appraisal meeting) and has adequate time to prepare
- . Collect details of any relevant training or development opportunities which can be made available to the appraisee

. **Remember, there should be no surprises for the appraisee**

In addition, for classroom based staff, where an observation will form part of the appraisal process, you should (at least 2 weeks before):

- . Agree and plan a date for the classroom observation and who is best placed to undertake it
- . Review and agree the focus of the observation; this will relate directly to
 - (a) the objectives and development plan recorded on last year's appraisal form; and
 - (b) any specific areas for future development which may result in new objectives for the coming year; or
 - (c) an area specifically requested by the appraisee.

Then, following the observation and in readiness for the meeting:

- . Ensure the appraisee received brief feedback, within 24 hours of the observation and has been provided with their own copy of the document (*Appendix A to this supplementary guidance*)
- . Have a copy of the completed observation sheet available and be prepared to discuss it in more detail
- . Ensure that the appraisee has had adequate time to prepare, using the self review form and confirm that they will be bringing this and/or other relevant notes to the meeting. This could also be provided prior to the meeting if agreed with the employee.

1. **Working for Whitstable Junior School**

You should discuss with the appraisee how their work contributes to the success of the school by considering links with:

- . School Improvement Plan
- . School Self Evaluation
- . Department/team action plans

or any other relevant documents

I. Classroom Observation and Self Review (if applicable)

Discuss the key points from the observation and the self review in the context of last year's objectives and any further learning and development needs identified. Learning and development needs should be carried through to the remaining sections of the form as appropriate.

I. Annual Review of Objectives

Objectives are concerned with what is achieved, but how it is achieved is equally important. Discuss the following with the appraisee:

- . What was achieved overall by you and the appraisee?
- . How well was it achieved?
- . Were there any barriers to achievement?
- . What could have been done differently?
- . What was the quality of working relationships?
- . If the objectives were not achieved, what were the reasons? What might have been done differently?
- . How well does the appraisee feel they have been supported over the past year – are there times when things have got in their way?

Ensure you praise good work.

Do not 'duck' issues or concerns of underperformance – discuss them, find out what the problem is, plan learning needs and set standards for improvement.

Remember, there should be no surprises for the appraisee as issues should be raised during regular professional dialogue and/or supervision sessions. Do not leave issues aside until appraisal or review meetings.

Remember that the Appraisal Process is confidential.

Most people want to do a good job and be valued. Many factors can affect performance: lack of knowledge, skill or confidence, motivation or morale, poor or difficult relationships in the workplace, personal or family problems and insufficient or too much scrutiny from a manager.

Responding to learning needs is important, but you will also need to explore what else may affect an individual's achievements at work.

- . What objectives were set last time and have they been met?
- . Does the performance match the organisation's expectations?
- . Could performance be improved, and if so, how?
- . What support must be given to gain better performance?
- . Were the objectives SMART?

Any development needs will need to be recorded in the development plan.

I. Annual Review of Personal Development

Review last year's development plan:

- . Were development objectives met last year?
- . How well were they met?
- . Has performance improved as a result?
- . How has the improvement in performance been demonstrated? (Use specific examples)
- . How has the improvement in performance benefited the school/team?
- . What is being done differently as a result of the development?
- . If development objectives were not met – why?

Any outstanding development needs should then be recorded in this year's development plan.

2. Objectives for next year

Objectives may come from a number of places:

- . School / department / team plans
- . National and local competency standards and job profiles
- . As an outcome of reviewing last years performance

Prepare any objectives linked specifically to the School Development Plan/School Self Evaluation in advance and be ready to explain how they reflect the needs of the school.

Objectives should be expressed in a way that staff can understand and relate to. They should enable individuals to know what they are expected to achieve and how their objectives relate to overall performance. Objectives should be such that, if they are achieved, they will contribute to improving the progress of pupils at the school.

All objectives need to be **SMART**:

Specific – precise and unambiguous so that both of you know what is being aimed for.

Masurable – measures are the way to tell if something has been achieved (or not). Describe what success will look like in ways that can be measured.

Achievable - can this objective be achieved? Are there any barriers that may impact on the employee's ability to achieve the objective?

Relevant – does the personal objective fit with the objectives of the school/team? The objective must be within the remit of the individual's job.

Timed – give a date by when the objective should be achieved or reviewed.

Objectives should reflect a balance between ongoing work and new areas of work. 3 objectives is the general expectation for teaching staff and 2 for other staff.

If the objectives take someone into a new area of work, you should consider what they will need to perform well. However, if someone is experienced and skilled at their job, what else might they need to sustain their motivation and job satisfaction?

I. Development Plan

The development plan must also set objectives and be **SMART**.

Development objectives may come from a variety of sources:

- . National standards
- . Review of last year's performance
- . Objectives for next year (i.e. new skills to achieve the coming years objectives)
- . Competency frameworks – comparing current performance against the competency profile
- . Accredited professional development programmes e.g. NVQ attainment
- . The appraisee's views of areas of personal improvement and training that would enable them to perform more effectively in their job
- . Feedback from others e.g. peers
- . Career plans
- . Required literacy & numeracy qualifications (e.g. level 2 NVQ)
- . Continuing professional development (CPD)

You may wish to review any CPD activities already provided.

Development needs are a joint responsibility between the employee and their manager and each party plays an active role in professional development.

With regard to the provision of continuing professional development, 'CPD', in the case of competing demands on the school budget, a decision on relative priority should be taken with the regard to the extent to which (a) the CPD identified is essential for the appraisee to meet their objectives; b) the training and support will help the school to achieve its priorities and (c) the appraisee's personal development needs and aspirations. The school's priorities should take precedence, however staff should not be held accountable for failing to make good progress towards meeting their targets where CPD support recorded on the appraisal form has not been facilitated.

CPD can take a number of forms. In addition to the more traditional 'training course', development opportunities could include in-school and cross-school activities, such as coaching and mentoring, learning from others' practice through structured, supportive, developmental observation, and other forms of professional collaboration.

Once CPD activities are agreed and recorded it is the manager's responsibility to facilitate them and the appraisee's responsibility participate in them.

I. Career Plan

Discuss any career ambitions the appraisee may have and how they will achieve them. Do you both agree that the appraisee is ready to look for opportunities for progression? Think about what positions or areas of work would be appropriate. Relevant development needs will need to be recorded in the development plan.

I. Comments

This is an opportunity for the appraisee to raise any issues that have not been covered as part of the appraisal process. They may wish to discuss:

- . Your performance and how this has affected their own
- . The appraisal and its impact on them
- . Other issues e.g. health or wellbeing matters – it may be necessary to arrange a further meeting to discuss other issues in more detail e.g. to complete a risk assessment etc.

Alternatively the Appraisee may wish to take time to reflect on what has been discussed and to feed back on the process at a later date.

I. Signatures

Complete and sign the form and then send it to the employee for signature; once returned the form should be endorsed by your line manager and a copy provided to the employee.

I. Review of Progress and Objectives

It would be good practice to undertake a review six months after the annual appraisal. This should be planned in the same way as the annual meeting and provides an opportunity to revisit objectives and consider progress towards achievement.

If a six month review is not undertaken, as a minimum there should be a mechanism to allow for ongoing regular professional dialogue in order that progress towards objectives is discussed and recorded on the appraisal form during the year.

It is also important to discuss any need to amend objectives during the year in order that they reflect changed priorities or circumstances. If objectives are amended this must be recorded formally on the appraisal form.

I. Review of Development

Again, there should be an opportunity, during the year, to discuss and record what has been learned and how the appraisee has improved the way they do their job.

Remember, it is important for the line manager to maintain ongoing professional dialogue with the appraisee, as part of day-to-day management, in respect of performance or development. You must not wait for formal review meetings if there are issues which need to be discussed.

Support Staff Appraisal Appraiser Guidelines

This scheme is open to all employees within schools that are not covered by school teachers' pay and conditions and appraisal criteria.

The appraisal scheme is designed to be a constructive process that encourages the line manager to provide positive and constructive feedback about your performance and to agree objectives, development needs and career plans for the next year.

Appraisal process

By Whom?

Your appraisal should be done by a nominated manager, which will normally be your Line manager, or in some cases may be the Head Teacher, SENCo, Head of Department, Member of SMT, or a HLTA – who for the purposes of this document will be referred to as “manager”. Where your Appraiser is not your direct line manager it will be important to identify and agree other individuals who have knowledge of your work and whether it is appropriate for them to feed into the appraisal process and what form this might take.

When / Where?

Appraisals should be done annually and ideally reviewed six monthly. The meeting should be scheduled for at least an hour and should be held in a private place where there will be no interruptions.

I. Preparation

Before the meeting you and your manager should:

- . Agree the date, venue, time and approximate time required
- . Make your own notes of the things you want to raise in the meeting relating to each of the boxes on the form. It is good practice to use the Self Review Form to reflect upon the areas you wish to discuss.
- . Agree who (if anyone) will be asked for feedback on your performance e.g. peers, managers

In addition, for classroom based staff, where the local agreement is that an observation will form part of the appraisal process, you and your manager should (at least 2 weeks before):

- . Agree and plan the date of your classroom observation and who will undertake it
- . Review and agree the focus of the observation. This will relate directly to (a) the targets and development plan recorded on last year's appraisal form; and (b) any specific areas for future development which may result in new targets for the coming year; or (c) an area you specifically request.

Following the observation and in readiness for the meeting:

- . You will receive brief feedback on the observation, within 24 hours, and a copy of the completed observation form (*Appendix A of this supplementary guidance*).
- . Prepare for more detailed discussions following on from the observation, which will

be held-over for the appraisal meeting (the self review form can be used to record your thoughts)

. Ensure you have prepared your self review form, or other notes, and have them ready to take to the meeting. This can be provided in advance of the meeting if agreed with your manager.

I. Working for Whitstable Junior School

You will discuss with your manager how your work contributes to the success of the school by considering links with:

- . School Improvement plan
- . School Self Evaluation
- . Department/team action plan

or any other relevant documents

I. Classroom Observation and Self Review (if applicable)

Discuss the key points from the observation and your self review in the context of last year's targets and any further learning or development needs identified. Learning and development needs should be carried through to the remaining sections of the form as appropriate.

I. Annual Review of Objectives

You and your manager will review your performance over the past year. It is important to discuss not just what has been achieved but how.

- . What was achieved overall by you and your manager?
- . How well was it achieved?
- . Were there any barriers to achievement?
- . What could have been done differently?
- . What was the quality of working relationships?
- . If the objectives were not achieved, what were the reasons? What might have been done differently?
- . How well you have been supported over the past year – are there times when things have got in your way?

Your manager will praise good work but may also wish to explore what may have affected your achievements at work.

Any development needs will need to be recorded in the development plan.

I. Annual Review of Personal Development

You and your manager will review last year's development plan:

- . Were development objectives met last year?
- . How well were they met?
- . Has performance improved as a result?
- . How has the improvement in performance been demonstrated? (Use specific examples)
- . How has the improvement in performance benefited your school/team?
- . What is being done differently as a result of your development?
- . If development targets were not met – why?

Any outstanding development needs should then be recorded in this year's development plan.

I. Objectives for next year

Objectives may come from a number of places:

- . School / department / team plans
- . National and local competency standards and job profiles
- . As an outcome of reviewing last years performance

Your manager will be able to explain how any suggested objectives might link specifically to the School Improvement Plan /School Self Evaluation.

Your objectives should be clear and understandable and should enable you to know what you are expected to achieve. Your objectives should be such that, if they are achieved, they will contribute to improving the progress of pupils at the school.

All objectives need to be **SMART**:

Specific – precise and unambiguous so that both of you know what is being aimed for.

Measurable – measures are the way to tell if something has been achieved (or not). Describe what success will look like in ways that can be measured.

Achievable - can this objective be achieved? Are there any barriers that may impact on your ability to achieve the objective?

Relevant – does the personal objective fit with the objectives of your school/team? The objective must be within the remit of your job.

Timed – give a date by when the objective should be achieved or reviewed.

Objectives should reflect a balance between ongoing work and new areas of work. The number of targets will depend on their size and scope. As a guide, between 3 and 5 may be appropriate.

I. Development Plan

The development plan must also set objectives and be **SMART**.

Development objectives may come from a variety of sources:

- . National standards
- . Review of last year's performance
- . Objectives for next year (i.e. new skills to achieve the coming years targets)
- . Competency frameworks – comparing current performance against the competency profile
- . Accredited professional development programmes e.g. NVQ attainment
- . Your own views of areas of personal improvement and training that would enable you to perform more effectively in your job
- . Feedback from others e.g. peers
- . Career plans
- . Required literacy & numeracy qualifications (e.g. level 2 NVQ)
- . Continuing professional development (CPD)

Your manager may ask what continuing professional development activities you have already undertaken and you can discuss the success of these together.

Development needs are a joint responsibility between you and your manager and each party plays an active role in your professional development. Some specific CPD requirements may need to be referred to a senior manager.

With regard to the provision of continuing professional development, 'CPD', in the case of competing demands on the school budget, a decision on relative priority should be taken with regard to the extent to which (a) the CPD identified is essential for you to meet the objectives; (b) the training and support will help the school to achieve its priorities; and (c) your own personal development needs. The school's priorities should take precedence, however staff should not be held accountable for failing to make good progress towards meeting their targets where CPD support recorded on the appraisal form has not been facilitated.

CPD can take a number of forms. In addition to the more traditional 'training course', development opportunities could include in-school and cross-school activities, such as coaching and mentoring, learning from others' practice through structured, supportive, developmental observations, and other forms of professional collaboration.

Once CPD activities are agreed and recorded it is the manager's responsibility to facilitate them and your responsibility to participate in them.

I. Career Plan

Discuss any career ambition you have with your manager and how you will achieve it. Do you both agree that you are ready to look for opportunities for progression? Think about what positions or areas of work would be appropriate. Relevant development needs will need to be recorded in your development plan.

I. Comments

This is an opportunity to raise any issues that have not been covered as part of the appraisal process:

- . Feedback to your manager on their performance and how this has affected your own
- . The appraisal and its impact on you
- . Discuss any other issues you wish to raise e.g. health or wellbeing matters – it may be necessary to arrange a further meeting to discuss other issues further e.g. to complete a risk assessment etc.

Alternatively, you may wish to reflect on what has been discussed and feed back at a later date; this should be agreed with the Appraiser.

Remember, the appraisal process is confidential.

I. Signatures

After your manager has completed and signed the form, they will send it to you for your signature; return this to your manager, who will then forward you a copy endorsed by the Headteacher who also has a responsibility to monitor all Appraisal outcomes and make any pay progression recommendations.

I. Review of Progress and Objectives

It would be good practice to undertake a review six months after the annual appraisal. This should be planned in the same way as the annual meeting and provides an opportunity to revisit objectives and consider progress towards achievement.

If a six month review is not undertaken, as a minimum there should be a mechanism to allow you and your manager to have ongoing professional dialogue about your progress towards objectives and for this to be recorded on the appraisal form during the year.

It is also important to discuss any need to amend objectives during the year in order that they reflect changed priorities or circumstances. If objectives are amended this must be recorded formally on the appraisal form.

I. Review of Development

Again, there should be an opportunity, during the year, to discuss and record what have you learned and how have you improved the way you do your job.

Remember, it is important that you maintain ongoing dialogue with your line manager, as part of day-to-day supervision, in respect of your performance or development. You must not wait for formal review meetings if there are issues you wish to discuss.

Whitstable Junior School
LESSON OBSERVATION ASSESSMENT– Classroom Based Staff

The date, time and particular focus of the observation must be agreed in advance with the appraisee.

Name: _____ Date of Observation: _____ Job Title: _____

Venue: _____ Observer: _____ Observers Job Title: _____

Description/Overview of Activity:

(E.g. number in the class/group, ability/composition of group (gender/ethnicity/social), physical setting for activity, reason for observation of this particular area.)

Objective	Comments	
1. Pupil Achievement & Progression	Areas of strength	Areas for development
a) All children in target group make progress and fully meet or exceed the expectations of the lesson		
b) The children use learning objectives, success criteria and or self assessment strategies to evaluate their own learning and identify next steps		
c) LSA listens to, observe & question pupils during lessons in order to reshape task and explanations to improve learning		
d) Opportunities for dialogue are used to promote learning		
e) Opportunities for children to demonstrate skills/knowledge etc used to support learning		
f) LSA's assess children's' understandings & take jottings to feedback to teacher e.g. using intervention group record		
2. Learning	Comments	
	Areas of strength	Areas for development
a) There are opportunities for children to work independently during the lesson		

b) Learning objectives are shared at the beginning and reviewed at the end of the lesson		
c) Steps of success are developed throughout the lesson making reference to class success criteria or differentiated criteria for target group		
d) Previous learning is referred to within the lesson and connection made to this and real life contexts		
e) Children are encouraged to become actively involved i.e. not passive but active learners		
3. Teaching & Learning	Comments	
	Areas of strength	Areas for development
a) LSA supports the work of a specific group of pupils either within or outside the classroom		
b) Prepare for lesson, including organising and managing learning activities and resources safely, taking into account VAK learners		
c) Questioning of pupils to establish current knowledge level, ensure they understand what they are to do, what they will learn and what outcome is expected of them.		
d) Misconceptions dealt with effectively		
e) Observing individual pupils for assessment purposes <i>or</i> Monitoring pupils' responses to learning task and feeding back to the teacher		
f) LSA demonstrates good subject knowledge		
g) LSA models clearly what they expect the children to do, referring to how the learning objective and success criteria are being met		
h) Working with pupils to achieve productive outcomes – pupils prepared to answer a question or feedback during plenary.		

4. Behaviour	Comments	
	Areas of strength	Areas for development
a) Keep pupils focused, engage and help to maintain pace – Re-focus as necessary, differentiate according to need		
b) Appropriate praise and encouragement used		
c) Encourage pupils to interact with each other and engage with the teacher or support staff member		
d) Pupil's behaviour makes strong contribution to good learning		
e) Behaviour dealt with effectively and discretely – where appropriate school behaviour policy / individual behaviour plans applied		

Additional Strengths:

Additional Areas for Development:

Actions (to be discussed and agreed at Appraisal Meeting:

LSA Comment:

A copy of this form to be shared with Appraisee /LSA within 24 hours of the observation, supported by a brief discussion.
 Appraiser to ensure LSA / Appraisee has a copy of this prior to the Appraisal / Review meeting and in good time to support Appraisee self review.

Whitstable Junior School
LESSON OBSERVATION ASSESSMENT– Classroom Based Staff
Supplementary Guidance for Observers

Key questions	comments
Is there evidence of teacher / LSA collaboration – look at planning and talk to LSA – how do they know what to do etc?	
Have the focus and outcomes for support been agreed?	
Is there evidence of a shared approach to behaviour management and classroom routines?	
Does the LSA replicate behaviour routines / expectations when working outside the classroom?	
Are there well developed mechanisms for the LSA to give feedback to the teacher on pupil performance and progress/achievement?	
Does the LSA ensure curriculum access e.g. by simplifying or translating teacher language, helping pupil to formulate answers to questions, helping pupil to use resources, signing, scribing etc?	
Working with pupils who need support & giving focused help e.g. reminding of previous learning/strategies, encouraging correct use of language / vocabulary	
Working with pupils to prepare them to answer a question that the teacher has given them time to think about	
Using images, pictures, tactile & practical resources to help pupil understanding	
Providing appropriate praise & encouragement	
Supporting pupils with behavioural needs e.g. helping to settle, being proactive rather than reactive, keep attention on task	
Is there an impact on learning?	
Are the children meeting the lesson objectives / success criteria? Could they do this independently?	
Do the LSA & pupils know the Lesson Objectives / success criteria?	
Do the LSA and pupils know the expected outcomes from the support in place?	
LSA demonstrates good subject knowledge	
Is the LSA enabling good interaction between pupil(s) and peers or inadvertently acting as a barrier to this?	
Is support discreet and seen as positive by the pupil(s)?	

Appraisers should be prepared to share their written comments with the Appraisee. Comments should be used as part of the follow-up discussion after the lesson observation and to inform discussions during the Appraisal meeting when setting objectives.

Appendix 2

SELF REVIEW FRAMEWORKS:

- **TEACHING
STAFF**
- **SUPPORT
STAFF**

Staff Appraisal Policy

Whitstable Junior School

Appraisal: Self Evaluation: Teacher Standards

Name of Teacher: Position: Current pay scale:		
Preamble	Examples of possible evidence	Own evidence
Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.		

Part One : Teaching	NB The bulleted sub-headings are an integral part of the standards and are designed to amplify the scope of each heading	
I Set high expectations which inspire, motivate and challenge pupils	Examples of possible evidence	Own evidence
<ul style="list-style-type: none">• 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	Examples of possible evidence	Own evidence
<ul style="list-style-type: none"> • be accountable for pupils' attainment, progress and outcomes • plan teaching to build on pupils' capabilities and prior knowledge • 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	Examples of possible evidence	Own evidence
<ul style="list-style-type: none"> • 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 		
4 Plan and teach well-structured lessons	Examples of possible evidence	Own evidence
<ul style="list-style-type: none"> • 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 		

<ul style="list-style-type: none"> • 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) 		
<p>5 Adapt teaching to respond to the strengths and needs of all pupils</p>	Examples of possible evidence	Own evidence
<ul style="list-style-type: none"> • 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. 		
<p>6 Make accurate and productive use of assessment</p>	Examples of possible evidence	Own evidence
<ul style="list-style-type: none"> • 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	Examples of possible evidence	Own evidence
<ul style="list-style-type: none"> • 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	Examples of possible evidence	Own evidence
<ul style="list-style-type: none"> • 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 the 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.

Whitstable Junior School
Appraisal Policy - Support Staff
Appraisee Self Review Form

Areas to consider include:

1. Preparation - to be completed with reference to previous review & with reference to job description

Review of Job Description. Is still appropriate? If not, why not? How might this be addressed?

2. Do you feel that the appropriate resources are available for the job?

3. Do you feel you are able to organise your job e.g. time management and communication with others?

4. What extra contributions have you made through your work to school life?

5. What appreciative and critical comments have you received from others?

6. What aspects of your job satisfy you the most and what the least? List your successes and those things that you are still concerned about:

Most:

Least:

7. What areas of your present work would you like to improve upon?

8. Are there other areas you would like to extend your work into, that you cannot be involved in at present? Are there any new skills or competencies you would like to develop in the coming year?

9. If you are a classroom based member of staff, what focus would you like your lesson observation to have as part of next years review?

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Additional Comments

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Bring this self review document with you to your Review and Appraisal Meeting.

Appendix 3
TEACHING STAFF
REVIEW and
OBJECTIVE
PROFORMAS

**Whitstable Junior School Teaching Staff
Appraisal Review**

Date of review meeting:
Reviewee:
Responsibilities held:
Reviewer:
Position:

Teacher Standards: (indicate yes, partial, no)

	Y	P	N
Preamble			
Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.			
Part 1: Teaching			
1 Set high expectations which inspire, motivate and challenge pupils			
2 Promote good progress and outcomes of pupils			
3 Demonstrate good subject and curriculum knowledge			
4 Plan and teach well-structured lessons			
5 Adapt teaching to respond to the strengths and needs of all pupils			
6 Make accurate and productive use of assessment			
7 Manage behaviour effectively to ensure a good and safe learning environment			
8 Fulfil wider professional effectiveness			
Part 2: Personal and Professional Conduct			

Is the teacher continuing to meet the requirements of his/her job description?

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Reviewer Statements

Review of Individual Objectives from previous year:

Objective 1:

Objective 2:

Objective 3:

Barriers that prevented objective being achieved:

Successes:

Review Statement agreed by:

Signature - Postholder: _____ ***Date:*** _____

Postholder comments:

Review Statement agreed by:

Signature – Appraiser: _____ ***Date:*** _____

Appraiser comments:

Headteacher

Signature: _____ ***Date:*** _____

Recommendation for pay progression – Headteacher only to make recommendation:

- Progression to next pay scale**
- Employee remaining on current UPS**
- Employee applying for threshold/next UPS**

Signed:.....**Headteacher.**

Date:.....

Whitstable Junior School Teacher Appraisal Objectives

Reviewee:

Reviewer:

Objective Area	Key Area: Pupil progress/School Improvement / Professional Development/Other		
Overall Objective What do I need to achieve?			Link to Teacher Standards
			Link to School Improvement Plan
Success Criteria How can I evidence this?	This target will be deemed successful if...		
Action Steps	Term	Agreed Steps	Agreed Evidence
	1 & 2		
	3 & 4		
	5 & 6		
Barriers to Success What might stop me achieving this target?		CPD What CPD is needed to achieve target?	Communication Who needs to know?
			Headteacher Moderation Has this target been moderated? Yes / No
Planning Stage Sign and date:	Reviewee:		Reviewer:
Mid-year Monitoring Statement for target Sign and date:	(Traffic light action steps – achieved (green), in progress (amber), slippage (red). Annotate steps with references to evidence and impact. Review CPD needs and steps.) Reviewee:		
	Reviewer:		
	(Traffic light action steps again. Annotate action steps with references to evidence.)		

<p>End of year Statement for target</p> <p>Sign and date:</p>	<p>Reviewee:</p> <p>Reviewer:</p>
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Appendix 4

SUPPORT STAFF

REVIEW and

OBJECTIVE

PROFORMAS

**Whitstable Junior School
Support Staff Appraisal
Appraisal Review**

Date of review meeting:	
Reviewee:	
Responsibilities held:	
Reviewer:	Position:

Reviewer Statements

Review of Individual Objectives from previous year:
Objective 1:
Objective 2:
Barriers that prevented objective being achieved:
Successes:
Review Statement agreed by:
Signature - Postholder: _____ Date: _____
Postholder comments:
Review Statement agreed by:
Signature – Appraiser: _____ Date: _____
Appraiser comments:
Headteacher Signature: _____ Date: _____

Recommendation for pay progression – Headteacher only to make recommendation:

- Progression to next pay point
- Employee at top of pay band – annual payment recommended

Signed:.....Headteacher.

Date:.....

Whitstable Junior School Support Staff Appraisal Objective

Objective number: 2	Key Area: Pupil progress/School Improvement / Professional Development/Other	
Overall Objective <i>What do I need to achieve?</i>		
Success Criteria <i>How can I evidence this?</i>		
Intentions & Action Steps <i>What tasks/activities will I carry out to achieve this?</i>	Date for completion	Review <i>Is this happening?</i>
	Date for completion	
	Date for completion	
Support <i>What training, resources or support will I need?</i>		
Communication <i>Who else needs to know?</i>		
Possible Evidence Sources		
Agreed monitoring Activities <i>Inc. Lesson Observation</i>	Date	
	Date	
	Date	
Reviewee signature:	date:	
Reviewer signature:	date:	

Appendix 5
KCC TOTAL
CONTRIBUTION
ASSESSMENT
CRITERIA

Appendix 6
SUMMARY OF
ASSESSMENT
DEFINITIONS –
TOTAL
CONTRIBUTION

This document supports and should be read in conjunction with the Total Contribution Assessment Definitions.

Contribution level	Summary of definition	Example behaviours to support assessment		
		Class based staff e.g. LSA, WBT, HLTA	Administrative staff e.g. office staff	Premises based staff e.g. Caretaker, cleaners
Not Assessed	<p>Assessment was not made because of:</p> <ol style="list-style-type: none"> 1. Long term absence, such as sickness or maternity leave, to an aggregate level of 9 months or more during the assessment year – this period will be amended pro rata for staff whose contract is less than a full year, Or 2. The employee’s performance is being monitored and reviewed within the school’s formal capability procedure 	<ul style="list-style-type: none"> • Illness – sickness absence or illness affecting ability to perform at required standard or above • Family issues e.g. bereavement / care • Persistent lateness – arrives after start of contracted time • Refusing to do as directed – likely to result in disciplinary action 		
Performance Improvement Required	<p>Employee did not achieve the standards expected in the job. This may be due to one or a combination of:</p> <ol style="list-style-type: none"> 1. One or more performance management objectives not being met without adequate explanation 2. Evidence of behaviour or conduct contrary to that expected in the role 3. A less than satisfactory attendance or punctuality record 4. Overall standards of performance in the job are less than expected <p>For this level it is essential that there has been at least one clearly recorded conversation to identify the area of concern and to agree a remedial plan of support from which the employee has not</p>	<ul style="list-style-type: none"> • Failure to pursue objectives as directed • Not taking initiative – identifies barriers to success but takes no action to address or communicate concerns until challenged • Regular or frequent lateness – arrives after start of contracted time • Regular or frequent lateness – arrives too late to facilitate good preparation for role • Timekeeping within school day is weak • Behaviour negatively impacts on others – could relate to staff morale or staff team performance • Wider contribution is negative or non-existent • Challenges school ethos or values – e.g. talks negatively about school within wider community • Behaves in a manner that impacts negatively on team morale – excludes or behaves impolitely towards others • Consistently negative attitudes or challenging behaviour in team meetings • Fails to follow line manager direction • Dress code is inappropriate • Personal use of mobile telephone during work hours • Whole school policy and/or strategy not followed 		
		<ul style="list-style-type: none"> • Record keeping weak or incomplete • Weak evidence of impact on pupil progress • Weak interaction with pupils 	<ul style="list-style-type: none"> • Weak interaction with stakeholders – parental/staff/pupil complaints 	<ul style="list-style-type: none"> • School environment is unclean or poorly maintained

	<p>been able to consistently attain the standard required in the area identified.</p>		<ul style="list-style-type: none"> • Failure to complete tasks in an appropriate or timely manner impacts negatively on whole school outcomes 	<ul style="list-style-type: none"> • Health and safety concerns not addressed in timely manner • Failure to share additional or different workload/patterns or work in a flexible manner 	
<p>Achieved the required standard</p>	<p>The employee has achieved all the performance objectives or if fallen short then there is an understandable and acceptable reason for this. Additionally, performance is generally consistently sound across all key areas of the role and the behaviours demonstrated by the employee consistently positive. In common terms an employee with this assessment would be regarded as sound, positive, reliable and doing a 'good job' all round.</p>	<ul style="list-style-type: none"> • Employees will arrive in good time and prepared, including any necessary liaison or information sharing etc to start their duties promptly and effectively • Manages workload efficiently & proactively, planning ahead and working flexibly when required • Maintains confidentiality within school and outside • Demonstrates loyalty to team and whole school • Works towards and promotes school ethos and values • Talks positively about the school within wider community • Polite to all community members – seen as positive and supportive by all – caring and friendly • Dresses appropriately to role and in a professional manner • Follows through issues to a successful outcome • Completes all paperwork to a good standard and in a timely manner • Uses initiative to pursue whole school aims within planned activities • Undertakes additional voluntary role within school, e.g. takes part in residential, runs school club, attends & takes part in school events such as summer fair at weekends or Saturday open days or performances 	<ul style="list-style-type: none"> • Impact on pupil progress is clear and measurable • Liaison with teaching staff is good and effective • Takes accountability for outcomes of directed activities and acts with initiative to achieve these • Good communication skills – seeks and shares information appropriately • Record keeping completed and valued • Works with enthusiasm and thoroughness on initiatives • Achieves good outcomes with pupils / colleagues 	<ul style="list-style-type: none"> • Presents a professional image to all stakeholders • Caring and friendly • Manages challenging parents / pupils / staff appropriately • Promotes the school at all opportunities • Supports all other stakeholders to perform effectively 	<ul style="list-style-type: none"> • Takes pride in maintaining school environment to a high standard • Uses initiative to identify premises based needs and addresses them or raises them with appropriate other personnel • Works with team in a flexible and high impact manner

		<ul style="list-style-type: none"> • Works positively with pupils with challenging behaviour, nurturing and supporting programmes • Where appropriate, liaises with parents 		
<p>Performance above the required standard</p>	<p>Employees at this level will be those whose performance clearly stands out as above the norm. Their work will be seen to be consistently of a high calibre with a sense of pride in the standard of their work. Performance objectives will have been met and exceeded in some way unless the objectives were regarded as 'stretch' targets or particularly challenging in some way.</p> <p>There will be evidence of using own initiative and taking personal responsibility to seek out new tasks or responsibilities that are desirable, appropriate and have a positive impact on children and/or colleagues.</p> <p>Typically, attendance would be expected to be very high and the employee will also consistently demonstrate very positive behaviours towards their work, children and colleagues.</p>	<ul style="list-style-type: none"> • Pupils make exceptional progress • Objectives achieved bring about significant positive school development • Supports or leads the development of school initiatives e.g. further develops pupil progress tracking and monitoring through development of new systems or procedures • Acts as a mentor for vulnerable pupils who may also seek out their support • Is perceived by colleagues as having specific skills related to role e.g. ICT, Child Protection • Seeks to develop skills base beyond that required for role e.g. takes additional CPD such as Child Development, autism awareness, Child Protection, Reading recovery, Numbers Count, counselling, restorative justice • Runs school club in own time 	<ul style="list-style-type: none"> • Works beyond school role to support school aims e.g. supports a vulnerable child or family • Leads a whole school initiative e.g. use of software to support assessment or communication, development of school promotional material e.g. prospectus • Undertakes additional CPD / qualifications to support school aims e.g. assessment manager, web design, desk top publishing 	<ul style="list-style-type: none"> • Works beyond role to support school aims e.g. runs an environment club or leads a grounds development project

<p>An outstanding performance</p>	<p>Performance objectives will be delivered to an exceptionally high standard. The quality of work throughout the year will be regarded as first class and impressive in terms of what is achieved and how it is delivered.</p> <p>Employees at this level will be regarded by others as 'exceptional' in their role and they demonstrate exceptionally positive behaviours towards children, parents (if appropriate to their role) and colleagues.</p> <p>There will be clear evidence of often going the 'extra mile' and doing things over and above expectation on a regular basis.</p>	<ul style="list-style-type: none"> • Goes out of way to support and promote the schools aims across all aspects of school life • Regularly receives commendations from parents, pupils or colleagues in relation to core work and / or additional activity • Sought out by colleagues for professional advice and support • Works beyond school boundaries within and beyond the Coastal Alliance supporting colleagues or teams in other schools • Pursues CPD that is aspirational and at a level beyond that needed for role but which positively contributes to school aims • Recognised within wider community for their highly positive contribution towards school life and the community
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Appendix 7
TEACHING
STANDARDS 2012
– SUMMARY &
SELF REVIEW
DOCUMENT

**Whitstable Junior School
Staff Appraisal Policy
Teachers Standards: 2012**

The following summarises the Teacher Standards 2012 and may be used as an aide memoir or as a check list to record self assessment against the standard

PART ONE: TEACHING: A teacher must:

1. Set high expectations which inspire, motivate and challenge pupils		Achvd
1.1	establish a safe and stimulating environment for pupils, rooted in mutual respect	
1.2	set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions	
1.3	demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils	
2. Promote good progress and outcomes by pupils		
2.1	be accountable for pupils' attainment, progress and outcomes	
2.2	be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these	
2.3	guide pupils to reflect on the progress they have made and their emerging needs	
2.4	demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching	
2.5	encourage pupils to take a responsible and conscientious attitude to their own work and study	
3. Demonstrate good subject and curriculum knowledge		
3.1	have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings	
3.2	demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship	
3.3	demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject	
3.4	if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics	
3.5	if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies	
4. Plan and teach well structured lessons		
4.1	impart knowledge and develop understanding through effective use of lesson time	
4.2	promote a love of learning and children's intellectual curiosity	
4.3	set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired	
4.4	reflect systematically on the effectiveness of lessons and approaches to teaching	
4.5	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		
5.1	know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively	
5.2	have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these	
5.3	demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development	
5.4	have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.	
6. Make accurate and productive use of assessment		
6.1	know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements	
6.2	make use of formative and summative assessment to secure pupils' progress	
6.3	use relevant data to monitor progress, set targets, and plan subsequent lessons	
6.4	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		
7.1	have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy	
7.2	have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly	
7.3	manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them	
7.4	maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.	
8. Fulfil wider professional responsibilities		
8.1	make a positive contribution to the wider life and ethos of the school	
8.2	develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support	
8.3	deploy support staff effectively	
8.4	take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues	
8.5	communicate effectively with parents with regard to pupils' achievements and well-being.	

Part Two: PERSONAL AND PROFESSIONAL CONDUCT

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

- o treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
 - o having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
 - o showing tolerance of and respect for the rights of others
 - o 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
 - o ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
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- 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