Dormers Wells Primary School

STAFF APPRAISAL POLICY

Believe Aspire Flourish

Diversity, Opportunity, Resilience, Moral values, Excellence, Respect, Self-Belief

Last reviewed, ratified and adopted by the Full Governing Body	October 2026
Next review due by	October 2027

This policy will be reviewed every year.

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1.Introduction (Legislation and guidance)

As an academy, we are free to determine our own appraisal arrangements. However, where a teacher's contract specifically incorporates conditions from The Education (School Teachers' Appraisal) (England) Regulations 2012, these will continue to apply due to The Transfer of Undertakings (Protection of Employment) (TUPE) Regulations 2006, which protect employees' terms and conditions when a maintained school becomes an academy.

We have based this policy on the model policy produced by the Department for Education (DfE).

Support staff are not covered by the regulations but at Dormers Wells Primary School Support Staff are subject to appraisal that is broadly similar to that for non-teaching staff.

Guiding principles

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 Employees Regulations 2002 and the Data Protection Act 1998.

The school operates a system of moderation to ensure that all appraisers are working to the same standards. Targets are moderated across the school to ensure they are consistent between teachers with similar levels of responsibility. See The Appraisal Process at Dormers Wells Primary School Questions and Answers'.

The appraisal process and the supporting documentation are treated with strict confidentiality at all times. Only those who need access to such information are granted access to enable them to discharge their responsibilities as directed 'by the school. The governing body monitors the operation of the appraisal system and reviews it at appropriate intervals.

2. Purpose/Aims

This policy sets out the framework for a clear and consistent assessment of the overall performance of teachers and for supporting their development needs within the context of this school's improvement plan.

This policy aims to:

- Make sure teachers have the skills and knowledge they need to fulfil and excel in their roles and provide an excellent education to our pupils
- Set out Dormers Wells Primary School's arrangements for appraising teachers, including the process and the responsibilities of individuals, while making sure these arrangements have a minimal impact on the workload of all parties concerned
- Make sure that teacher appraisals are carried out in a fair, just and transparent way while eliminating unnecessary bureaucracy
- Provide a supportive and safe environment for line managers and teachers to have meaningful, open and honest conversations about feedback and guidance, including successes and areas for improvement
- Support and encourage a culture of continuous professional learning that:
    - Nurtures teachers' professional growth
    - Meets individual and school priorities, including our school's latest Ofsted report and school improvement plan
    - Reflects the context of the Teachers' Standards

This policy applies to all teaching staff employed by Dormers Wells Primary School, except those on contracts of less than 1 term, those undergoing induction (i.e. early career teachers (ECTs)) and those who are subject to capability procedures.

3. Definitions

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

2.1 Early career teachers (ECTs)

Early career teachers (ECTs) staring their induction on or after 1 September 2021 are not subject to annual appraisal cycles during their induction period, and are not covered by this policy.

Arrangements for ECT appraisal will follow our ECT induction policy, and the statutory induction process for ECTs.

4. The Appraisal

The Governing body of Dormers Wells Primary appraises the performance of its head teacher, with the EHT of the Trust and School Improvement Partner. In turn, the head teacher is strategically responsible for ensuring the review of the performance of every other teacher and member of support staff employed at the school.

Appraisal meetings are held during normal working hours and are scheduled for at least one hour or longer if necessary.

The purpose of the appraisal meeting is to review the employee's current job, their performance and their future plans. More specifically, the meeting is also an opportunity to discuss how the employee can contribute to the wider work of Dormers Wells Primary and to agree and set a number (typically 3) and sometimes 4 objectives which are mutually agreed by the appraiser and appraisee (although there is no minimum or maximum number of objectives nationally).

4.1 The Appraisal Period

The appraisal period lasts 12 months and begins on 1 September; it must be completed by 31 October for teachers and by 31 December for support staff and head teachers. The cycle begins with a Planning Meeting and ends with a Review Meeting. Mid-year review meetings are also held if agreed and considered necessary.

Where a teacher starts their employment or transfers to a new post within Dormers Wells Primary School part way through an appraisal cycle, the head teacher, or in the case where the employee is the head teacher, the governing body, shall determine appraisal arrangements for the remainder of the appraisal period, with a view to bringing their cycle into line with the cycle for other teachers and staff as soon as possible.

Where a teacher leaves part way through the year and the leave is planned (e.g. maternity leave), the review happens before they leave (if the teacher has at least 2 term's worth of evidence) and is informed by the progress made towards reaching targets for that proportion of the year.

A teacher between MPS1-MPS5 needs 2 term's worth of evidence or more to complete a successful appraisal cycle. However, at MPS6 a teacher cannot apply for threshold unless they have completed an entire appraisal cycle successfully (September to July).

With long term sickness, if the objective setting meeting or review meeting is missed, this needs to be addressed when returning to work and the cycle needs to be brought into line with the cycle for other teachers and staff as soon as possible.

Again, the teacher may cite evidence from a shorter time span (minimum one term) and the appraiser will assess the appraisee on the evidence he or she has obtained towards meeting his or her targets in that proportion of the year.

Where a teacher is employed on a fixed term contract for a period less than 12 months, the length of the appraisal period will be determined by the duration of the contract. The appraisal process will only apply to teachers employed for a term or longer.

Teachers should receive a written appraisal report as soon as practicable following the end of each appraisal period, by 31 October and will have an opportunity to comment on it.

The headteacher should receive a written appraisal report as soon as practicable following the end of each appraisal period, by 31 December, and will have an opportunity to comment on it.
In addition to the annual appraisal cycle, line managers/appraisers will:

- Maintain regular (termly) growth-focused check-ins to support ongoing professional development and wellbeing

5. The Appraisers

All appraisers, including allocated members of the governing body, will be provided with appropriate training.

5.1 For the Head teacher

The governing body is the appraiser for the head teacher, and to discharge this particular responsibility on its behalf, will appoint the Chair of Governor, the EHT and the School Improvement Partner. The head teacher can object to the chair of governors, in writing and with good reason, outlining why an appointed governor should be excluded from the appraisal process. This will not include any staff governors.

To support headteacher appraisal, the governing body of will appoint an external adviser, with relevant skills and experience, for the purposes of providing it with advice and support in relation to the appraisal of the head teacherIt

is for the governing body to decide who they wish to use as an external adviser, ideally with the agreement of the head teacher.

The external adviser is not responsible for determining a recommendation to the Pay Committee on whether an increment should be paid to the head teacher, following the review; this is a matter for the governor's panel alone. However, governors can ask for advice and should take account of any advice offered.

5.2 For all other employees:

The head teacher is responsible for the appraisal of all other employees but may delegate this responsibility to others, who will normally have line management responsibility for those they appraise. Unless there is a good reason not to (For example, a 'good reason' could be a poor or deteriorating working relationship between the teacher and line manager, including where a formal grievance has been lodged by the teacher citing their line manager). Therefore, the appraisee will be able to object to the appraiser, the headteacher has delegated.
All appraisers will be provided with appropriate training

6. Objective setting

Teachers' objectives will be set before, or as soon as practicable after, the start of each appraisal period.
The teacher and appraiser will aim to agree on the objectives together, but if this is not possible, the appraiser will determine the objectives. The teacher can record their disagreement on the appraisal statement and this will be taken into account at the appraisal review.
The governing board will set the headteacher's objectives in consultation with an external adviser.

Useful 'reference documents' include the school improvement plan, the school's business plan, the Ofsted School Inspection Report, the Teachers' Standards and the Professional Growth model. Objectives will be linked to these. To ensure fairness, the Leadership Team at Dormers Wells Primary will set the broad objectives for all staff depending on their role and experience.

In addition, it is prudent to allow for some flexibility in the setting and agreement of objectives to enable objectives to be set and agreed around issues that are emerging for the school and that require some dedicated attention that is best articulated as one or as a set of objectives. On the grounds that emerging issues are unlikely to be known at the outset of an appraisal period, objectives are adjusted throughout the appraisal period so that they remain relevant to the performance of the individual and to the priorities of the school. Subsequent to any revisions; the ideal outcome for all parties is that the overall weight of objectives is broadly the same.

At the start of each appraisal period, or as soon as practicable after, appraisers/line managers will:

- Inform teachers of the standards that their performance will be assessed against (see the standards in section 6 below)
- Set out what evidence will be used when making judgements about a teacher's performance (see how we review evidence in section 7 below)

Objectives will:

- Contribute to school improvement plans, giving priority to activities that build teacher expertise and positively impact pupil outcomes. To make sure this happens, [Headteacher/Deputy Head] will quality assure all objectives against our school improvement plan
- Be challenging, specific, measurable, achievable, relevant and time-bound (CSMART)
- Be appropriate to the teacher's role and career experience
- Be proportionate and take into consideration the work-life balance of the teacher
- Have a strong focus on effective professional development to make sure the teacher stays up to date with the latest methodologies, technologies and educational research

Objectives and success criteria are also fair and equitable when judged across employees with similar roles and responsibilities. However, they become more challenging as a teacher progresses up the main pay scale.

Objectives focus on the priorities for the school and individual for the duration of the appraisal cycle.

Normally, staff at Dormers Wells Primary should expect to have no more than (typically) 3 objectives but a fourth objective may be set if mutually agreed by the appraiser and appraise in the context of the appraisee's additional professional development.

Numerical targets will not be set if it is beyond the teacher's control to achieve them. If they are set, they will be taken into consideration in conjunction with all other elements of the teacher's performance and professional development.

Objectives and success criteria are set out in a planning statement, along with details of any training and support which have been agreed. The planning statement also specifies the evidence that will be collected to support the review of performance including details of the arrangements for task or classroom observation, where relevant.

If a teacher's circumstances change, for example change of role, maternity or long-term or serious illness, we will revise their objectives to take into account any anticipated absence and allow the teacher to meet reduced and attainable targets.

At Dormers Wells Primary, if a teacher is at M4 or below and evidences exceptional performance, the Governing body may (in exceptional circumstances) consider the use of its flexibilities to award enhanced pay progression up to a maximum of two points increase.

In order to demonstrate exceptional performance, the teacher must demonstrate that they have significantly exceeded the success criteria agreed in each of the 3 areas: Pupil Progress, Teaching and School Development

The head teacher's objectives are set by the appraisal sub group of the Governing Body after consultation with the external adviser. The governing body of Dormers Wells Primary must, before, or as soon as practicable after, the start of each appraisal period, in relation to its head teacher, inform the head teacher of the standards against which their performance will be assessed and set objectives for the head teacher for the appraisal period.

The head teacher at Dormers Wells Primary must, before, or as soon as practicable after, the start of each appraisal period (during September and October), in relation to every teacher employed at that school, ensure that objectives are agreed by each appraiser and appraisee. At Dormers Wells Primary The "*Framework for Tracking and Judging a Teacher's Performance"* (**Appendix 2**) will be used as a tool to track and judge overall progress in meeting the Teaching Standards and assessing overall performance.

Every effort is made to achieve agreement on the head teacher's objectives; only in the last resort, should targets be imposed on the head teacher. Similarly, all appraisers and appraisees should look to agree objectives; where agreement cannot be reached, the appraiser will make the final determination.

7.Teachers' Standards

We will assess teachers against the Teachers' Standards. The headteacher, and other school leaders where relevant, will also be assessed against the Headteachers' Standards.

For teachers who are qualified teachers by virtue of holding Qualified Teacher Learning and Skills (QTLS) status, it is for the governing board or headteacher to decide which standards are most appropriate.

In order to meet the Teachers' Standards, a teacher will need to demonstrate that their practice is consistent with the definitions set out in Part 1 (Teaching) and Part 2 (Personal & Professional Conduct).

Applying the Teachers' Standards

Teachers make the education of their pupils their first concern and are accountable for achieving the highest possible standards in their work and their conduct. Teachers act with honesty and integrity, have strong subject knowledge and are self-critical. They forge positive professional relationships with those around them and work with parents in the best interests of their pupils.

Teachers

The Teachers' Standards also set out a 'code' of good teaching practice and professional conduct and all teachers must meet these expectations. Teachers should therefore be evaluated against all the elements set out in the Teachers' Standards. At Dormers Wells Primary, to ensure fairness, the appraisal process will be moderated by the Head teacher and appraisal manager (Deputy Headteacher).

Head teachers

Teachers' Standards are applied to the head teacher in relation to any teaching they carry out. As only a proportion of head teachers spend part of their scheduled week teaching, Dormers Wells Primary's Governing body will exercise particularly careful judgement when assessing head teachers against the Teachers' Standards. Support from the External Adviser will be important in this respect.

A full version of the Teachers' Standards can be found at
http://media.education.gov.uk/assets/files/pdf/t/teachers%20standards%20information.pdf

8. Reviewing performance (including observation protocol)

As part of the overall appraisal process, it is critically important for all members of staff who are subject to the school's staff appraisal policy to be clear about the evidence that is required by their appraiser to enable the appraiser to assess their performance. Once the head teacher and Deputy Head teacher have moderated the outcomes for consistency and fairness, a recommendation is made to the Governing Body.

A mutually agreed success criteria by the appraiser and appraisee will be agreed as part of the objective setting process. Evidence should show and demonstrate a contribution towards: Evidence used in the performance management process will:

- Directly relate to the objectives and be agreed upon in advance
- Be readily available from day-to-day practice

This might but does not have to include:

- Improvement in specific elements of practice, e.g. behaviour management, development of pedagogy or providing feedback
- An increasing impact on the effectiveness of staff
- An increasing contribution to the work at the school
- Active participation in professional learning and the positive impact on the teacher's practice

Types of evidence we will consider, in conjunction with pupil outcomes include:

- Formal and informal observations
- Observations and results from wider school activities, if applicable
- Reviews of lesson planning records and marking
- Parents' and Pupils' voice, if applicable
- Quality of CPD courses completed
- Peer observations
- Contributions to staff training or mentoring
- Documentation linked to feedback from Aristotal, AI Teacher coaching platform) https://aristotal.ai/
- Task observations
- Reviews of assessment results
- Book scrutiny
- Learning walks
- Internal tracking
- Moderation within and across schools
- Headteacher and leadership team walkabouts and drop-ins
- Evidence supporting progress against teachers' standards

Any classroom or task observation will be carried out in accordance with the schools 'classroom and task observation protocol' and be aligned to the Professional Growth model. (**See Appendix 2A**).

8.1 Observation Protocol-Learning walks and lesson study

The effective and efficient operation of Dormers Wells Primary's appraisal process requires 'learning walks and lesson study. We believe that observations are an important way to monitor the impact of CPD; They can also help to identify how we can best support teachers and identify areas of good practice that can be shared across the school; a confidential process of constructive engagement within an atmosphere of support and co-operation.

There will be both formal and 'drop in' observations. Teachers with responsibilities outside the classroom will also have these responsibilities observed.
All observations will:

- Be carried out in an objective, fair, professional and supportive fashion,
- Be carried out by qualified teachers only.

- Be reported accurately and fairly and will take account of particular circumstances, e.g. bereavement, which may affect performance on the day.
- Be reasonable and proportionate
- Be focused on development Each lesson looks has a focus (e.g. previous development point) which is discussed and mutually agreed by the appraisee and appraisee after the previous 'lesson look'. In addition, the other focus is the teacher's 'teaching target' which will relate to one of the teaching standards.
- Be followed by constructive feedback, in a timely manner (e.g., no more than 5 working days)
- Remain confidential to those who need to know details as part of their jobs
- Involve the use of Aristotal, AI Teacher coaching platform) https://aristotal.ai/

8.2 Drop-in Observations

- Drop-in observations will be informal visits to gauge CPD application and understand teachers' learning needs.
- They will usually be conducted by [a member of SLT/ other leaders with responsibility for learning and teaching standards, e.g. Phase/Core Leader)
- We will give at least 5 days notice of drop-in observations.
- Drop-in observations will usually last around [15-20] minutes, and may involve the observer talking to pupils and looking at their work.
- The frequency will depend on the individual teacher and the school's needs at the time.
- Generally, the observer will provide verbal feedback the following day, focusing on strengths and a mutually agreed development area
- We will use all reasonable endeavours to provide written feedback within 5 working days.

Please note that we also carry out drop-in observations where fellow teachers observe a lesson for their own professional development. Notice may not be given and we will not use this as evidence as part of the appraisal process.

8.3 Formal Observations

Furthermore, at least 1 out of 3 'learning walks for appraisal purposes will be joint observations (the observers being the appraiser and another member of the Leadership Team).

The purpose of formal observations is to assess a teacher's performance and progress against their objectives and the relevant standards. We will consider a teacher's workload and individual circumstances when determining the number of formal observations, we carry out over the year. For example, teachers who have less experience or who have recently started at our school will receive more frequent formal observations than more experienced teachers to establish strengths and areas for growth and development.

We will carry out additional formal observations only if:

- A teacher requests them
- There are concerns that a teacher's performance is not up to standard (this may be triggered by poorly behaved pupils, or any significant concerns arising from the evidence at the beginning of section 8)
- The teacher is subject to formal capability proceedings. (**See Appendix 2**).

Generally, teachers will receive verbal feedback the following day, highlighting areas of strength and areas that need further development.

We will use all reasonable endeavours to provide written feedback within 5 working days.

Head teachers or other leaders with responsibility for learning and teaching standards may "drop in" or undertake other observations to evaluate the standards of teaching and learning and to ensure that high standards of professional performance are established and maintained. The length and frequency of "drop in" or other observations, and the notice to be given, varies depending on specific circumstances but will be in accordance with the school's classroom observation and drop-in policy.

For the purpose of professional development, feedback about lesson observations is developmental, with next steps established and follow up observations or evidence collecting planned for. If necessary, a programme of support will be established.

Teachers (including the head teacher) whose posts have responsibilities outside the classroom will also have their performance of those responsibilities observed and assessed.

Lesson looks will focus on outcomes for children/speaking to children about their learning. This will enable Leadership Team to get a fair impression of what teaching and learning looks like in each classroom. Where a teacher consistently addresses their development points, there will be no need to have a further lesson look during the 2nd part of the Summer term.

To decide whether a teacher's 'teaching target' is met or not, the appraiser will take into consideration the results of 'lesson looks', 'book looks' and 'learning environment looks. In order for the teaching target to be met, teachers will have evidenced that they have addressed their target and met development areas from monitoring.

9. Reviewing Performance (appraisal meeting) and the Annual Assessment

At the end of the cycle, assessment of performance is on the basis agreed at the beginning of the cycle.
The appraisal meeting is the end point of the annual appraisal process and will take place in the summer/autumn term.

In this meeting, the appraiser will:

- Review the relevant evidence
- Assess performance in the appraisal period against the relevant standards and objectives
- If necessary, discuss any difficulties the teacher may be facing in achieving objectives and put a plan in place to address this (see section 10-Appraisal report for more detail)

The appraiser and teacher will also:

- Have a reflective discussion about the teacher's CPD journey, progress, needs and career development/aspirations, and identify action that should be taken
- Discuss the teacher's workload, wellbeing, working hours and flexible working opportunities in a supportive manner

Appraisal meetings will take place within the teacher's normal working hours and will typically last for at least 1 hour.

At Dormers Wells Primary the "Framework for Tracking and Judging a Teacher's overall performance" will be used as a tool to determine the overall evaluation and rating of individual performance.

A written appraisal statement is provided at the conclusion of the appraisal process – by 31st October for teachers and by 31 December for support staff and head teachers; the report records the overall performance assessment and pay recommendation.

Good progress towards the achievement of challenging objectives, even if the performance criteria have not been met in full may be assessed target met. In order to meet their targets teachers need to provide a range of evidence to support their case as well as sufficient explanation/information which clearly shows that everything possible had been done to meet them. This should include information regarding the impact his/her performance has had. As well as results of lesson looks and pupil progress, teachers could bring: Pupil conferencing, book monitoring, planning monitoring, pupil progress notes, tracking grids, notes from visiting teachers, notes from parents, results of audits and questionnaires. When demonstrating the impact they have made, teachers should demonstrate how their contribution has made a difference e.g. comparing baseline to end of year.

The head teacher and Deputy will moderate all recommendations made by appraisers. If agreement cannot be reached, especially on the outcomes of an appraisal meeting, the teacher may appeal to the head teacher or the head teacher may appeal to the chair of the governing body, whose decisions will be final.

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

The final version of the appraisal documentation is placed on the employee's file and a copy of their CPD made available to the school's CPD Coordinator. The sharing of such information is governed by the data protection principles under the Data Protection Act 1998.

The governing body and head teacher ensures that all written appraisal records are retained in a secure place for 6 years and then destroyed.

10. Appraisal report

Teachers will receive a written report of their appraisal, completed by the person who conducted the appraisal. We will use all reasonable endeavours to complete reports within 5 working days of appraisal meetings.

The report will include:

- Details of the teacher's objectives for the appraisal period in question
- An assessment of the teacher's performance of their role and responsibilities against their objectives and the relevant standards, including details of the teacher's strengths
- An assessment of the teacher's training and development needs, and identify any action that should be taken to address them
- Details of a discussion on wellbeing and workload and career progression/aspirations
- A recommendation on pay progression

There will be space in the report for the teacher's own comments.

A review meeting will take place to discuss the content of the report and any further action required and to inform objective setting for the next appraisal cycle. In some circumstances, an interim review meeting may be appropriate.

Teachers will sign the appraisal report to say they have seen it and agree with its content. Teachers can appeal to the headteacher, and the headteacher can appeal to the governing board, if they disagree with the contents of the report and the pay recommendation it makes.

See Appendix 3 for a template appraisal report.

Continuing Professional Development

The school's CPD programme is informed by the training and development needs identified through the appraisal procedure but is also linked to areas of school priority. The governing body ensures in the budget planning, that, as far as possible, appropriate resources are made available for any agreed training, support and continuing professional development.

Support to meet individual or collective development needs is provided within the context of the school's improvement plan.

11. Staff, especially teachers, experiencing difficulties (Concerns about a teacher's performance)

If during the appraisal period it becomes clear that a teacher is having difficulties, the school will provide the teacher with informal support. This process will be supportive and will give the teacher and their appraiser/line manager the opportunity to talk openly and honestly about the teacher's difficulties and the support they need to improve and refine their skills.

Teachers will not be placed in capability procedures (see section 10.4) without first undergoing this period of informal support, except in the most serious cases of persistent failures to meet job expectations and teaching standards, resulting in negative consequences on our pupils and school.

11.1 Informal support

If an appraiser has concerns about the performance of an employee, action must be taken immediately. Appraisers should not wait until the next appraisal meeting before raising their concerns with the employee and taking appropriate action.

If long-term sickness absence appears to have been triggered by the commencement of monitoring or a formal capability procedure, the case will be dealt with in accordance with Dormers Wells Primary's absence policy and will be referred to the occupational health service who will assess the member of staff's health and fitness for continued employment and whether continuing with monitoring or formal procedures is deemed to be appropriate.

If the appraiser identifies through the appraisal process or through other sources of information, parental complaints for example, that the difficulties experienced by a teacher are such that, if not rectified could lead to the capability procedure, the appraiser will, as part of the appraisal process, commence Informal support This will begin with a meeting between the teacher and their appraiser to:

- Inform the teacher that they will be receiving informal support due to concerns about their performance
- Give clear and specific feedback to the teacher about the nature and seriousness of the concerns
- Give the teacher the opportunity to comment and discuss the concerns

- Set clear objectives and timescales for required improvement
- Agree any support (e.g. coaching, mentoring, structured observations), that the school will provide to help address those specific concerns and drive improvement (an action plan)
- Make clear how, and by when, the appraiser will review progress. Note that:
    - It may be appropriate to revise the teacher's objectives
    - It will be necessary to allow sufficient time for the teacher to improve their performance (see section 11.2 below) Note: the amount of time is up to the school but will reflect seriousness of concerns

  During the meeting, the appraiser will also explain the implications and process if no, or insufficient, improvement is made – e.g. the commencement of capability procedures.

11.2 Duration of support

The school will provide informal support for a minimum of 6 weeks to allow for an improvement in the teacher's performance.

The line manager/appraiser will decide on the duration support, taking into consideration the seriousness of the concerns, the teacher's specific circumstances, and the type of informal support provided.

The appraiser will meet the teacher regularly to assess progress and ensure the agreed support is being provided. Arrangements are made to modify the support programme if appropriate.

11.3 Review of progress

When informal support has been completed, the appraiser will meet the teacher to review progress. If the appraiser is satisfied that the teacher has made, or is making, sufficient improvement in their performance, the appraisal process will continue as normal, with any remaining issues continuing to be addressed though the normal appraisal process.

If no, or insufficient improvement has been made, a transition meeting should be held. The expectation is that this meeting will reduce the likelihood of invoking the formal capability procedure or triggering a prolonged period of sickness absence. In this event, further support is granted through the appraisal procedure or, alternatively, the employee will be advised to consider the relative merits of resigning their post before the formal capability procedure is invoked.

11.4 Transition to Capability

If a teacher demonstrates serious underperformance or has not responded to the informal support process, we will notify the teacher in writing that:

- The appraisal system will no longer apply to them
- Their performance will be managed under the capability procedure
- They will be invited to a formal capability meeting

We will also seek specialist advice from our HR provider at this stage, as appropriate.

We may also trigger disciplinary procedures in cases of misconduct or breach of professional standards. These are 2 separate procedures but, if appropriate to the circumstances, they can run concurrently.

See our disciplinary policy for more information.

Capability Procedure

The school is committed to improving and maintaining employee performance, which is essential to improving the school's overall performance in teaching and learning. This procedure aims to provide fair, equitable and effective arrangements for achieving and maintaining required standards of performance.

This procedure complies with the provisions of the ACAS code of practice. Also refer to Ealing Council's Managing Unsatisfactory Performance document.

The capability procedure applies only to teachers and head teachers where there are serious concerns about their performance that unable to be addressed by the appraisal procedure.

The purpose of a capability meeting establishes the facts and will usually be chaired by either the chair of governors or the head teacher. The subject of the capability meeting is to respond to concerns about their performance and to present any relevant evidence.

Formal Capability Meeting

At least 5 working days' notice is given of the formal capability meeting. The notification contains sufficient information about performance concerns and the possible consequences to enable the teacher to prepare to present their case at the meeting. The notification of a capability meeting is accompanied by copies of written

evidence, details of the date and time of the meeting and will confirm the teacher's entitlement to be accompanied by a (companion) work colleague or a trade union representative.

The chair of the capability meeting will aim to
a) identify the teacher's professional shortcomings.
b) give clear guidance on the improved standard of performance needed;
c) explain any support that will be available to help the teacher improve to a point where they can be removed from the capability procedure.
d) set out the timetable for improvement and explain how performance will be monitored and reviewed; and
e) warn the teacher formally that failure to improve within the set period could lead to dismissal (in very serious cases, the warning could be a final written warning). Notes are taken of the formal meeting and a copy sent to the member of staff.

Monitoring and Review Period following a Capability Meeting
A performance monitoring and review period follows the formal capability meeting.

Formal Review Meeting
Following the conclusion of a monitoring and review period, the member of staff is invited to a formal review meeting. At the formal review meeting, if the person conducting the meeting is satisfied that the teacher has made sufficient improvement, the capability procedure will end and the appraisal process will re-start. If some progress has been made and there is confidence that more is likely, it may be appropriate to extend the monitoring and review period. If no or insufficient improvement has been made during the monitoring and review period, the teacher receives a final written warning. This includes:

- The timescale for improvements (see below),
- Details of the further support that will be given to the member of staff;
- A reminder that failure to achieve the improvements required could lead to dismissal.
- Details of the right of appeal

Decision Meeting
At the decision meeting, if an acceptable standard of performance has been achieved during the monitoring and review period, the capability procedure ends and the appraisal process will re-start. If performance remains unsatisfactory, a decision, or recommendation to the Governing Body, is made that the teacher should be dismissed or required to cease working at Dormers Wells Primary (consulting the Local Authority).

Dismissal
Once the decision to dismiss has been taken, the governing body will dismiss the teacher with notice or once the governing body has decided that the teacher should no longer work at the school, it will notify the local authority of its decision and the reasons for it. The local authority must dismiss the teacher within 14 days of the date of the notification.

Appeal
If a teacher feels that the decision to dismiss them is wrong or unjust, they may appeal in writing against the decision, setting out the grounds of the appeal. The teacher is informed in writing of the results of the appeal hearing without unreasonable delay.

12. Confidentiality

The appraisal process and relevant documents are strictly confidential. Only staff members who need the information in order to do their jobs will have access to the information.

Appraisal information will be anonymised when information is reported to the governing board.

Appraisal records will be kept securely in the teacher's personnel file.

13. Monitoring Arrangements

The governing board will monitor and review the effectiveness of the appraisal arrangements [Deputy Head] will monitor objectives and assessments to ensure consistency.

Our monitoring methods are further detailed in our Monitoring Cycle (ERC).

This policy will be reviewed every year.

The governing board will be responsible for approving this policy.

14. Linked Policies

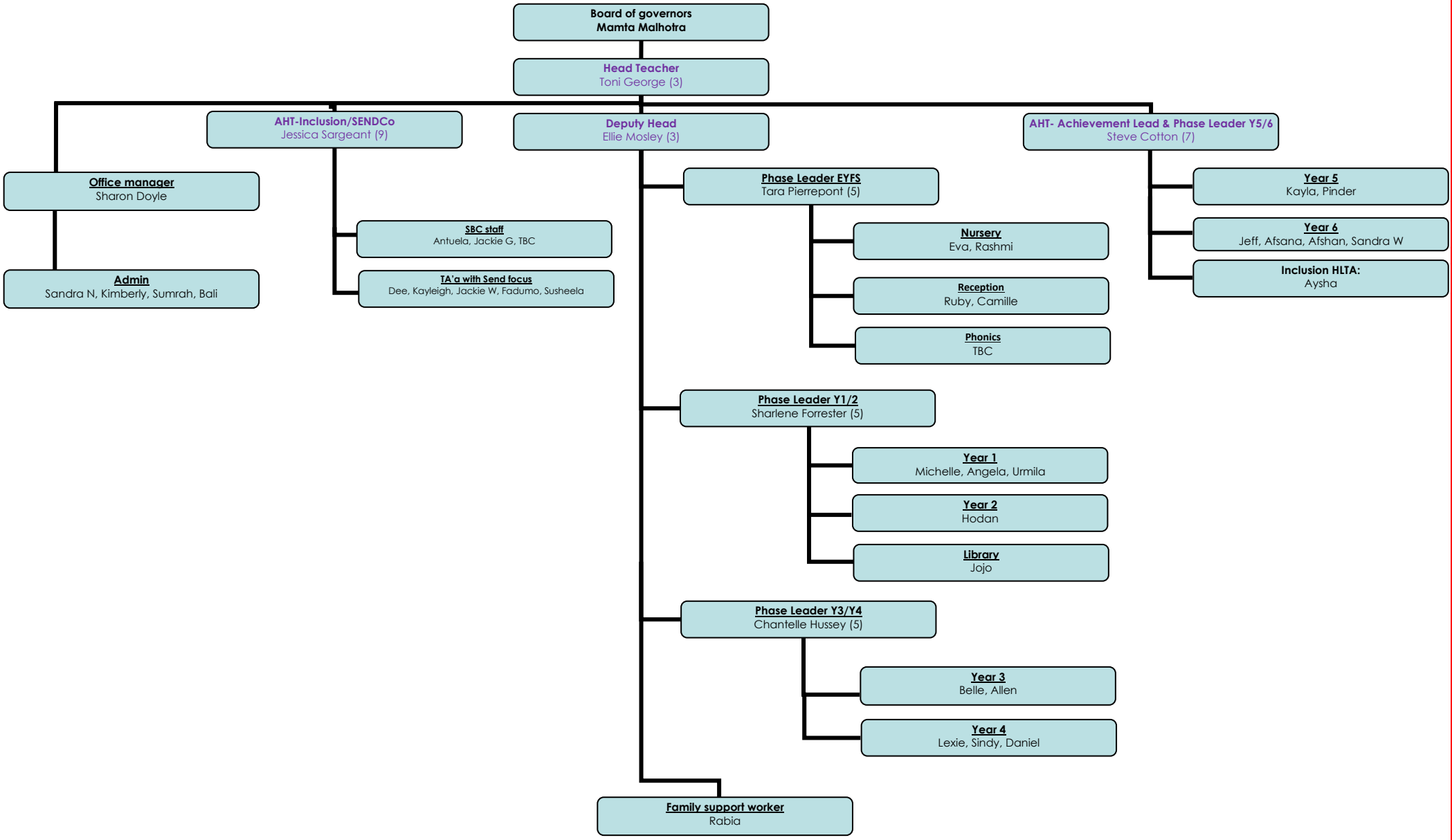
- Pay
- Professional Growth

- Early career teacher (ECT) induction policy
- Capability policy

APPENDIX 1

Professional Growth (Appraisal) structure 2026-27 SLT

ECTs 2nd Yr Ramsha Khalid (YR) Kayla Ellington (Yr5)



APPENDIX 2

FRAMEWORK FOR TRACKING AND JUDGING A TEACHER'S OVERALL PERFORMANCE AGAINST THE TEACHING STANDARDS

In developing this guidance we have used a number of assumptions which may or may not be relevant for your school.

- We have used the Ofsted language to denote the level of teacher performance
- ECTs are not part of the appraisal process until they pass their induction – so should not be part of the performance related pay
- Appraisal should work on the principle that teachers are achieving well and a focus on the 'whole' of the teachers performance not simply related to e.g. meeting three objectives, albeit these should relate to and impact on school priorities, the teachers role within the school and career aspirations.

Use of the Teacher Standards

- The teacher standards should be used as an integral part of the appraisal process and decision making process around pay but should not be the only determining factor. Head teachers and other appraisers should use their professional judgement and common sense as well as any agreed criteria to assess teachers to a level that is consistent with what should reasonably be expected of a teacher given their role and level of experience. They can also be used to identify development needs and plan professional development

- The standards are presented as separate headings, numbered from 1 to 8 in Part 1, each of which is accompanied by a number of bulleted sub-headings. The bullets, which are an integral part of the standards, are designed to amplify the scope of each heading. The bulleted sub-headings should not be interpreted as separate standards in their own right, but should be used by those assessing teachers to track progress against the standard, to determine areas where additional development might need to be observed, or to identify areas where a teacher is already demonstrating excellent practice relevant to that standard.

- Ofsted inspectors will consider the extent to which the Teachers' Standards are being met when assessing the quality of teaching in schools (including Academies).

FRAMEWORK FOR TRACKING & JUDGING A TEACHER'S OVERALL PERFORMANCE AGAINST THE TEACHING STANDARDS

Teachers' Standards 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 ONE TEACHING **A Teacher must**:	**Main pay scale A1/A** **(Formerly M1/M2)** **Good**	**Main pay scale B1/B2** **(Formerly M3/M4)** **Good /consistently good**	**Main pay scale C1/C2** **(Formerly M5/M6)** **Top end Good /good with some outstanding features**	**Upper pay scale D1/D2/D3 (formerly UPS,1,2,3)** **Outstanding practice at all levels. Models outstanding practice to others, proactive, supports others to achieve and improve proven impact.**
1. Set high expectations which inspire, motivate and challenge pupils • establish a safe and stimulating **environment** for pupils, rooted in mutual respect • set goals /***targets*** that stretch and challenge pupils of all backgrounds, abilities and dispositions • demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.	The classroom ethos is positive and supportive. Targets are set but they are not always challenging or accurate. Requires mentoring, coaching, support from other colleagues to establish good practice and routines.	The teacher contributes to shaping the ethos, values and policies of the school. The classroom ethos is positive, supportive, encouraging and supports risk taking and leads to good progress for pupils in lessons. The teacher works within the explicit ethos, vales and policies of the school. Pupil targets are accurate with inbuilt challenge.	The teacher makes an active and positive contribution to the ethos, values and policies of the school and this is evident in their supportive classroom environment that supports risk taking and leads to good and better progress for pupils in lessons. Pupils problem solve and support each other. They manage their own behaviour well. All targets are precise, appropriate, accurate and challenging and most children reach these ambitious targets.	Models good practice, proactive, supports others to achieve and improve. The teacher promotes collective responsibility by taking a lead in shaping the ethos values and policies of the school and implementing these consistently. This is evident in their supportive classroom environment that supports risk taking. Pupils problem solve and support each other. They manage their own behaviour and the behaviour of others through guidance and support of their peers. Children are able to set their own challenging targets and are self motivated. All pupil targets are precise, appropriate, accurate and challenging and almost all children meet these ambitious targets.
Evidence base - lesson observations, learning walks, pupil progress meetings, student feedback, planning, student work, in class, out of class, personal behaviour, environment created, target setting and progress toward targets.				

PART ONE TEACHING A Teacher must:	Main pay scale A1/A (Formerly M1/M2) Good	Main pay scale B1/B2 (Formerly M3/M4) Good /consistently good	Main pay scale C1/C2 (Formerly M5/M6) Top end Good /good with some outstanding features	Upper pay scale D1/D2/D3 (formerly UPS,1,2,3) Outstanding practice at all levels. Models outstanding practice to others, proactive, supports others to achieve and improve, proven impact.
2. Promote good progress and outcomes by pupils • be accountable for pupils' attainment, progress and outcomes –plan teaching to build on pupils' capabilities and prior knowledge – • **g**uide 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 – differentiation – lesson observations, book scrutiny. • encourage pupils to take a responsible and conscientious attitude to their own work and study	Marking, comments, accountability for outcomes, planning, demonstrate response to pupil needs, pupil reflection - AfL, moderation , evidence linked to grades Differentiation is planned for and evident in learning but it is not always sharp**.** Pupils in lessons are mostly focused and on task but there is sometimes a lack of extension or challenge. **Progress is at least good.**	Some Assessment for Learning is evident in lesson and learning that supports pupils learning and accelerates their progress. Good progress made by individuals and groups. Marking is regular and identifies the success and next steps for the individual. The children appropriately follow up on the teacher's marking regularly. This is shown as good progress in pupil books. Differentiation is planned or and effectively delivered. Differentiation is appropriate to pupil needs and leads to good progress. Progress measures: Virtually all learners make good progress and achieve well. **Progress is good.** An exciting range of cross curricular activities are planned from the children's interests and provide opportunities for individual children to make progress towards their next steps.	Sharp and precise use of Assessment for Learning which is used effectively during the lesson and over time to accelerate progress leading to good and sometimes outstanding progress. Differentiation is sharp and precise for a range of groups and individuals that leads to good or better progress for all groups and individuals. **Progress is consistently good and sometimes outstanding.** An exciting range of challenging cross curricular activities are planned from the children's interests and provide opportunities for individual children to make progress towards their next steps.	Models to others. Shares good practice. Supports other to achieve more and improve. Learners thrive as a result of the extensive engagement and dialogue in learning and this sometimes leads to high quality child-led learning. All children make exceptionally good and better progress. Accurate, precise and skilful use of AfL to diagnose problems and misconceptions and move learning forward during a lesson and over time. Shape, precise and effective marking that contributes to sustained improvements in pupil learning and progress. Differentiation is sharp and precise for a range of groups and individuals that leads to good or better progress for all groups and individuals. **Progress is outstanding.**

PROGRESS MEASURES		
EYFS Progress over YEAR: **NURSERY PROGRESS OVER THE YEAR**: 3 bands over the year excluding exceptions. **RECEPTION PROGRESS OVER THE YEAR:** 3 bands over the year excluding exceptions.	**KS1 Progress over the year:** KS1: 100% of children (excluding exceptions) should make 6 steps progress over the year.	**KS2 Progress over the year:** KS2: 100%of children (excluding exceptions) should make 6 steps progress over the year.
Evidence base: termly progress of class, individuals and groups. End of year assessments, TA and Test results. APS Progress measures. Book scrutiny – quality of marking and feedback. Quality of evidence to demonstrate peer and self assessment. Assessment for learning. **Lesson observation – Quality of the application of assessment for learning principles during teaching and learning. Planning.**		

PART ONE TEACHING A Teacher must:	Main pay scale A1/A (Formerly M1/M2) Good	Main pay scale B1/B2 (Formerly M3/M4) Good /consistently good	Main pay scale C1/C2 (Formerly M5/M6) Top end Good /good with some outstanding features	Upper pay scale D1/D2/D3 (formerly UPS,1,2,3) Outstanding practice at all levels. Models outstanding practice to others, proactive, supports others to achieve and improve, proven impact.
3. Demonstrate a good subject and curriculum knowledge • have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings • demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship • demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English whatever the teacher's specialist subject • if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics.	The teacher demonstrates sufficient subject knowledge to deliver the content and to answer questions correctly. The teacher demonstrates an understanding of and takes responsibility for promoting standards of literacy and articulacy. Teacher's use of standard English is accurate whatever the teacher's specialist subject. The teacher positively engages in curriculum development and content. The teacher promotes different ways of working and learning that leads to at least good progress.	The teachers' good subject knowledge lends confidence to their teaching styles. Teaching methods are imaginative and lead to a good level of interest from the pupils. Demonstrate an understanding of and take responsibility for promoting high standards of literacy and articulacy and correct use of standard English whatever the teacher's specialist subject. The teacher positively and actively engages in shaping curriculum development and content. The teacher promotes effective ways for pupils to work and learn that leads to good progress.	M5/6 high levels of competence across the curriculum. Specialist knowledge The teacher positively and actively co-leads on shaping curriculum development and content. The teacher makes connections where relevant that promotes highly effective ways of working and learning that leads to consistently good and outstanding progress for children.	Role model and leader of learning, teaching development for their area. Specialist knowledge used to support and develop others. Makes a significant contribution to whole school self evaluation and improvement. Teachers demonstrate high levels of expertise and evident interest in what they are teaching. Teaching reflects an understanding of how pupils learn and how to adjust the curriculum to promote full access. Demonstrate an understanding of and always take responsibility for promoting high standards of literacy and articulacy and correct use of standard English whatever the teacher's specialist subject. The teacher keeps abreast of curriculum development, improvements and reform and shares this knowledge with others. The teacher instils a love of learning in children. The teacher actively seeks out change for the better. S/he develops skilled, self motivated learner and ways of working at class and whole school level and supports others to develop their practice.
Evidence base: lesson observations, planning, book scrutiny, CPD records and involvement				

PART ONE TEACHING A Teacher must:	Main pay scale A1/A (Formerly M1/M2) Good	Main pay scale B1/B2 (Formerly M3/M4) Good /consistently good	Main pay scale C1/C2 (Formerly M5/M6) Top end Good /good with some outstanding features	Upper pay scale D1/D2/D3 (formerly UPS,1,2,3) Outstanding practice at all levels. Models outstanding practice to others, proactive, supports others to achieve and improve, proven impact.
4. Plan and teach well structured lessons • impart knowledge and develop understanding through effective use of lesson time • promote a love of learning and children's intellectual curiosity • set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired • reflect systematically on the effectiveness of lessons and approaches to teaching - contribute to the design and provision of an engaging curriculum	Lesson judgements = at least good 66% of the time. Pupils make at least good progress. Plan and teach well-structured lessons, pace may be slow. The teaching methods, including opportunities for independent learning and the use of a range of resources such as ICT, encourage and engage pupils. Pupils are given some scope to make choices and use their ideas but this is inconsistent. Learners make at least good progress. Contributes to curriculum design The teacher has some awareness of their strengths and areas for development. The teacher takes on board constructive criticism and advice and will act on this within ½ a term. Manages other adults effectively so that they actively contribute to the lesson and support pupils so that progress is at least good.	Lesson observations: consistently good. Learners make consistently good progress. A good range of carefully chosen resources develop pupil skills in reading, including phonics, writing, maths and ICT and well-judged setting of extension and project work encourages independent learning. The skills and confidence needed for independent learning are developed. Teaching pace is good and leads to good progress over the lesson and time. Teachers always set homework to consolidate and extend the knowledge and understanding that pupils have acquired. Contributes to curriculum design –co leading. The teacher has accurate self awareness skills of their personal strengths and areas for improvement and acts positively to improve their practice. The teacher has the confidence to change the lesson and adapt it to pupil understanding and needs that leads to good progress for all. Manages other adults effectively so that they actively contribute to the good progress of pupils.	Lesson observations: good with elements of outstanding practice. Learners make good + often outstanding progress Personalises learning. Shares good practice Contributes significantly to curriculum design –taking a lead in the process The teacher has a wide range of skills that s/he draws upon to promote independent learning that leads to good or better outcomes. The pace of learning is sharp and moves learning forward so accelerated progress is maintained throughout the lesson for all pupil groups and individuals. The teacher accurately and explicitly pinpoints their strengths and weaknesses and they proactively work to address these quickly. The teacher will often anticipate weaknesses during a lesson and address them where relevant to ensure they get the best out of the children. The teacher is a model of very good and sometimes outstanding practice. Effectively manages additional adults who actively contribute to the good and sometimes outstanding progress of pupils.	Lesson observations: outstanding . Lead on developing and designing the curriculum with SLT. Supports others to achieve more and improve by sharing outstanding g practice and modelling to others leading to proven good outcomes. Expert in personalising learning. The methods and use of resources develop pupil skills in reading, including phonics, writing, maths and ICT. The degree of independent learning enthuses and extends learners and provides opportunities for extending wider skills such as research and co-operative working. Teaching is sharp and pacey. The teacher always sets homework and plans other out of school activities to consolidate and extend the knowledge and understanding that pupils have acquired. They enthuse learning in pupils. The teacher is highly self aware and accurate in identifying their strengths and areas for improvement. They address any shortfall very quickly and effectively. The teacher supports others to develop accurate skills of self awareness and supports them to improve their practice. Teacher is flexible, creative and adept at adapting their teaching strategies to gain the best out of children so that they make outstanding progress. Additional adults make a significant contribution to the progress of individuals and groups and leads to outstanding progress.
Evidence Base: planning, lesson observations, learning walks, Pupil interviews. Contribution toward CPD, policies and school practices. Identifies areas to improve and strengths of teaching. Determines own CPD and seeks to improve self. Effectively analyse the impact of CPD on practice.				

PART ONE TEACHING A Teacher must:	Main pay scale A1/A (Formerly M1/M2) Good	Main pay scale B1/B2 (Formerly M3/M4) Good /consistently good	Main pay scale C1/C2 (Formerly M5/M6) Top end Good /good with some outstanding features	Upper pay scale D1/D2/D3 (formerly UPS,1,2,3) Outstanding practice at all levels. Models outstanding practice to others, proactive, supports others to achieve and improve, proven impact.
5. Adapt teaching to respond to the strengths and needs of all pupils • know when and how to **differentiate** appropriately, using approaches which enable pupils to be taught effectively – • Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these. • demonstrate an awareness of the physical, social and intellectual development of children, and how to adapt teaching to support pupils' education at different stages of development • has a clear understanding of the needs of all pupils, including those with special education 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.	Evidence of differentiation during lessons and over time that leads to at least good progress. Understands how pupils learn and the barriers to their learning. Uses a range of strategies and ideas to overcome these barriers, following advice from peers. Follows up and measures impact of action. With some advice, guidance and support from peers, adapts teaching techniques and strategies making them age appropriate and supports the physical, social and intellectual development of individuals and groups that leads to at least good progress. Deals with playground issues following school policy. Provides emotional support to pupils and develops pupil self awareness. Finds and uses solutions to break down learning barriers with advice and support from peers. A range of inclusive learning and teaching strategies are used to engage and support all pupils groups leading to at least good outcomes for all.	Good evidence of daily effective differentiation for individuals and groups that leads to consistently good progress during the lesson and over time. Deep understanding about how pupils learn and the barriers to their learning. Thinks of strategies and ideas to overcome these barriers which lead to good learning and progress during lessons and over time. Follows up accurately and measures impact of action. Provides effective emotional support. Deals with play ground issues well so that all parties are learning ready and emotionally supported. Helps children to resolve problems so that they are learning ready Uses a wide range of age appropriate and need driven teaching techniques and strategies that supports the physical, social and intellectual development of individuals and groups leading to good progress for individuals and groups. A range of effective inclusive learning and teaching strategies are used to engage and support all pupils groups leading to good outcomes for all.	Very good evidence of daily effective and sharp differentiation that meets the wide range of pupil needs and provides very good access to learning. This leads to very good and sometimes outstanding progress during the lesson and over time for all individuals and pupil groups. Deep understanding about how pupils learn and the barriers to their learning. Thinks of strategies and ideas to overcome these barriers. Advises other staff. Follows up and measures impact of action in terms of emotional, social and academic progress. Provides very good levels of emotional support. Deals effectively with play ground issues so children are satisfied. And are emotionally learning ready. Helps children to resolve problems so that they are learning ready. Uses a wide range of age appropriate and effective teaching techniques and strategies that effectively supports the physical, social and intellectual development of individuals and groups leading to good and sometimes outstanding progress for individuals and groups. Highly inclusive learning and teaching strategies are used to engage and support all pupils groups leading to very good and outstanding outcomes for all.	Learning is always differentiated to a high standard and enables all individuals and pupil groups to access the learning and make accelerated and outstanding progress during lessons and over time. Finds effective solutions to learning barriers that enable all individuals and pupil groups to make outstanding progress across the lesson and over time. Mentors and coaches peers and children in finding solutions to barriers with proven outstanding impact. Leads departmental/school discussions about choices of courses, curriculum, teaching approaches Results for the groups they teach consistently meet or exceed the high and challenging predictions made in relation to the learners prior attainment Consistently uses a range of approaches to teaching and learning that give all learners the opportunity to succeed in their learning and to achieve outstanding outcomes. Provides high levels of emotional support and deals effectively with the most challenging pupils. Deals effectively with play ground issues. Helps children to resolve problems themselves so that they are learning ready Totally inclusive learning and teaching strategies are used to engage and support all pupils groups leading to outstanding outcomes for all.
Evidence Base: lesson observations/planning/use of assessment/book looks				

PART ONE TEACHING A Teacher must:	Main pay scale A1/A (Formerly M1/M2) Good	Main pay scale B1/B2 (Formerly M3/M4) Good /consistently good	Main pay scale C1/C2 (Formerly M5/M6) Top end Good /good with some outstanding features	Upper pay scale D1/D2/D3 (formerly UPS,1,2,3) Outstanding practice at all levels. Models outstanding practice to others, proactive, supports others to achieve and improve, proven impact.
6. Make accurate and productive use of assessment • know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements • make use of formative and summative assessment to secure pupils' progress – • use relevant data to monitor progress, set targets, and plan subsequent lessons • give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback	Assessment and marking policy followed. Work is regularly marked. Some evidence of assessment for learning in marking leading to at least good progress. eg strengths and next steps Assessment for Learning practice used during lessons. – *effectiveness of questioning, quality of oral engagement and feedback, adjusting lesson according to pupil needs* Pupils' provide a simple response to feedback. Moderation is accurate with support. Developing assessment practice - pupil and self assessment leading to at least good progress. In-class assessment identifies general misconceptions, but needs support to act upon straight away with either individuals or the class as a whole. Teacher uses assessment information (from marking/planning annotations) to plan the next session.	Assessment and marking policy followed accurately. Regular evidence of assessment for learning practice used during lessons and this leads to good progress. – accurate feedback is given that moves learning forward. Work is always marked to a good standard. Good evidence of Assessment for Learning that moves learning forward and leads to good progress. Pupils' provide appropriate response to feedback linked to the success criteria. Moderation is accurate. Beginning to support other staff to accurately moderate learning. Pupil and self assessment are regular features of learning and leads to good progress. Marking is diagnostic, helps pupils improve their work and gives teachers and assistants a clear understanding of pupils' capabilities. In class, questions are well targeted and understanding is checked. Pupils are regularly involved in helping to assess their own work and regularly respond to and use teacher feedback. Records of progress are used well to set challenging targets for all pupils. Planning annotation accurately identifies the next steps in pupil learning and the next lesson builds on this to further promote learning and progress.	Support others to develop and improve their assessment practice. Uses data in highly effective way to make judgements on learners progress and future needs Assessment and marking policy followed accurately and consistently. Strong evidence of Assessment for Learning practice used during lessons which impact positively on pupil progress – leads to good and some outstanding progress. Work is always marked to a high standard using AfL. Very good evidence of assessment for learning that moves learning forward and leads to progress that is good and sometimes outstanding. Pupils' response to feedback is in depth and demonstrates their learning has moved forward. Moderation is always accurate. Supports other staff in accurate moderation. Pupil and self assessment are regular features of learning and leads to good and sometimes outstanding progress. Uses the wider data available to benchmark their own data set and is proactive in raising standards further.	Expert in Assessment for Learning - is a model of outstanding practice as demonstrated in planning and learners understanding of how, why and what they are learning. Actively promotes and consistently applies assessment and marking policy. Regular evidence of Assessment for Learning practice used during lessons and over time leading to good and outstanding outcomes for individuals and groups. Many examples of effective *quality marking*. At least weekly evidence of assessment for learning that moves learning forward. Leads on accurate moderation. Moderation is always accurate. Regularly supports other staff and gives guidance and support to others when moderating. Pupil and self assessment are regular features of learning and leads to accelerated progress for individuals and groups. Pupils' response to feedback is in depth, astute and shows clear progress in their learning and leads to outstanding progress. Careful planning based on thorough assessment ensures that all learners improve. Oral interactions in class are carefully geared to check and develop understanding. Pupils are helped to judge their own work, identify what is next to be learned and to set targets for improvement. Models/coaches and works with others to develop and improve their assessment and data knowledge, understanding and practice. Effectively uses wider data available to benchmark and improve personal, group, class and individual performance. Works and supports others to analyse data to improve themselves and the pupils they teach with proven very good impact.
Evidence base: marking, tracking, pupil progress meetings, use of data to inform planning, planning, book scrutiny, lesson observations, pupil interviews, data analysis.				

PART ONE TEACHING A Teacher must:	Main pay scale A1/A (Formerly M1/M2) Good	Main pay scale B1/B2 (Formerly M3/M4) Good /consistently good	Main pay scale C1/C2 (Formerly M5/M6) Top end Good /good with some outstanding features	Upper pay scale D1/D2/D3 (formerly UPS,1,2,3) Outstanding practice at all levels. Models outstanding practice to others, proactive, supports others to achieve and improve, proven impact.
7. Manage behaviour effectively to ensure a good and safe learning environment • have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the schools, 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	Manage behaviour effectively to ensure a safe learning environment. Classroom codes of behaviour are adhered to. Has a presence in the classroom. Good behaviour - Pupils find the strategies and tasks interesting. Appropriate provision is made for pupils who have difficulties learning or behaving but these strategies may be inconsistent. Relationships are constructive Physical environment - well organised- high quality resources- displays- no sloppiness, teaching materials, communication Applies school policies to their teaching and conduct. Provides emotional support to pupils as shown through positive classroom ethos where children are generally on task. Responds to and acts appropriately on advice and support and starts to embed in practice. (eg. support form SENCo, UPS staff, external agencies). Communicates with staff, parents/carers to support pupils' behaviour and address any educational, academic, personal, social or emotional concerns but not always in a timely manner.	M3 consistent application of school policies. Has a positive classroom presence that leads to good pupil behaviour and progress. Behaviour management is consistently good in and out of the classroom. Provides good emotional support to pupils as shown through positive classroom ethos where all children are in the main on task and supportive of each other in their learning. Good behaviour - Pupils find the strategies and tasks interesting and enjoyable. They concentrate well and pay full attention to the teacher. They work well with others. Teachers have high expectations of behaviour and establish a framework for discipline with a range of strategies using praise, sanctions and rewards consistently and fairly. Behaviour beyond the classroom is consistently well managed and good. Teacher uses a wide range of strategies to manage behaviour, including strategies to manage difficult and challenging children that promotes inclusion and leads to good progress.	Takes a proactive role in managing behaviour beyond the classroom. Has a strong and positive presence in the classroom as evident from the consistently good progress and behaviour of all pupil groups. Behaviour management is consistently good or better in and out of the classroom. Behavioural matters are followed up leading to good impact. Intervenes in a timely and sensitive manner that promotes the well-being and progress of all pupils. Pupils manage their own behaviour well in the classroom and around school and do not put themselves at risk. Provides very good emotional support to pupils and supports other staff to develop emotional intelligence with pupils. There is a positive classroom ethos where all children are on task and supportive of each other in their learning and behaviour. The teacher uses a wide range of strategies to manage difficult and challenging pupils that results in a highly inclusive classroom where the progress of all pupils, including the most challenging is maximised. The quality of teaching is of a high quality (good and sometimes outstanding) and this determines the behaviour within the classroom.	Expert in strategic leadership and management of school policies Has a strong, positive and effective classroom and school presence as evident from the high quality of behaviour and learning from all pupils. Highly effective In leading, monitoring and promoting collective responsibility for the implementation of school policies Supports others in the development of behaviour management and leads to good improvements. Behaviour management, implementation and follow up is outstanding in all aspects of school life leading to rapid improvements in pupil behaviour and pupil learning. Provides outstanding emotional support to pupils as shown by the harmonious relationships in the class and the positive impact of the support given to the most challenging children who are highly responsive and change their behaviour to maximise their learning. All pupils are engrossed in their work. There are excellent relationships in the classroom. The strategies and tasks used enthuse pupils so that they persevere when faced with difficult problems and are keen to succeed and to learn more Teachers have high expectations of behaviour and establish a framework for discipline with a full range of strategies using precise praise, sanctions and rewards consistently and fairly. Embeds practice throughout the school, ensures whole school approach to behaviour, Models, mentors, coaches other staff to improve their behaviour management systems & develop Emotional Intelligence with pupils with very good impact. The exceptional high quality teaching determines the very high quality of behaviour and relationships within the classroom and in the teacher's presence; children manage their own behaviour and learning exceptionally well and make outstanding progress as a result.
Evidence Base: lesson observations, pupil interviews, learning walks, classroom environment and ethos				

PART ONE TEACHING A Teacher must:	Main pay scale A1/A (Formerly M1/M2) Good	Main pay scale B1/B2 (Formerly M3/M4) Good /consistently good	Main pay scale C1/C2 (Formerly M5/M6) Top end Good /good with some outstanding features	Upper pay scale D1/D2/D3 (formerly UPS,1,2,3) Outstanding practice at all levels. Models outstanding practice to others, proactive, supports others to achieve and improve, proven impact.
8. Fulfil wider professional responsibilities • Makes a positive contribution to the wider life and ethos of the school • Develops effective professional relationships with colleagues knowing how and when to draw on specialist support • deploys support staff effectively • take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues • communicates effectively with parents with regard to pupils' achievements and well-being	Fulfils professional responsibility. Attends CPD as required. Other staff/volunteers in the class are supportive of learning and teaching leading to satisfactory progress and impact. There is some evidence that independence in learning is being developed. Acts on advice and takes on board constructive criticism which leads to improvements in identified areas over a term. Positive relationships with parents/carers/colleagues. Makes positive contributions to meetings. No negative interactions. Aware of where and when and from whom to gain support. Reacts positively to advice and support and starts to embed in practice. Address any weaknesses within half a term. Adheres to the school ethos. Strong buy-in to ethos. Liaises with external agency with support. Recording and reporting arrangements in place – statutory requirements are fulfilled. Liaises with home/school. Intervention with parents/carers occurs but is not always timely or appropriate e.g. no reading book/PE kit for 3 weeks. Can evidence the impact of positive relationships between the teacher and child that leads to accelerated progress. Emotional support and well being is	Role model of good practice. Other staff/volunteers in the class are well deployed and support well the learning and teaching leading to good progress and impact. There is evidence that independence in learning is being developed. Acts quickly on advice and quickly takes on board constructive criticism which leads to improvements in identified areas over half a term. Positive relationships with parents and carers and secures their engagement with pupil learning leading to good impact. Involves and engages with parents/carers on a regular basis, providing robust feedback, advice and support. Intervenes in a timely fashion with parents/carers to support children I their learning, behaviour and personal, social and emotional development. Is reflective of their practice and actively seeks out appropriate CPD and acts upon this. Co-leads on CPD. Cascades good practice to others. Develops specialism based on strengths. Initiates change/ideas for improvement. Has good self awareness and emotional awareness skills. Accurate skills of self analysis and works quickly to address any weaknesses in teaching that lead to accelerated progress and improved attainment. (Within 4 weeks)	Proactive role model of very good and sometimes outstanding practice. Shares this practice with others. Other staff/volunteers in the class are knowledgeable about the learning taking place, proactive and actively support a wide range of learners leading to very good progress and impact. There is good evidence that independence in learning is being well developed. Is proactive and rapidly acts on advice and constructive criticism. This leads to rapid improvements in identified areas over two/three weeks. Supports others to develop and improve their practice. Very positive relationships with parents and carers that secures high levels of engagement with pupil learning leading to very good impact. Follows up appropriately and as required leading to high levels of satisfaction from all parties. Intervenes in a timely and effectively fashion with parents/carers that leads to secure and sustained improvements for the child. Evidence of managing challenging parents/carers well and maintains very good relationships. Has very good self awareness and emotional awareness skills. Accurate skills of self analysis. Reflective practitioner. Is proactive in identifying appropriate CPD and shares the outcomes with relevant staff. Works rapidly to address any weaknesses. (Within 2 weeks).	Expert in supporting the development of positive and productive professional relationships with colleagues Promotes and maximises opportunities for staff to work together Shares responsibility and outstanding practice and can show how their influence has impacted positively on the practice of others. Proactive , outstanding and consistent in all aspects of their practice. Other staff/volunteers in the class are knowledgeable about the learning taking place, proactive and actively support a wide range of learners leading to very good and outstanding progress and impact. There is very good evidence that independence in learning is being well developed leading to very good impact. Is proactive and rapidly acts on advice and constructive criticism. This leads to rapid improvements in identified areas over one /two weeks. Proactive in supporting others to develop and improve their practice. Monitors and follows up to ensure very good impact. Highly skilled in managing parents and carers that secures high levels of engagement with pupil learning leading to very good and outstanding impact. Astute and effective in all dealings with parents/carers, follows up with high levels of impact and sustained improvements for the child. (PSHE and academic performance and behaviours). Strong evidence of managing challenging parents/carers well and maintains very good relationships with them. A highly reflective practitioner who can accurately pinpoint the developmental needs of others and work with them to improve their practice. Leads on CPD. Effectively cascades CPD appropriately to others, monitors impact, follows up to secure improvements in others. Has acute self awareness and emotional awareness skills. Highly reflective practitioner able to accurately analyse strengths of themselves and others. Works rapidly to address any weaknesses. (Within a week or sooner!) Actively supports others to address their weaknesses with

	given to the children and leads to positive relations with children.	Confidently liaises with external agencies.	Good impact of supporting others to improve their practice. Proactive in whole school improvement. Leads on CPD. Good and sometimes outstanding role model to others.	very good proven impact. The teacher is ***highly competent*** in all elements of the relevant standards. The teacher's achievements and contribution to the school are ***substantial*** and ***sustained***. "**Highly competent**" – the teacher's performance is assessed as having excellent depth and breadth of knowledge, skill and understanding of the Teacher's Standards in the particular role they are fulfilling and the context in which they are working. **"Substantial"** – the teacher's achievements and contribution to the school are significant not just in raising standards of teaching and learning in their own classroom, or with their own groups of children, but also in making a significant wider contribution to school improvement, which impacts on pupil progress and the effectiveness of staff and colleagues. **"Sustained" –** the teacher must have had two consecutive successful appraisal reports in this school and have made good progress towards their objectives during the period. They will have been expected to have shown that their teaching expertise has grown over the relevant period and is consistently good to outstanding. (NAHT) Takes advantage of appropriate opportunities for professional development and uses the outcomes effectively to improve pupils learning. Very proactive in leading appropriate change across the school that leads to system wide improvements and benefits. Exudes the ethos of the school. Proactive, role model for all staff.
Evidence base: parent/carer meetings/feedback, reports, CPD records, impact of working with others, wider contribution to the school.				

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

*** Schools are free to withhold progression pay without any requirement to initiate or consider capability proceedings.** ***DFE reviewing and revising your school's approach to teachers' pay April 2013 pg 4.***

Appendix 2A: Dormers Wells Primary's Observation/'Lesson Look' Protocol

For appraisal purposes

The governing body is committed to ensuring that classroom and task observation is developmental and supportive and that those involved in the process:

- Carry out the role with professionalism, integrity and courtesy;
- Evaluate objectively;
- Report accurately and fairly;
- Respect the confidentiality of the information gained.

The arrangements for classroom and/or task observation are included in the appraisal planning statement and includes; the amount of observation; its primary purpose; any particular aspects of the employee's performance which will be assessed; the duration of the observation; when during the appraisal cycle the observation is likely to take place; and who is likely to conduct the observation.
Where evidence emerges about the appraisee's performance which gives rise to concern during the cycle, additional observations are arranged in addition to those recorded at the beginning of the cycle.
In keeping with the commitment to supportive and developmental classroom and task observation, those being observed will be notified in advance.

Staff Management

Classroom observations of teachers are only undertaken by persons with QTS, who have had adequate preparation and the appropriate professional skills to undertake observation and to provide constructive oral and written feedback and support.
Oral feedback will be given as soon as possible after any observation and no later than the end of the following working day. It will be given in a suitable, private environment.
Written feedback is normally provided within five working days of the observation taking place. If issues emerged from an observation that were not part of the focus of the observation as recorded in the planning and review statement, these should also be covered in the written feedback and the appropriate action taken.
The written record of feedback also includes the date on which the observation took place, the lesson/task observed and the length of the observation. The appraisee has the right to append written comments on the feedback document.

For ongoing monitoring purposes

A head teacher 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.
While information gathered during the appraisal process may be used, as appropriate, for a variety of purposes including informing school self-evaluation and school improvement strategies, the head teacher may determine that it is necessary to collect such evidence as their professional judgement dictates and this may include additional lesson observations.
Monitoring may take a form that is not accurately described as a lesson observation, which is usually of teaching and learning. Instead, for example, it may have a focus on the standards attained by the children, the impact of programmes of study on learning or on pupil behaviour. The monitoring might, for example, involve: work scrutiny; analysis of assessment results; or an examination of lesson planning records. It may also be "light touch" and relatively informal.
Other forms of additional monitoring include learning walks or drop in visits to classes.
Wherever possible notice will be given of additional observations but depending on the particular circumstances, it may not be practicable to provide employees with specific advance notice of monitoring activities that are carried out for purposes other than appraisal.
The number and duration of lesson observations and other monitoring activities is for the head teacher to determine as appropriate.

APPENDIX 3 Appraisal report template
This template can be used following appraisal meetings to send a record to the teacher.

DORMERS WELLS PRIMARY SCHOOL

Appraisee name	Current pay scale	Working towards
Date of initial meeting	**Date of midyear review**	**Date of end of Year review**
Post held	**Name of appraiser**	**Role of appraiser**

	Target	**Success criteria**	**Steps to achieve, evidence to assess progress, and timescales (Evidence)**	**Support/Training needs** (consider how school leaders and other staff can help the staff member meet their agreed objectives):	**Linked to Teacher Standard** and any other relevant standards
Objective one (Data Target)					
Mid- Year Review					
End of year review					
Target has been:					

	Target	Success criteria	Steps to achieve, evidence to assess progress, and timescales (Evidence)	Support/Training needs (consider how school leaders and other staff can help the staff member meet their agreed objectives):	Linked to Teacher Standard and any other relevant standards
Objective two (Teaching Target)					
Mid- Year Review					
End of year review					
Target has been:					

	Target	Success criteria	Steps to achieve, evidence to assess progress, and timescales (Evidence)	Support/Training needs (consider how school leaders and other staff can help the staff member meet their agreed objectives):	Linked to Teacher Standard and any other relevant standards
Objective three (Leadership Target)					
Mid- Year Review					
End of year review					
Target has been:					

End of Year comment:
Where do you see your career in 3 Years?
Recommendation for pay progression
Is pay progression being recommended? (Recommendations are subject to the approval of Headteacher/governing body]. Note that if your school has: Stopped performance-related pay, you should only withhold pay progression if a teacher is in capability procedures or applying for or on the Upper Pay Scale (UPS).
If so, what is the recommended new salary?
Appraiser name and signature:
Appraisee name and signature:
Date:

APPENDIX 4 Appraisal report template
This template can be used following appraisal meetings to send a record to the teaching associate.

DORMERS WELLS PRIMARY SCHOOL

Teaching Associate Professional Growth – Target setting and review

Reviewee:	Reviewer:	Date of Review Meeting:

THE REVIEW OF PREVIOUS YEAR TARGETS

Objective 1: Pupil Progress:
Objective 2: Personal Development:

Summary of Overall Performance

DORMERS WELLS PRIMARY SCHOOL

Teaching Associate Professional Growth – Target setting and review 2025-26

Reviewee:	Reviewer: Date of Planning Meeting:

1. Pupil Progress: To show ways that you have <u>contributed</u> to the progress made by pupils with SEN.

Agreed Actions	Dates	Success Criteria	How is this evidenced?

2. To support teaching and learning by: To show ways that you have <u>contributed</u> to good outcomes of all learners you support.

Agreed Actions	Dates	Success Criteria	How is this evidenced?

MONITORING ARRANGEMENTS DURING THE YEAR

The formal review of the objectives takes place in the Autumn Term 2025. However, both parties are entitled to convene a meeting at any stage, should they have a concern regarding lack of progress, lack of developmental support etc.

It is hoped that by using these strategies, when the formal review meeting takes place at the end of the cycle, there will be no surprises and both reviewers and the reviewee will arrive at the meeting well informed.

TEACHING ASSISTANT AND OTHER FEEDBACK COMMENTS

Training and Development Needs: