



Special Partnership Trust



TEACHER PERFORMANCE MANAGEMENT POLICY

Date Last Reviewed: March 2020
Interim Review: June 2021
Review Date: March 2022

Teacher Performance Management Policy

1. Introduction

1.1 Appraisal arrangements

Revised appraisal arrangements came into force with effect from 1 September 2012. They are set out in the Education (School Teachers' Appraisal) (England) Regulations 2012 (the Appraisal Regulations) which replace the Education (School Teacher Performance Management) (England) Regulations 2006 (the 2006 Regulations). The School takes such national Performance Management benchmark documents, as well as other relevant legislation that affects all employers (for example legislation on equality, employment protection and data protection), into account when reviewing and revising arrangements for teacher appraisal.

The Special Partnership Trust (SPT), as a Trust, must have a Performance Management (PM) Policy for teachers and a policy covering all staff which deals with lack of capability. This policy applies to teachers, including headteachers, employed in the SPT for more than one term. The Trust recognises that it is good practice for academies to consult staff on their performance management and capability policies.

Our Performance Management & Capability Policies are in two distinct and separate policies.

1.2 Policy for teacher performance management

The procedures outlined in this document supersedes previous performance management model policy and guidance which came into force from November 2018.

Performance management is a process put in place by the SPT to assist all staff in the development of their professional skills; it provides a scheme to feedback on a person's performance, aids with career aspirations, including training and development opportunities. These procedures are a mechanism to support the person and should be used as a positive and helpful process. The SPT expects all teachers to be professionally proactive within all stages of the PM process.

The Performance Management process as outlined is also designed to facilitate the Trust's achievement of its strategic and operational aims and objectives as set out in its Trust Development Plan. It enshrines the principles of monitoring, assessment and continuous improvement in educational provision and standards delivered by the Trust.

1.3 Policy for managing capability

Our Capability Procedure sets out our formal capability procedure and reflects the ACAS Code of Practice on disciplinary and grievance procedures. Moving a person into the Capability process should happen only after the Performance Management process has been exhausted, including having explored the supportive measures agreed with the employee during the course of the performance management process, and where performance concerns remain after this process.

1.4 Performance-related Reward

The Trust Board will ensure its pay processes are open, transparent and fair. All decisions relating to pay will be objectively justified and minutes of any decisions, and the reasons for them, will be recorded. Adjustments will be made to take account of special circumstances, e.g., an absence on Family-friendly or disability-related sick leave. The exact adjustments will be made on a case-by-case basis.

2. Policy for the Performance Management of all teacher performance

2.1 The Trust Board of The SPT adopted this policy on November 2018. It will be reviewed annually.

2.2 Purpose

This policy sets out the framework for a clear and consistent assessment of the overall performance of all teaching staff, including the headteacher, and for supporting their development within the context of the Trust's plan for improving educational provision and performance, and the standards expected of all teachers. It also sets out the arrangements that will apply to teachers that fall below the levels of competence that are expected of them.

2.3 Application of the policy

Performance management must be applied to the headteacher and to all teachers employed by the Trust, except those on contracts of less than one term, those undergoing induction (*i.e.* NQTs) and those who are subject to the formal Capability Policy.

3. Performance Management process

3.1 Performance management in this Trust will be a supportive and developmental process designed to ensure that all teachers have the skills and support they need to carry out their role effectively. It will help to ensure that teachers are able to continue to improve their professional practice and to develop in their respective roles.

3.2 The Performance Management Period

The appraisal period will normally run for twelve months from September to July with a written report completed by the end of October.

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

There is flexibility to have a longer or shorter appraisal period when teachers begin or end employment with the Trust.

3.3 Appointing Appraisers

3.3.1 The performance of the Headteacher will be managed by a nominated committee of the Trust Board, supported by a suitably skilled and/or experienced external adviser who has been appointed by the Trust Board for that purpose. In this Trust the task of managing the performance of the head teacher, including the setting of objectives, will be delegated to a sub-group consisting of three members; CEO, Chair of Governors, Executive Headteacher.

3.3.2 The Headteacher will decide who will manage the performance of the other teachers. The Headteacher will delegate the responsibility to undertake the process of some groups of staff to designated senior leaders & managers in order to: -

- a) ensure line managers, leaders'/managers will lead the appraisal of staff they supervise;
- b) ensure leadership & management support for the individual being appraised with regard to the development needs and targets agreed; and
- c) help protect the headteacher's own workload and therefore their own work/life balance.
- d) All qualified teachers should be appraised by staff who hold QTS;
- e) All appraisers should receive appropriate training and support. including the use of quality assurance measures.
- f) Individuals have the right to appeal against the appointment of the appraiser if they feel they will be disadvantaged or if the person has a conflicting interest. Individuals also have the right of appeal against the PM outcomes, the appeals should be in writing to the Headteacher or the Chair of Trustees as appropriate, their decision is final.

3.3.3 The headteacher will oversee and maintain responsibility for the overall Teacher Performance Management process to ensure consistency of approach and that targets & objectives reflect the overall School Improvement Plan.

4. Agreeing setting's objectives

4.1 The headteacher's objectives will be set by the nominated committee of the Trust Board after consultation with the headteacher.

4.2 The PM cycle for each member of teaching staff will begin with a self-assessment exercise which will give teachers an opportunity to independently review their performance from the year before, to celebrate their achievements and their contribution to the work of the school to reflect on identified areas for development and to be proactive in considering their CPD needs for the coming year and how these can be practically achieved. This will be recorded in the Performance Management Document **Appendix 2**

4.3 All teachers should be assessed against the set of standards contained in the document called "Teachers' Standards".

4.4 Objectives for each teacher will be set before or as soon as practicable after, the start of each appraisal period i.e. Autumn 1 of each academic year. The objectives set for each person will be Specific, Measurable, Achievable, Realistic and Time-bound (SMART) and will be appropriate to the teacher's role and level of experience. The appraiser and the appraisee will seek to agree the objectives and related performance indicators but, if that is not possible, the appraiser will determine the objectives. If there are any differences of opinion about the objectives, the teacher may add comments to the written record of objectives.

It should be noted that both the appraiser and appraisee can request a review of the objectives if circumstances significantly change.

4.5 The objectives set for each person will, if achieved, contribute to the achievement of the Trust's strategic & improvement plans for improving the Trust's educational provision and performance and improving the education of pupils at that school. This will be ensured through a process of linking objectives to the Trust Development Plan and recognising the teacher core professional standards in performance management. It is recommended that there should be up to three objectives only.

4.6 All teachers will be assessed against the Core Teachers' Standards:

- Set high expectations which aspire, motivate and challenge pupils,
- Promote good progress and outcomes by pupils,
- Demonstrate good subject and curriculum knowledge,
- Plan and teach well-structured lessons,

- Adapt teaching to respond to the strengths and needs of all pupils,
- Make accurate and productive use of assessment,
- Manage behaviour effectively to ensure a good and safe learning environment and
- Fulfil wider professional responsibilities.

All teachers, including the headteacher, will be expected to meet all of the Core Teachers' Standards. In addition, a teacher is expected to demonstrate consistently high standards of personal and professional conduct. The SPT's expectations are outlined in the Trust's Staff Professional Code of Conduct.

The headteacher or Trust Board (as appropriate) will consider whether certain teachers should also be assessed against other sets of professional standards published by the Secretary of State that are relevant to their role.

4.7 Post threshold teachers, in addition to core standards teachers, are expected to continue to meet the standards; broaden and deepen their professional attributes, knowledge, understanding and skills; make a distinctive contribution to raising standards across the school; act as role models for teaching and learning and provide regular coaching and mentoring to less experienced teachers.

4.8 Effective objectives/targets for all teachers will be set with to the Core Teachers' Standards, and the Trust Development Plan.

The PM objectives should be challenging but realistic & take account of the teacher's job description & their existing skill & knowledge base. They should be such that, if they are achieved, they will contribute to improving the progress of pupil groups across the Trust

4.9 Though performance management is an assessment of overall performance of teachers and the headteacher, objectives cannot cover the full range of a teacher's roles/responsibilities. Objectives will, therefore, focus on the priorities for an individual for the cycle. At the review stage it will be assumed that those aspects of a teacher's roles/responsibilities, not covered by the objectives or any amendment to the statement which may have been necessary in accordance with the provisions of the regulations, have been carried out satisfactorily.

5.1 Observation of Teaching Practice

5.1.1 This Trust believes that observation of classroom teaching practice and other responsibilities is important both as a way of assessing teachers' performance in order to identify any particular strengths and areas for development they may have and of gaining useful information which can inform school improvement more generally.

5.1.2 All observation will be carried out in a supportive fashion and will total no more than three hours in a year. It is recommended that each teacher should be observed at least once a term at times notified in advance to the teacher. However, depending upon individual circumstances additional observations may be arranged and in such cases the teacher again should be told in advance. The amount of observation for each teacher should reflect and be proportionate to the needs of the individual.

5.1.3 Classroom observation will be carried out by those with QTS. Classroom observation will only be undertaken by those who have had adequate preparation and the appropriate professional skills to undertake observation and to provide constructive oral and written feedback and support, in the context of professional dialogue between colleagues. Paired observations (or class learning environment walks) may occur on occasions involving:

- the Headteacher and Senior Leader
- Senior Leaders
- the Headteacher/Senior Leader & School Improvement Partner
- the Headteacher/Senior Leader & consultant

The SLT may decide to use peer observations as evidence within the PM cycle. These peer observations will typically involve another Teacher and a Senior Leader.

5.1.4 All Teachers will receive feedback on any lesson observations. Teachers are able to discuss the observation judgements with their reviewer & to append written comments on the feedback document before signing it.

Oral feedback will be given as soon as possible after the observation and no later than the end of the following working day. It will be given during directed time in a suitable, private environment.

Written feedback will be 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 observed and the length of the observation.

5.1.5 In addition to formal observation, Headteachers or other Senior Leaders with responsibility for teaching standards may “drop in” in order to evaluate the standards of teaching and to check that high standards of professional performance are established and maintained. The length and frequency of “drop in” observations will vary depending on specific circumstances. These will not necessarily involve formal reports although general points or issues may be recorded based on an overall summary of all drop-ins or learning walks.

5.1.6 Teachers (including the Headteacher) who have duties and responsibilities outside the classroom should also expect to have their performance in respect of those duties and responsibilities observed and assessed.

5.2 Other sources of information

5.2.1 The School Leadership Team will develop a termly School Self Evaluation (SSE) Cycle to schedule an effective programme of monitoring & evaluation of teaching standards and learning outcomes. This will include the scrutiny of class teacher’s curriculum planning, the scrutiny of class pupils’ books, files & work and the scrutiny of pupils’ ongoing progress. Good Expectation Overviews, in relation to planning, pupils’ work and class learning environments, can be used by the School Leaders (who are also appraisers) to offer precision feedback to individual teachers. School Leaders will collate and complete a termly SSE Outcomes Overview in relation to the teachers’ ongoing performance in their year group, and this will also assist with the process of End of Year performance assessment/evaluation.

5.2.2 During the Performance Management Cycle, the appraiser, supported by the work of the Senior Leaders, will collect and/or collate this information on teachers’ professional practice. Copies of teachers’ records will be maintained in the individual Teacher Performance Files.

5.2.3. The appraiser and the appraisee should meet formally and informally during the year to ensure evidence is being gathered as an ongoing basis to satisfy the agreed PM objectives.

The reviewer should ensure throughout the performance Management Cycle:

- That the teacher is making progress against the objectives set.
- That there are no problems that are inhibiting progress.
- If objectives are achieved, that it may be necessary to negotiate new targets.
- Whether additional help is needed.

If the reviewer requires further information, written or oral and relevant to the teacher's performance, from other people, the teacher will be consulted before the information is sought.

6.0 Development and support

6.1 Performance management is a supportive process which will be used to inform continuing professional development by encouraging all staff to identify training and/or development opportunities. The Trust wishes to engender a culture in which all staff take responsibility for improving their skills through appropriate professional development. Professional development will be linked to Trust development priorities and to the ongoing professional development needs and priorities of individuals.

6.2 The Trust's CPD programmed, including staff meetings and the 5 annual staff training days, will be informed by the training and development needs identified in of the appraisees' PM planning and review statements.

The Trust Board will seek to ensure in the budget planning that, as far as possible, appropriate resources are made available in the Trust budget for any training and support agreed for teachers.

Teachers should not be held accountable for failing to make good progress towards meeting their performance criteria where the support recorded in the beginning of year PM planning statement has not been provided. However, teachers are equally expected to be proactive and professionally responsible in seeking & sourcing support for their own identified CPD needs.

7.0 Performance feedback

7.1 Staff will receive constructive feedback on their performance regularly throughout the year. Feedback will highlight particular areas of strength as well as any areas that need attention. However, where there are recurring or significant concerns about any aspects of the member of staff's performance, the responsible manager will meet the member of staff as part of the capability or performance management process to discuss the concerns with a view to arranging a period of intensive support for the member of staff to facilitate the required improvements and record on a support plan **Appendix 4**. Staff should be advised to seek the support and assistance from their own trade union representative.

7.2 The manager responsible for managing capability or performance will undertake the following actions in such circumstances:

- give clear feedback to the member of staff about the nature and seriousness of the concerns;
- Verbal feedback should normally take place within 48 hrs of a lesson observation and should be done within the normal school day.
- Written feedback should be provided with 5 school days;
- Verbal feedback, in relation to other monitoring, should normally take place as soon after the monitoring as possible. It should be done within the normal school day.
- In addition, written feedback should be provided with 5 school days;
- give the member of staff the opportunity to comment and discuss the concerns;
- agree any support (e.g., coaching, mentoring, structured observations) that will be provided to help address those specific concerns;
- make clear how, and by when, the appraiser will review progress (*it may be appropriate to revise objectives, and it will be necessary to allow sufficient time for improvement. The amount of time is up to the school but should reflect the seriousness of the concerns*);
- explain the implications and process if no – or insufficient – improvement is made.

The agreed strategies for performance improvement will be written into the Support Plan **appendix** for the member of staff.

When progress is reviewed, if the responsible manager is satisfied that the member of staff has made, or is making, sufficient improvement, the member of staffs' line manager will communicate with the member of staff and the intensive support period will finish and it will revert to the performance management process and will continue as normal, with any remaining issues continuing to be addressed through this process.

8.0 Annual Assessment

8.1 At the end of the performance management year, an annual performance assessment will take place, which marks the end point to the annual performance management process. The annual review will take place in July for all teachers. Inevitably there may be exceptions to this but it is best practice to have fully reviewed the previous year's work before setting objectives for the new academic year in the first half-term of the new school year.

8.2 There will be an annual review meeting between the teacher and the appraiser which will use the recorded objectives as a focus to:

- Review, discuss & confirm the teacher's essential tasks & objectives.
- Recognise & assess strengths & weaknesses.
- Take account of factors outside the teacher's control.
- Quantify and/or qualify action taken during the year.
- Identify areas for development & how they will be met.
- Recognise personal & professional development needs.
- Agree draft objectives for the next PM Cycle.

8.3 The teacher will receive, as soon as is practicable following the end of the performance management period, a completed PM document that will include an end of year PM review statement (**Appendix 2**). The teacher will have the opportunity to contribute to the content of the report prior to its finalisation as the performance record.

8.4 The review statement at the end of the PM document will comment on:

- details of the objectives for the period in question;
- an assessment of the employee's performance in their role and responsibilities against their objectives and the relevant standards;
- an assessment of the person's training and development needs and identification of any action that should be taken to address them;
- a recommendation on pays where that is relevant.

8.5 Teachers will be provided with a copy of the review statement and may add comments to the written statement. The PM document is a confidential document & there will only be two copies – one held by the teacher and another held by the Headteacher in each teacher's individual Performance File.

8.6 All planning & review statements will be retained for a minimum of 7 years, any further data to be kept in relation to the performance management process will be inline and adhere to the SPT GDPR policy.

8.7 For teachers applying to cross the threshold to Upper Pay Scale (UPS) and who are being considered for movement on the UPS, a satisfactory review statement will be taken as evidence of sustained and substantial achievement and contribution, notwithstanding any absence of a positive pay recommendation.

9. Transition to capability

If an appraiser, responsible for the performance management of an individual teacher, is not satisfied with progress despite their having been a reasonable degree of additional support and guidance provided to the employee throughout the performance management process, or if separate concerns have been identified outside of the Performance Management cycle, the teacher will be notified verbally and in writing that the performance management process will no longer apply and that their performance will be managed under the Capability Procedure.

It is important that the appraiser responsible for that teacher's performance management has taken all appropriate steps and measures to assist the person to address their performance. These measures should have been discussed

with the teacher and should be recorded in the performance management records or on Support Plan Appendix 2 as being offered and undertaken.

Moving to the formal Capability Procedure is a serious step and both parties should be aware of the potential consequences.

10. Performance Management Flow Chart

1. Preparation for Appraisal Meeting

- Appraiser confirms date of appraisal with appraisee
- Appraiser sends Appraisee the beginning of year self-review form & beginning of year PM planning statement. The Appraiser signposts the Appraisee to the Teacher Performance Management Policy and Teacher Pay Policy (minimum of 5 working days prior to appraisal meeting)
- Appraiser requests appraisee to complete self-assessment ahead of the appraisal meeting

2. Phase 1 – planning/objective setting

- Appraiser to provide an overview of the School's Teacher Performance Management Policy and Teacher Pay Policy
- Beginning of year self-review form should be discussed
- Teachers' Standards summary audit completed and discussed
- PM objectives identified & agreed and beginning of year PM planning statement completed
- Mid-Year Review date confirmed

Appraisal is a two way dialogue, not a form filling exercise. The focus should be the conversation. Notes should be taken and forms should be completed following the meeting.

3. Phase 2 - Mid-Year Progress Review

- Review existing PM objectives – this will include appraisee comments on progress to date
- Appraiser to provide feedback on performance to date
- Consideration given to collated monitoring evidence from termly SSE Cycle and termly SSE Outcomes Overview
- Review support and training taken place/underway/due to commence
- Identify any changes that need to be made – reflect any changes to job role
- Agree date for final end of year review

4. Phase 3 - End year annual review

- Appraisee to provide an overview of year's performance
- Appraiser to provide an overview on year's performance and complete appraisal form
- Consideration given to collated monitoring evidence from across the year and termly SSE Outcomes Overviews
- Specific objectives discussed and graded
- Outline recommendations in line with the Teacher Pay Policy

11. Director Performance Management objectives

The Director is responsible for drawing up the strategic plan for the Trust. This document will set out the intended direction of travel and will be discussed and agreed with the Trust Board. The document will set out proposed timescales. As with other staff the Director will propose the first draft of their targets based upon the agreed direction of the Trust in relation to this strategic plan. The Trust Board may choose to appoint an independent external consultant or Trust partner who is able to interpret the strategic plan and challenge the proposed priorities, rate of change and objectives which are appropriately challenging and realistic for the Director to achieve.

Annual appraisal for Director

The Director will provide evidence of having achieved, partly achieved or not met each of their objectives prior to the appraisal meeting. The Trust Board may choose to appoint an independent external consultant or Trust partner who is able to interpret the evidence file provided by the Director. The Director has the right to request this. If the Director objects to the external consultant selected by the Trust Board then where possible, an alternative will be employed. In the appraisal meeting the Trust Board together with their appointed advisor will question the Director to establish their view of the evidence and which objectives have been achieved, partly achieved or not met.

Trustees will normally discuss the proposed objectives and recommendations in a meeting with the Trustees without the Director present shortly after the Director's appraisal meeting.

The Trust Board has the final word in the setting of the Director objectives but if the Director is unhappy with these they can raise their objections and have them noted.

12. PERFORMANCE MANAGEMENT APPENDICES	
Appendix 1	Core Teachers' Standards
Appendix 2	Performance Management template
Appendix 3	Model Support Plan

Appendix 1 – Teaching Standards

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:

1 Set high expectations which inspire, motivate and challenge pupils

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

2 Promote good progress and outcomes by pupils

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

3 Demonstrate good subject and curriculum knowledge

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

4 Plan and teach well-structured lessons

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

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

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

6 Make accurate and productive use of assessment

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

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

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

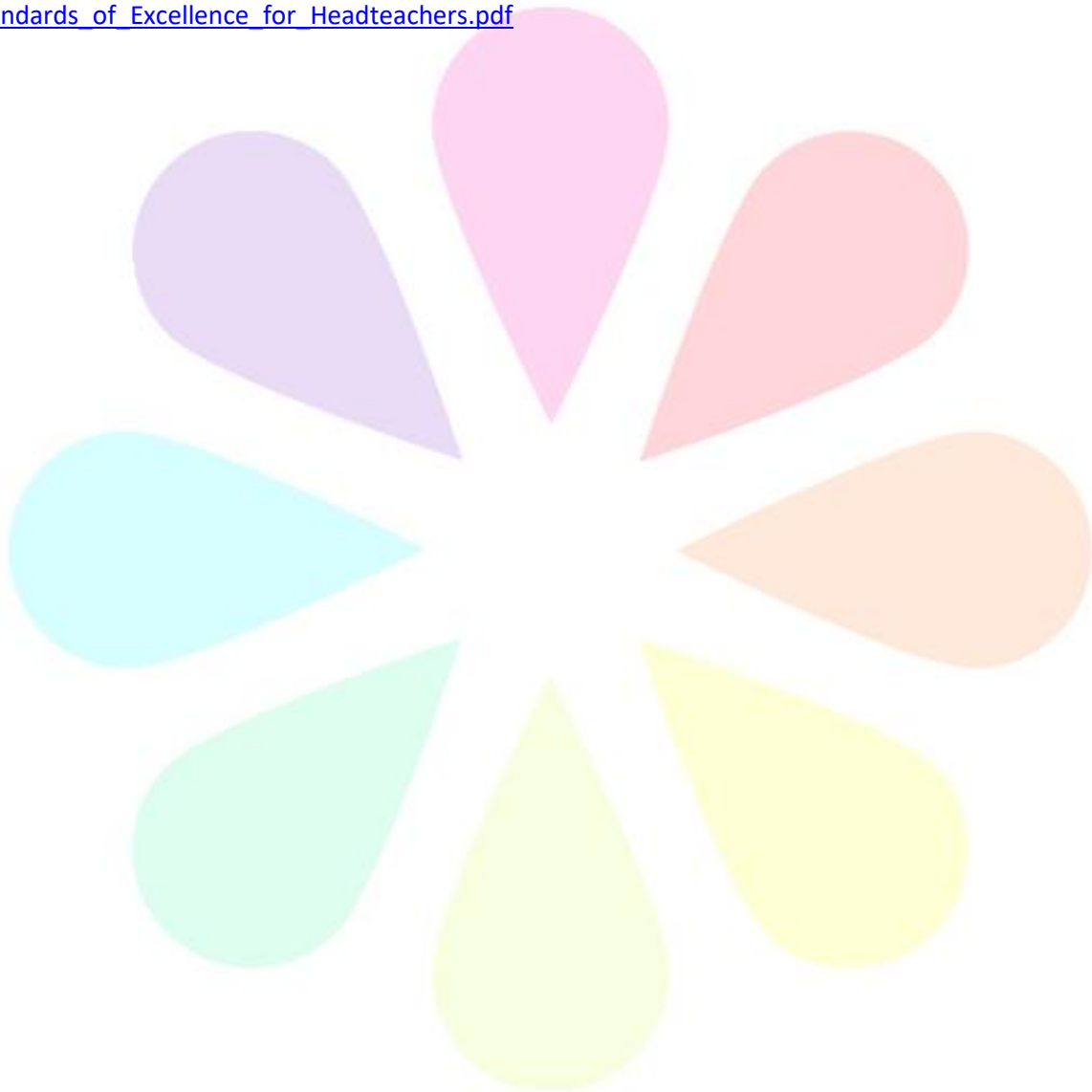
8 Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively

- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

Headteacher Standards

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/396247/National_Standards_of_Excellence_for_Headteachers.pdf



PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

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

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
 - 1) treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
 - 2) having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
 - 3) showing tolerance of and respect for the rights of others
 - 4) not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
 - 5) 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.

PERFORMANCE MANAGEMENT APPENDIX 2 – TEACHING

Self-Assessment Appraisal Form – (Teaching Only)

The Self-Assessment Appraisal Form should be used by Teachers to self-appraise their performance at each stage of the performance management cycle. This exercise should be carried out in advance of the appraisal meeting to identify standards already meet and areas for development. Where there are development needs this should form part of the discussion at appraisal and incorporated into the objectives on the Appraisal form.

Members of staff are not expected to present portfolios of evidence to support their self-appraisal but reference can be made to key documentation or data. Where there are identified development needs, it is important to ensure that specific training and support is agreed at the appraisal meeting.

Name (Appraisee)		Job Title	
Name (Appraiser)		Job Title	
Date of Review	Annual/ Mid Year Review	Date of previous meeting	

Review against Teacher standards and previous objectives as set out by Academy						
* Key 1 – exceeds 2 – met/partially met 3 – not met						
Teaching standards	Employee rating	Employee Comments	Manager rating	Appraiser Comments	Agreed rating	General Comments

Summary of performance over the past period			
Please provide			
Appraisee/ Employee Comments		Appraiser/ Employer Comments	
What has gone well?	What could have been improved?	What has gone well?	What could have been improved?

Review of role and job description
Have any parts of your job changed over the past year or compared to your job description?

Self-Assessment Appraisal Form – Personal and Professional Conduct (All Staff)

A member of staff 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 for staff employed at the Trust. This exercise should be carried out in advance of the appraisal meeting to identify standards already met and areas for development. Where there are development needs this should form part of the discussion at appraisal and incorporated into the objectives on the Appraisal form.

Objective setting for the forthcoming performance period

Targets to be set for forthcoming performance period that are linked to the Trust Development/ Academy improvement plan. Any development needs will be identified.

Objective Setting - EMPLOYER Targets/Goals for the employee – linked to the Trust Development Plan		
Employer Objectives	Target Achievement Date	Measurement – How will we know it has been achieved?
1(Trust)		
2(School)		
3(Individual)		

Objective Setting – EMPLOYEE's own Targets/Goals		
Employee Objectives	Target Achievement Date	Measurement – How will we know it has been achieved?
1		
2		
3		

Observations

Observation		
Date of Observation	Feedback	Actions
1		
2		
3		

Support and Development

Health, wellbeing and development
Is there anything further that the Academy can do to support your health and wellbeing? i.e. adjustments, support, flexible working

Training and career development
Review current CPD received or offered over the past period
Discuss your career aspirations and future plans – what are your short/medium/long term career plans?

Identification of training, development and CPD required to meet the above and the Academy's ambitions and goals

Adjustments		
Do you have a disability under the DDA Act?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Have your personal circumstances changed requiring further adjustments to be provided by Academy for you?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Do you require any further adjustments?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Details:		

Appraisee feedback
Please provide feedback for the Academy in terms of areas of strengths and areas for improvements

Next Review	
Planned date for next review:	
Mid year Review	Date
Employer Targets	Update / Progress Toward Target
1. 2. 3.	

Employee Targets	Update / Progress Toward Target
1. 2. 3.	

Signatures	
Appraisee:	Date:
Appraiser/ Line Manager:	Date:
Appraiser end of year statement/recommendation:	

Date Submitted

Support Plan – Appendix 3

Areas for improvement or development	Actions	Action Date	Targets/Measures of success	Progress
1	•			
2	•			
3	•			
4	•			

Review Date:	Signed by Employee	Signed by Manager
1 st		
2 nd		



Special Partnership Trust

3rd			
Completed Date			

