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Potential in Everyone Academy Trust
CEO – David Whitehead



Appraisal Policy

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Associated Documentation	
Pay Policy	

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Part A – Policy

1. Introduction: Purpose of the Appraisal Procedure

Potential in Everyone Academy Trust is a primary only mixed Church of England Trust with both Church of England and community schools. In Potential in Everyone Trust we are committed to continually improving the quality of teaching and learning for all of our pupils. We believe everyone in our Trust has a role to play in the success, well-being and personal/spiritual development of all pupils. We believe with a clear appraisal system, we will assist our staff to achieve our aim through clarity of their role and responsibilities, with clear expectations and encouragement to develop and reflect on their professional development. Ultimately, our commitment to the appraisal process will enable every member of staff at all levels across the Trust to reach their full potential.

To enhance Appraisal the Trust is committed to a 'Coaching into Appraisal' process which provides an opportunity for all staff to receive high quality coaching. Staff are matched to a trained coach that they can meet with through the year. All coaching is underpinned by an agreed protocol see appendix D.

This policy should be read in conjunction with the Pay Policy, and it also explains the process for invoking the Capability Policy where there are serious concerns about an employee's performance that the appraisal procedure has been unable to address.

This procedure applies to employees at all levels with the exception of those who are employed on a fixed term basis for less than one year, and newly qualified teachers during their induction year. It does not form part of any employee's contract of employment with the Trust and may be amended at any time (employees will be informed of any changes).

2. Scope of the Policy

This Policy and Procedure applies to all Employees of Potential in Everyone Academy Trust.

3. Adoption Arrangements and Date

This policy procedure was adopted by the Board of Directors of Potential in Everyone Academy Trust on 1 September 2018 and supersedes any previous Appraisal policy.

This policy/procedure will be reviewed by the Board of Directors every two years or earlier if there is a need. This will involve consultation with the recognised unions.

4. Responsibilities of the Trust

- To provide an effective appraisal process to ensure all Employees can have the skills and support they need to carry out their role effectively
- To help employees to improve their professional practice and develop in their careers
- To ensure Employees are set objectives which are reviewed at appropriate intervals and that suitable training/support is provided to assist the Employee to meet their objectives
- To ensure objectives have clear links to Trust Business Plan and/or School Development plan so Employees are clear how their performance will impact on the children in the Trust's schools
- Provide access to clear and constructive feedback to the Employee on their performance, clarifying any areas of concern at the earliest opportunity and giving an opportunity to improve

5. Responsibilities of the Employee

- Attend and actively participate in all appraisal meetings.
- Prepare for review meetings including gathering evidence of their performance, achievement of objectives and examples of how they have demonstrated the Trust/school values and how their performance has impacted on the children in the Trust's schools.

- Take responsibility for their own development including completing any training arranged for them, making use of learning resources and informing their line manager if they require further support.
- To fully engage in training opportunities, reflecting on how training opportunities have improved their performance
- To alert their line manager at the earliest opportunity to any difficulties they are experiencing meeting the expectations of the role and work positively to achieve the required performance standards
- Ensure they inform their line manager of any circumstances that may impact upon their performance.
- Carry out their job to the standard that is expected of and required for the role and grade

6. General Principles

Appraisal in this Trust will be a supportive and developmental process designed to ensure that all employees have the skills and support they need to carry out their role effectively. It will also help employees to improve their professional practice and to achieve their career aspirations.

The appraisal process will be managed sensitively and with confidentiality. However, this does not override the need for the Trust to quality-assure the operation and effectiveness of the appraisal system.

The Trust is committed to ensuring consistency of treatment and fairness. It will abide by all relevant equality legislation, including the duty to consider making reasonable adjustments for disabled employees.

We will implement our Appraisal procedures on the following arrangements:

- *Equality of Opportunity*: All staff should be encouraged and supported to achieve their potential through clarity of expectations and job role, regular feedback, performance review and provision of relevant development
- *Consistency of Treatment and Fairness*: We will take action to ensure our performance appraisal process is fair, non-discriminatory and that staff are treated consistently
- *High Standards*: We believe by setting appropriate and challenging standards of performance and providing suitable feedback and development all staff have the potential to continually improve their performance
- *Work – life balance*: All staff are entitled to a satisfactory work – life balance and performance appraisal is an appropriate mechanism to facilitate this
- *Pay and Rewards*: Pay progression for staff should reflect their overall contribution to the school both as individuals and as team members.

7. Application of the Policy

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

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

Teachers employed on a fixed term contract of less than one year, will have their performance managed in accordance with the principles underpinning the provisions of this policy. The length of the cycle will be determined by the duration of their contract.

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

Part B - Procedure

8. Policy Framework

8.1 General

Performance appraisal is a shared responsibility. The Board of Directors has the strategic responsibility for establishing this policy, providing the Trust Leadership Team (TLT) with the support to ensure it is fully implemented and ensuring the TLT, receive appropriate performance appraisal in order to set the right framework and culture for all staff in the Trust.

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

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

The appraisal period will run for twelve months from September to August. Employees who are employed on a fixed term contract of less than one year will have their performance assessed in accordance with the principles underpinning this policy, but the length of the period will be determined by the duration of their contract.

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

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

All staff must have an up to date job description and this will form the basis for discussion at the appraisal planning and review meeting. School based staff should have access to their School Development Plan for improvement and other relevant planning documents in good time for their appraisal meeting. Central staff should have access to the Trust Business Plan.

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

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

8.2 Appointing Appraisers

Role	Appraisers
CEO	Chair of Trust Board, External Advisor plus one other Director
Headteacher	Chair of LGB plus CEO and External Advisor
TBM	CEO and Chair of Trust Board and External Advisor
Deputy Headteachers	Headteacher

The CEO in agreement with Headteachers and the Trust Business Manager for centrally based non-educational staff will determine the appropriate Appraiser for all staff taking due consideration of line management responsibilities and other relevant factors.

8.3 Setting objectives

The TLT's objectives will be set by their appraisers after consultation with the external adviser.

All Appraisees must have performance objectives set as soon practicable after at the start of each appraisal period. For those support staff whose role has a less direct impact on teaching and learning, it may be possible and appropriate to set objectives prior to the start of the appraisal period. All objectives must be relevant to the Appraisee's role, responsibilities and take full account of their experience and career/professional aspirations. The number and nature of objectives must be reasonable and, if achieved will contribute positively to the education of children in the Trust and the implementation of any plan designed to improve the Trust's schools educational provision and performance.

Normally an Appraisee would expect to have 3 objectives (whole school and/or Trust, team/department and professional development). Staff with a wider role across a school, including teachers with or without a TLR, members of the school leadership team (SLT) and headteachers, would normally expect to have one or additional objectives in the relevant area.

The objectives will be SMART (Specific, Measurable, Ambitious, Relevant and Time-bound) and will be appropriate to the employee's role and level of experience. The appraiser and employee will seek to agree the objectives, but if they cannot agree, the appraiser will determine the objectives. Objectives may be revised during the appraisal period if circumstances change. It will usually be appropriate to include a professional development objective. Meeting or nearly meeting challenging objectives is a good way to show the level of performance required for pay progression and will also assist career development.

When objectives are set, it should be made clear what the success criteria will be and how performance will be assessed: that is to say, how the appraiser will judge whether the objectives have been met. The objectives set for each employee will, if achieved, contribute to the School's plans for raising standards and improving the education provided to pupils. The performance of support staff will be assessed using the criteria in Appendix B.

Consideration must be given to ensure that the appraisal objectives can be used to secure good evidence for pay progression in line with the expectations in the Trust's pay policy

8.4 The Appraisal Meeting

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

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

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

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

- Reflecting on their performance over the past year including their performance against the relevant professional standards
- Considering how they have made a wider contribution to the school
- Identifying any relevant evidence of performance including wider contribution that the Appraisee wishes to be considered in the appraisal review, and

- Identifying important areas of focus for the year ahead and some of their future development needs.

Self-review is an important means of preparing for an appraisal meeting and the framework for this is set out in Appendix E. All staff should complete Form A 'Self Review and Preparation for Appraisal' and teachers should also complete Form B 'Self Review for Teachers (Professional Standards)'

Appraisees should take the opportunity of coaching sessions to prepare for their appraisal review in meeting challenging objectives and identifying the relevant evidence of their achievements

The appraisal forms Appendix F (teachers) and Appendix G (support staff) should be completed, signed and dated and then forwarded 'confidentially' to the Headteacher/Trust Business Manager/CEO as appropriate. See section 8.10

8.5 Annual assessment

Each employee's performance will be formally assessed at or around the end of each appraisal period. The Appraiser (appraisers for Trust Leadership Team) will invite the employee to an appraisal meeting, and both the Appraiser and the employee will be able to provide evidence as input to the discussion. Following the appraisal meeting the employee will receive (and will be able to append their own comments to) a final written appraisal report which will include:

- details of the employee's objectives for the appraisal period in question;
- an assessment of the employee's performance of their role and responsibilities against their objectives and the relevant standards;
- an assessment of the employee's continuing professional development needs and aspirations and any action that is recommended to progress them; and
- an assessment on performance (which may include 'no progression' whether or not the teacher has been subject to formal or informal capability action).

The Appraisee may identify specific additional evidence and request consideration for their pay progression.

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

As outlined in the Pay Policy, decisions made by the CEO regarding pay increases for all employees will be made with reference to the appraisal report and the performance assessments it contains. The assessment of performance and an employee's professional development needs will inform the setting of objectives for the following appraisal period.

Employees have a right of appeal against pay progression decisions, as set out in the Pay Policy.

8.6 Links with Pay

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

The Trust's criteria for pay progression for all staff groups to progress within their band is set out in appendix B. For teachers who wish to progress from one band to a higher band the criteria are set out in appendix A.

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

8.7 Training and Development

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

This Trust is committed to ensuring that all staff have access to a level of development appropriate to their role, stage of career development, performance objectives and criteria and individual aspirations. The progression routes for teachers is set out in appendix c. The Trust will develop a similar progression route of opportunities for support staff.

Development and training identified from the appraisal process must be recorded using the appropriate form and then passed to the Headteacher/Trust Business Manager as appropriate Training and Development Coordinator for the school to inform the school's programme for training and development. Appraisees can use coaching sessions to discuss and identify relevant training and development needs and opportunities.

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

8.8 Performance review and feedback

Employees will receive constructive feedback on their performance throughout the year and as soon as practicable after observation has taken place or other evidence has come to light. Feedback should acknowledge and praise areas of strength as well as highlighting any areas that need attention or where further support may be appropriate.

Performance should be informally reviewed on a regular basis throughout the year, as part of normal management practice. At least one formal interim review should also take place during the appraisal cycle, to assess performance against objectives and consider whether any changes need to be made.

8.9 Observations and other sources of evidence

The Trust believes that triangulation of evidence over time provides an accurate reflection of the quality of teaching and learning. Monitoring can include but is not restricted to:

- Learning walks
- Book scrutiny
- Pupil Voice
- Data analysis

In addition to formal monitoring, the CEO or other senior leaders with responsibility for teaching standards may “drop in” on lessons in order to evaluate teaching and ensure that high professional standards are maintained. The duration and frequency of formal and “drop in” observations will vary depending on factors including the individual circumstances of the teacher, the needs of a particular class or subject area, and the overall objectives and priorities of the Trust.

If on occasion, the Head teacher or CEO has a cause for concern teachers may be observed formally. All formal classroom observations will be carried out by those with QTS and the teacher will be given at least two days' notice of any formal observation.

Other employees who have responsibilities inside or outside the classroom should also expect to have their performance of those responsibilities observed. Performance will also be assessed by reference to appropriate information sources (such as pupil achievement data) and other evidence relevant to the employee's job role, such as financial metrics or survey feedback.

8.10 Recording Plans

Within ten working days of the meeting the Appraiser will complete a draft statement and provide the Appraisee copy. This will include the Appraisee's objectives for the year ahead with relevant indicators of success for the Appraisee and appropriate supporting arrangements for training and development. The Appraisee may request changes if he/she feels the statement does not convey a fair summary of the meeting and/or may add comments. The Appraiser will prepare and sign a final statement within fifteen working days of the initial meeting.

The Appraiser may retain a copy of the appraisal plan, but he/she must pass a copy to the Appraisee and pass the original to the Headteacher.

9. Moderation

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

10. Coaching into Appraisal

The Trust is committed to a Coaching into Appraisal system which enable staff across the Trust to access regular coaching meetings to enhance their professional development. Senior leaders across the Trust have been trained to coach and an agreed protocol for the process has been shared with all staff. (APPENDIX D)

11. Changes to Plans Mid Cycle

There may be occasions when it is necessary to amend or change the content of the appraisal plan. This may include changes in the Appraisee's circumstances, school priorities or local/national policy initiatives. In this event the Appraiser and Appraisee should discuss and ideally agree the necessary changes. Appraisees may use coaching sessions to discuss and identify any changes that may need to be made during the appraisal period.

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

12. Performance concerns and transition to capability

Where there are concerns about any aspects of an employee's performance, the appraiser or line manager will meet the member of staff to:

- give clear feedback about the nature and seriousness of the concerns;
- give the employee an opportunity to comment on and discuss the concerns;
- decide what support can be provided to help the employee to address the concerns (such as coaching, mentoring, training or opportunities to observe best practice);
- make clear how and when progress will be reviewed; and
- explain the implications if no (or insufficient) improvement is made.

This is not a formal meeting but the points above should be documented in writing after the meeting to provide clarity.

When progress is reviewed, if the appraiser or line manager is satisfied that the employee has made, or is making, sufficient improvement, the appraisal process will continue as normal, with any remaining issues being addressed through this process. If progress is not satisfactory, the employee will be notified in writing that their performance will now be managed under the Capability Procedure.

13. Confidentiality and Retention of Records

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

Records will be held securely and confidentially in staff personnel files for a period of six years from the date the appraisal cycle ends. After this date it would be normal to dispose of these records and this must be done confidentially and the employee notified.

When an employee leaves the Trust we will comply with requests to delete an employee's record. However, the Trust will retain records for a suitable relevant period for the purposes of determining pay progression, providing references and complying with legal duties such as Inland Revenue.

The Trust may request a copy of a new employee's most recent appraisal record from their previous employer as evidence towards their pay progression.

The Trust may agree to provide a future employer with an employee's most recent appraisal record but only with express written consent from the individual concerned.

14. Communication of this Policy

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

15. Monitoring and Evaluation

The Trust Board and the CEO will monitor the operation and outcomes of the performance appraisal arrangements.

Appendix A: Teacher Performance Objectives and Standards

Career Stage Expectations

The following matrix gives an indication of the standard of performance that the Trust expects teachers to meet in order to achieve progression up the pay scale. This may be supplemented by specific performance objectives for all teachers, and the threshold standards for teachers who wish to be paid and to progress on the Upper Pay Range. Teachers are not expected to evidence each aspect at their appraisal, but this may be required in the event of an appeal against a pay decision.

	Band 1 DEVELOPING M1 M2 M3	Band 2 ACCOMPLISHED TEACHER M4 M5 M6	Band 3 EXPERT TEACHER U1 U2 U3
PROFESSIONAL PRACTICE	All aspects of teaching over time is at least good	All aspects of teaching over time is at least good with elements of outstanding seen.	All aspects of teaching over time is outstanding
PROFESSIONAL OUTCOMES	Pupils progress in line with national expectations in reading, writing and in maths	Pupils make progress in line with national expectations and an increasing percentage of pupils exceed expectations in reading, writing and in maths	Pupils make progress in line with national expectations and a significant number of pupils' progress exceeds national expectations in reading, writing and in maths
PROFESSIONAL RELATIONSHIPS	Positive working relationships Established with pupils, colleagues and parents/carers	Positive working relationships result in good progress by all groups of pupils and productive sharing of professional practice with others	Positive relationships with colleagues are characterised by an enthusiastic commitment to helping them overcome professional challenges
PROFESSIONAL DEVELOPMENT	Identifies areas for professional development in line with the Potential Trust Progression route for teachers and undertakes suggested activities which can be evidenced Appendix C	Identifies areas for professional development in line with the Potential Trust Progression route for teachers and undertakes suggested activities which can be evidenced Appendix C	Identifies areas for professional development in line with the Potential Trust Progression route for teachers and undertakes suggested activities which can be evidenced Appendix C
PROFESSIONAL CONDUCT	Meets the standards for professional conduct set out in the Teachers' Standards	Meets the standards for professional conduct set out in the Teachers' Standards consistently Good with some areas identified as Outstanding	Meets the standards for professional conduct set out in the Teachers' Standards generally to an Outstanding level and never less than Good

Appendix B1: Pay Progression Criteria for Teachers

This document should be used in conjunction with the Trust Career Stage Expectation Document and Teacher Standards Document

<p>Pre-amble</p>	<p>All staff make the education of their pupils their first concern and are accountable for achieving the highest possible standards in work and conduct. All staff act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills up-to-date and are self-critical; forge positive professional relationships; and work with parents/carers in the best interests of all pupils.</p>			
<p>General Descriptor (Linked to Teacher Standards: Part One Section One and Part Two)</p>	<p>Performance Improvement Required</p>	<p>Good</p>	<p>Good with some Outstanding evidence</p>	<p>Outstanding</p>
	<p>At least one key area has been discussed with the appraisee and a clear action plan to secure improvement was agreed.</p> <p>Evidence overall is that appraisee is doing the minimum necessary.</p>	<p>Evidence indicates good performance in all areas of the role. Duties and tasks consistently completed to good standard, on time and with a positive attitude and pride in their role.</p> <p>School rules/code of conduct are always followed with behaviour/actions at work regarded as professional and supporting school values.</p> <p>Demonstrates consistently the positive attitudes, values and behaviours which are expected of pupils.</p> <p>Attendance is good and always punctual.</p> <p>Shows strong consistent evidence of taking responsibility for own work to a high standard. Fully accountable for own outcomes and achievements</p> <p>Participates in research-based evidence to inform and improve own practice</p>	<p>Performance overall is regarded as clearly above Good.</p> <p>'Performance Objectives' and 'Working Collaboratively with Others' plus one other criteria must be assessed as in line with Outstanding requirements to merit this level of assessment</p>	<p>Clear evidence of being a stand-out performer in all aspects of their role. Consistently 'goes the extra mile'.</p> <p>Consistently demonstrates pride in their work and across the school or collaboration, acting professionally at all times. Demonstrates consistently the positive attitudes, values and behaviours which are expected of pupils.</p> <p>Actively uses research-based evidence to inform and improve own practice</p> <p>Demonstrates very high levels of flexibility and goodwill over work start and finish times.</p> <p>All criteria below must be met in order to justify an Outstanding assessment</p>
<p>Performance Objectives</p>	<p>At least one key objective was not fully met without adequate explanation or factors external to the appraisee's control</p>	<p>Meets all performance objectives.</p> <p>Able to prioritise effectively and deliver to expectations but will seek support and check priorities when encountering high workload and/or difficult issues</p> <p>Evidence of objectives not fully met must be for acceptable reason outside the appraisee's control and the appraisee notified their appraiser at the earliest, practicable opportunity</p>	<p>All performance objectives are achieved with some evidence of practice in these areas that is clearly regarded as 'outstanding'</p>	<p>Some or all performance objectives are clearly exceeded in some way.</p> <p>Achievements will be impressive and 'stand out', based on clear evidence</p>

	Performance Improvement Required	Good	Good with some Outstanding evidence	Outstanding
Performance Objectives	At least one key objective was not fully met without adequate explanation or factors external to the appraisee's control	<p>Meets all performance objectives.</p> <p>Able to prioritise effectively and deliver to expectations but will seek support and check priorities when encountering high workload and/or difficult issues</p> <p>Evidence of objectives not fully met must be for acceptable reason outside the appraisee's control and the appraisee notified their appraiser at the earliest, practicable opportunity</p>	All performance objectives are achieved with some evidence of practice in these areas that is clearly regarded as 'outstanding'	<p>Some or all performance objectives are clearly exceeded in some way.</p> <p>Achievements will be impressive and 'stand out', based on clear evidence</p>
Supports Children's Learning (Linked to Teacher Standards: Part One Sections 1-7)	Evidence demonstrates this factor is clearly short of the Good descriptor in some way	<p>Clear evidence of understanding how their role and actions supports children's learning and able to demonstrate good evidence of helping children to attain their potential</p> <p>Takes opportunities to communicate high expectations effectively to children in ways appropriate to own role in school</p> <p>Where the post holder has a direct role in supporting children's learning, the expectation is that the data and other evidence would normally reflect good or above progress and attainment</p> <p>Where the post holder does not have a direct role to support children's learning, evidence can be provided from their substantive responsibilities and how that impacts on the quality of children's learning</p> <p>This factor is applicable to all staff and therefore evidence may be from direct teaching interventions but also from day to day interaction with children in their job, around the school generally and also from involvement in any school activity or event.</p> <p>Consistently role models the high standards of behaviours expected of children</p>		<p>Seeks out and suggests significant opportunities clearly going beyond 'normal' expectations of role to support children's learning.</p> <p>Can demonstrate evidence of significant impact of children's learning from these interventions</p> <p>This can be from the substantive role in the way achievements and contribution has a significant impact directly or indirectly on children's learning.</p> <p>Staff with roles that do not involve direct teaching support may also use examples from day to day interaction with children that includes, for example impact on behaviour or attitudes.</p>

	Performance Improvement Required	Good	Good with some Outstanding evidence	Outstanding
Works collaboratively with others and encourages strong teamwork (Linked to Teacher Standards: Part One Section 8)	Evidence demonstrates this factor is clearly short of the Good descriptor in some way	<p>The appraisee is consistently regarded as a good 'team player'. Behaviour is conducive to positive working relations with others including with people outside of immediate team. Always polite, helpful and supportive. Evidence clearly demonstrates they respond positively when asked to do something extra.</p> <p>Communicates positively and effectively with different groups and different types of people.</p> <p>Evidence of seeking opportunities to improve or develop teaching through collaborative working with others.</p> <p>Willingly participates in collaborative opportunities with other schools both within and outside of the Trust with evidence of good impact.</p>	<p>The evidence for this factor must be in line with the expectations for Outstanding to merit this level of assessment.</p> <p>There will be an expectation that the appraisee effectively leads a team or curriculum subject to meet this level of assessment.</p>	<p>The appraisee is an exceptional team player. Always willing to go the extra mile to help out and will be proactive in this.</p> <p>Exceptionally positive and enthusiastic about the school, colleagues and stakeholders at all times.</p> <p>Continuously seeking to improve and develop teaching. Positively promotes and engages in wider collaborative opportunities. Communicates this in a positive way even when encountering difficulties or negativity</p> <p>Actively involved in collaborative opportunities with other schools both within and outside of the Trust with evidence of high impact</p>
Positivity in work and in relationships at work (Linked to Teacher Standards Part Two)	Evidence demonstrates this factor is clearly short of the Good descriptor in some way	<p>Good evidence of a positive attitude to work and in relationships with colleagues and others at work.</p> <p>Evidence of a 'can do' approach, working to find positive, creative solutions when issues and problems arise</p> <p>Demonstrates good evidence of learning, developing and improving in some areas of own role</p> <p>Demonstrates proper and professional regard for the ethos, policies and practices of the school and Trust in which they teach.</p> <p>Engages positively in the Coaching into Appraisal process</p>		<p>Very strong evidence of a 'continuous improvement' and problem-solving approach to own work and in relationships with colleagues and others.</p> <p>Proactive in taking up learning opportunities and strong evidence of using feedback and reflection to improve performance</p> <p>Very strong evidence of having proper and professional regard for the ethos, policies and practices of the school and Trust in which they teach</p> <p>Plays an active role in the Coaching into Appraisal process, coaching others where directed.</p>

	Performance Improvement Required	Good	Good with some Outstanding evidence	Outstanding
Wider Contribution (Linked to Teacher Standards: Part One Section 8 and Part Two)	Evidence demonstrates this factor is clearly short of the Good descriptor in some way	<p>Demonstrates a pro-active approach at times with evidence of flexibility to meet changing needs of school.</p> <p>Evidence that appraisee makes a positive contribution to the wider life and ethos of the school.</p> <p>Behaves and presents him/herself in ways that impacts on the school positively.</p> <p>In day to day work and interactions there is strong evidence of putting children's needs at the centre of everything</p>		<p>Evidence is of high levels of flexibility and support to others outside normal expectations.</p> <p>Strong evidence that appraisee makes a positive contribution to the wider life and ethos of the school.</p> <p>Regarded as an 'ambassador' for the school - strong evidence of positively supporting the school and the wider Collaboration where possible, promoting its reputation in situations wider than role</p> <p>Promotes the work of the school through additional responsibilities and roles such as Specialist Leader of Education (SLE).</p>

Guidance:

It is the responsibility of the post holder, and not the appraiser, to gather in the evidence against these factors across the year to demonstrate the quality of their own performance.

Evidence can take the form of (this list is not exclusive):

- Assessment against Appraisal Objectives
- Assessment against Teachers Standards
- Assessment against Pay Progression Criteria for Teachers / Leadership Posts
- Monitoring feedback: Classroom Observations, Learning Walks, Work scrutiny, Pupil Voice
- Self-Assessment & Peer Review
- Relevant Pupil Progress Data
- Evidence gleaned via Coaching into Appraisal meetings
- The impact of training and development undertaken
- Notes of team meetings to demonstrate individual contributions
- Wider contribution: Evidence of feedback from colleagues, pupils, governors, pupils and members of the public.

Headteachers will moderate a sample of recommended assessments of schools other than their own prior to pay decisions being confirmed. This is to ensure consistency of pay awards across the Trust.

Recommendations for pay awards will take into due consideration of the quality, and not quantity, of evidence presented.

Appendix B2: Pay Progression Criteria for Leadership Teachers

This document should be used in conjunction with The National standards of excellence for headteachers document (January 2015)*

<p>Pre-amble</p>	<p>All staff make the education of their pupils their first concern and are accountable for achieving the highest possible standards in work and conduct. All staff act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills up-to-date and are self-critical; forge positive professional relationships; and work with parents/carers in the best interests of all pupils.</p>			
<p>General Descriptor (Domain One)*</p>	<p>Performance Improvement Required</p>	<p>Good</p>	<p>Good with some Outstanding evidence</p>	<p>Outstanding</p>
<p>Performance Objectives</p>	<p>At least one key area has been discussed with the appraisee and a clear action plan to secure improvement was agreed. Evidence overall is that appraisee is doing the minimum necessary.</p>	<p>Evidence indicates all areas of the role and responsibilities consistently completed to good standard, commitments delivered on time and leadership style is consistently characterised as being positive, empowering and effective. A role model in the way that Academy rules/code of conduct and policies are always followed. Behaviour and actions at work are always professional and supporting school values. Leads by example with regards attendance and work-like balance. Shows strong consistent evidence of taking responsibility for own work to a high standard. Fully accountable for own outcomes and achievements Actively uses research-based evidence to inform and improve own practice.</p>	<p>Performance overall is regarded as clearly above Good. Performance Objectives and Working Collaboratively with Others plus one other criteria must be assessed as in line with Outstanding requirements to merit this level of assessment</p>	<p>Clear evidence of being a stand-out performer in all aspects of their role. Consistently 'goes the extra mile'. Consistently demonstrates pride in their leadership in school and across the Trust. Highest professional standards and school leadership achievements maintained consistently. Demonstrates very high levels of flexibility and support for leadership across the Trust All criteria below must be met in order to justify an Outstanding assessment Actively uses research-based evidence to inform and improve own practice with significant impact on other professionals practice across the Trust</p>
	<p>At least one key objective was not fully met without adequate explanation or factors external to the appraisee's control.</p>	<p>Meets all performance objectives. Able to prioritise effectively and deliver to expectations but will seek support and check priorities when encountering high workload and/or difficult issues Evidence of objectives not fully met must be for acceptable reason outside the appraisee's control and the appraisee notified their appraiser at the earliest, practicable opportunity</p>	<p>All performance objectives are achieved with some evidence of practice in these areas that is clearly regarded as 'outstanding'</p>	<p>Some or all performance objectives are clearly exceeded in some way. Achievements will be impressive and 'stand out', based on clear evidence</p>

With the three competency factors below effective leadership will not only demonstrate evidence of being a role-model in each area but also that action and initiatives have been taken appropriate to area of leadership responsibility

	Performance Improvement Required	Good	Good with some Outstanding evidence	Outstanding
<p>Supports Children's Learning</p> <p>(Domain Two)*</p>	<p>Evidence demonstrates this factor is clearly short of the Good descriptor in some way</p>	<p>Clear evidence of understanding how their role and actions at work supports children's learning and able to demonstrate good evidence of helping children to attain their potential</p> <p>Takes opportunities to communicate high expectations effectively to children in ways appropriate to own role in school</p> <p>Where the post holder has a direct role in supporting children's learning, the expectation is that the data and other evidence would normally reflect good or above progress and attainment</p> <p>Where the post holder does not have a direct role to support children's learning, evidence can be provided from their substantive responsibilities and how that impacts on the quality of children's learning</p> <p>This factor is applicable to all staff and therefore evidence may be from direct teaching interventions but also from day to day interaction with children in their job, around the school generally and also from involvement in any school activity or event.</p> <p>Consistently role models the high standards of behaviours expected of children</p>		<p>Seeks out and suggests significant opportunities clearly going beyond 'normal' expectations of role to support children's learning.</p> <p>Can demonstrate evidence of significant impact of children's learning from these interventions</p> <p>This can be from the substantive role in the way achievements and contribution has a significant impact directly or indirectly on children's learning.</p> <p>Staff with roles that do not involve direct teaching support may also use examples from day to day interaction with children that includes, for example impact on behaviour or attitudes.</p>

	Performance Improvement Required	Good	Good with some Outstanding evidence	Outstanding
<p>Works collaboratively with others and encourages strong teamwork</p> <p>(Domain One & Domain Three)*</p>	<p>Evidence demonstrates this factor is clearly short of the Good descriptor in some way</p>	<p>Consistently regarded as a good 'team player'. Behaviour is conducive to positive working relations with others including with people outside of immediate team. Always polite, helpful and supportive. Evidence clearly demonstrates they respond positively when asked to do something extra.</p> <p>Communicates positively and effectively with different groups and different types of people.</p> <p>Evidence of seeking opportunities to improve or develop services through collaborative working with others including examples of seeking value for money within the scope of own role</p> <p>Actively involved in collaborative opportunities with other schools both within and outside of the Trust with evidence of high impact</p>	<p>The evidence for this factor must be in line with the expectations for Outstanding to merit this level of assessment.</p>	<p>The appraisee is an exceptional team player. Always willing to go the extra mile to help out and will be proactive in this.</p> <p>Exceptionally positive and enthusiastic about the school, colleagues and stakeholders at all times.</p> <p>Continuously seeking to improve and develop services including new ways of achieving value of money. Communicates this in a positive way even when encountering difficulties or negativity</p> <p>Makes significant contribution to collaborative projects with other schools both within and outside of the Trust with evidence of high impact</p>
<p>Positivity in work and in relationships at work</p> <p>(Domain Four)*</p>	<p>Evidence demonstrates this factor is clearly short of the Good descriptor in some way</p>	<p>Good evidence of a positive attitude to work and in relationships with colleagues and others at work.</p> <p>Evidence of a 'can do' approach, working to find positive, creative solutions when issues and problems arise.</p> <p>Demonstrates good evidence of learning, developing and improving in some areas of own role</p> <p>Plays an active role in the Coaching into Appraisal process, coaching others where directed</p>		<p>Very strong evidence of a 'continuous improvement' and problem-solving approach to own work and in relationships with colleagues and others.</p> <p>Proactive in taking up learning opportunities and evidence of strong evidence of using feedback and reflection to improve performance</p> <p>Makes significant contribution in the Coaching into Appraisal process, coaching others where directed</p>

With the wider contribution factor effective leadership will not only demonstrate evidence of being a role-model as defined below but also that action and initiatives have been taken appropriate to area of leadership responsibility to ensure there is a culture conducive to all relevant staff are demonstrating wider contribution

	Performance Improvement Required	Good	Good with some Outstanding evidence	Outstanding
Wider Contribution (Domain 4)*	Evidence demonstrates this factor is clearly short of the Good descriptor in some way	Demonstrates a pro-active approach at times with evidence of flexibility to meet changing needs of Trust. Behaves and presents him/herself in ways that impacts on the Trust positively. In day to day work and interactions there is strong evidence of putting the needs of children across the Trust at the centre of everything		Evidence is of high levels of flexibility and support to others outside normal expectations. Takes a lead role in a significant area of leadership to research and develop as 'best practice' across the Trust. Regarded as an 'ambassador' for the Trust to relevant parties including parents. LEA etc. with strong evidence of working with external agencies and other schools/academies in supporting the work of the Trust

Guidance:

It is the responsibility of the post holder, and not the appraiser, to gather in the evidence against these factors across the year to demonstrate the quality of their own performance.

Evidence can take the form of (this list is not exclusive):

- Assessment against Appraisal Objectives
- Assessment against relevant standards – e.g. Ofsted Inspections
- Assessment against Pay Progression Criteria for Leadership Posts
- SIP / SEF
- Monitoring reports
- External Reports (Ofsted, SIAMs, School Improvement Note of Visit)
- Internal Pupil Progress Data
- Nationally published data (ASP/ IDSR)
- Self-Assessment
- Staff turnover/absence/satisfaction at work
- Staff/Succession planning
- The impact of training and development undertaken

Wider contribution: Evidence of feedback from colleagues, pupils, governors, pupils and members of the public. All recommended leadership assessments will be moderated in line with the Trust's Pay Policy framework prior to pay decisions being confirmed. This is to ensure consistency of pay awards across the Trust. Recommendations for pay awards will take into due consideration of the quality, and not quantity, of evidence presented.

Appendix B3: Pay Progression Criteria for Support Staff

Pre-amble	All staff make the education of their pupils their first concern and are accountable for achieving the highest possible standards in work and conduct. All staff act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills up-to-date and are self-critical; forge positive professional relationships; and work with parents/carers in the best interests of all pupils.			
	Performance Improvement Required	Good	Good with some Outstanding evidence	Outstanding
General Descriptor	<p>At least one key area has been discussed with the appraisee and a clear action plan to secure improvement was agreed.</p> <p>Evidence overall is that appraisee is doing the minimum necessary.</p>	<p>Evidence indicates good performance in all areas of the role. Duties and tasks consistently completed to good standard, on time and with a positive attitude.</p> <p>School rules/code of conduct are always followed with behaviour/actions at work regarded as professional and supporting school values.</p> <p>Attendance is good and always punctual.</p> <p>Shows strong consistent evidence of taking responsibility for own work to a high standard. Fully accountable for own outcomes and achievements</p>	<p>Performance overall is regarded as clearly above Good.</p> <p>Performance Objectives and Working Collaboratively with Others plus one other criteria must be assessed as in line with Outstanding requirements to merit this level of pay progression assessment</p>	<p>Clear evidence of being a stand-out performer in all aspects of their role. Consistently 'goes the extra mile'.</p> <p>Consistently demonstrates pride in their work and across the school or Trust, acting professionally at all times.</p> <p>Demonstrates very high levels of flexibility and goodwill over work start and finish times.</p> <p>All criteria below must be met in order to justify an Outstanding assessment</p>
Performance Objectives	<p>At least one key objective was not fully met without adequate explanation or factors external to the appraisee's control.</p>	<p>Meets all performance objectives.</p> <p>Able to prioritise effectively and deliver to expectations but will seek support and check priorities when encountering high workload and/or difficult issues</p> <p>Evidence of objectives not fully met must be for acceptable reason outside the appraisee's control and the appraisee notified their appraiser at the earliest, practicable opportunity</p>	<p>All performance objectives are achieved with some evidence of practice in these areas that is clearly regarded as 'outstanding'</p>	<p>Some or all performance objectives are clearly exceeded in some way.</p> <p>Achievements will be impressive and 'stand out', based on clear evidence</p>
Supports Children's Learning	<p>Evidence demonstrates this factor is clearly short of the Good descriptor in some way</p>	<p>Clear evidence of understanding how their role and actions at work supports children's learning and able to demonstrate good evidence of helping children to attain their potential</p> <p>Takes opportunities to communicate high expectations effectively to children in ways appropriate to own role in school</p> <p>Where the post holder has a direct role in supporting children's learning, the expectation is that the data and other evidence would normally reflect good or above progress and attainment</p> <p>Where the post holder does not have a direct role to support children's learning, evidence can be provided from their substantive responsibilities and how that impacts on the quality of children's learning</p>		<p>This can be from the substantive role in the way achievements and contribution has a significant impact directly or indirectly on children's learning.</p> <p>Staff with roles that do not involve direct teaching support may also use examples from day to day interaction with children that includes, for example impact on behaviour or attitudes.</p>

	Performance Improvement Required	Good	Good with some Outstanding evidence	Outstanding
		<p>This factor is applicable to all staff and therefore evidence may be from direct teaching interventions but also from day to day interaction with children in their job, around the school generally and also from involvement in any school activity or event.</p> <p>Consistently role models the high standards of behaviours expected of children</p>		
Works collaboratively with others and encourages strong teamwork	Evidence demonstrates this factor is clearly short of the Good descriptor in some way	<p>The appraisee is consistently regarded as a good 'team player'. Behaviour is conducive to positive working relations with others including with people outside of immediate team. Always polite, helpful and supportive. Evidence clearly demonstrates they respond positively when asked to do something extra.</p> <p>Communicates positively and effectively with different groups and different types of people.</p> <p>Evidence of seeking opportunities to improve or develop services through collaborative working with others including examples of seeking value for money within the scope of own role</p>	The evidence for this factor must be in line with the expectations for Outstanding to merit this level of pay progression	<p>The appraisee is an exceptional team player. Always willing to go the extra mile to help out and will be proactive in this.</p> <p>Exceptionally positive and enthusiastic about the school, colleagues and stakeholders at all times.</p> <p>Continuously seeking to improve and develop services including new ways of achieving value of money. Communicates this in a positive way even when encountering difficulties or negativity</p>
Positivity in work and in relationships at work	Evidence demonstrates this factor is clearly short of the Good descriptor in some way	<p>Good evidence of a positive attitude to work and in relationships with colleagues and others at work.</p> <p>Evidence of a 'can do' approach, working to find positive, creative solutions when issues and problems arise.</p> <p>Demonstrates good evidence of learning, developing and improving in some areas of own role</p>		<p>Very strong evidence of a 'continuous improvement' and problem-solving approach to own work and in relationships with colleagues and others.</p> <p>Proactive in taking up learning opportunities and evidence of strong evidence of using feedback and reflection to improve performance</p>
Wider Contribution	Evidence demonstrates this factor is clearly short of the Good descriptor in some way	<p>Demonstrates a pro-active approach at times with evidence of flexibility to meet changing needs of school.</p> <p>Behaves and presents him/herself in ways that impacts on the school positively.</p> <p>In day to day work and interactions there is strong evidence of putting children's needs at the centre of everything</p>		<p>Evidence is of high levels of flexibility and support to others outside normal expectations.</p> <p>Regarded as an 'ambassador' for the school - strong evidence of positively supporting the school and the wider Trust where possible, promoting its reputation in situations wider than role</p>

Guidance:

It is the responsibility of the post holder, and not the appraiser, to gather in the evidence against these factors across the year to demonstrate the quality of their own performance.

Evidence can take the form of (this list is not exclusive):

- Assessment against appraisal objectives
- Assessment against pay progression criteria for support staff
- Data
- Feedback from colleagues, parents or children
- Spot checks on the quality of work
- Visual evidence of work including photographs (not of children)
- The impact of training and development undertaken
- Notes of team meetings to demonstrate individual contributions
- Notes from appraisal meetings
- Wider contribution: Evidence of feedback from colleagues, pupils, governors, pupils and members of the public

Headteachers will moderate a sample of recommended assessments of schools other than their own prior to pay decisions being confirmed. This is to ensure consistency of pay awards across the Trust.

Recommendations for pay awards will take into due consideration of the quality, and not quantity, of evidence presented.

Appendix C: Potential in Everyone Academy Trust – progression routes for teachers

	Personal professional commitment to CPD	Opportunities available in the school/Trust - through discussion and negotiation with line manager	Opportunities facilitated by Potential Trust through discussion with SLT/CEO	Opportunities available regionally	Opportunities through external bodies and through National programmes (NP) Through discussion with CEO/ TLT
Newly Qualified Teacher	<ul style="list-style-type: none"> Join a Professional Association Collect evidence for a Professional Portfolio Develop a one-year learning plan Access online learning tools Investigate and access internet resource sites Access further learning opportunities available from Canterbury Christ Church University Re read and be familiar with the core standards for teachers. 	<ul style="list-style-type: none"> Locally based NQT induction programme Observation of colleagues – best practice Observation by colleagues – professional development Being mentored by a senior colleague In-class support- team teaching, sharing of planning, support of a teaching assistant Support an out of school visit for pupils, plan your own trip Plan with other colleagues and take responsibility for planning a sequence of lessons Personal Professional Development target in performance management linked to school improvement and own professional needs Talk to a senior colleague about your specific CPD needs Plan a whole school assembly 	<ul style="list-style-type: none"> Attend courses and disseminate learning back at school Access NQT sessions Observe teachers in other schools Join NQT network groups Join a curriculum, phase or specialism group to learn from other teachers – watching brief 	<ul style="list-style-type: none"> Links with teaching schools for wider range of courses 	<ul style="list-style-type: none"> Join a professional subject organisation Specialist training for an area of expertise, e.g. BESD, SEN Opportunities to attend 'Teach Meets' (Canterbury Christ Church) Access to EEF materials Opportunity to join the Chartered College of Teaching
2/3/4th year Teachers	<ul style="list-style-type: none"> Maintain a Professional Portfolio – evidence of achievement, courses, qualifications Photo evidence of successful projects displays etc. Self-evaluate and Plan your CPD – Possible route to NPQML Attend local network meetings Use on-line and distance learning Undertake personal research Produce, analyse and interpret pupil data Evaluate own teaching strategies through videoing, peer support or pupil feedback Develop a Career plan Consider changing schools, year group or 	<ul style="list-style-type: none"> Shadow middle managers or subjects/specialist leaders Seek to be a member of a school working party Start a piece of class-based action research Contribute to the school development plan Work with a learning/study team across the trust (or Trust to Trust Network) Plan and Lead a project for the trust- e.g. arts festival, book week 	<ul style="list-style-type: none"> Attend courses related to National and local priorities Visit identified outstanding practitioners to observe good practice in other schools Middle Leader programmes Join and participate in a curriculum, phase or specialism group. Attend pre SLE workshops Work shadowing of middle and senior leaders 	<ul style="list-style-type: none"> Links with teaching schools for a wide range of courses Opportunities to share good practice through local Trust to Trust support network 	<ul style="list-style-type: none"> Take part in Certificate, Diploma or Master's Degree programmes run by Higher Education Take part in Higher Education networks or Action/Research groups

	Personal professional commitment to CPD	Opportunities available in the school/Trust - through discussion and negotiation with line manager	Opportunities facilitated by Potential Trust through discussion with SLT/CEO	Opportunities available regionally	Opportunities through external bodies and through National programmes (NP) Through discussion with CEO/ TLT
	Key stage to gain further experience	<ul style="list-style-type: none"> Observe demonstration lessons by outstanding practitioners Plan with other colleagues – take more responsibility for a wider range of subjects Mentor students ITT, GTP, NNEB, TA's Presentation to Governors or SLT Observing Specialist teaching at the Acorn Speech and Language Centre 	<ul style="list-style-type: none"> Deliver subjects talks to GTP, PGCE, Teach First Student, or staff meetings in other schools or at Christ church University 		
5/6th yr Established Teachers	<ul style="list-style-type: none"> Maintain a Professional Portfolio – Record, Reflect, Analyse Self-evaluate and Plan your ongoing CPD needs – NPQML/NPQSL Develop your self-evaluation, observation and peer review skills Seek feedback from pupils Develop mentoring and coaching skills Undertake whole school Action Research Project Read academic and professional journals Review your Career plan Progress to upper pay spine and /or teaching and learning responsibility (TLR) Consider changing schools, year group or Key stage to gain further experience 	<ul style="list-style-type: none"> Work with a Mentor, or be a Mentor to a Colleague Mentor an NQT Be coached by a colleague in a specific area of development linked to your career plan Team teach with a colleague to develop your practice Deliver staff meeting / other staff development Shadow a colleague or senior leader Lead a school training programme over a period of time and evaluate the impact on teaching and learning Study/evaluate lessons with colleagues Evaluate behaviour strategies Mentor students ITT, GTP, NNEB, TA's Ask for a career development interview with a senior member of staff Observe a governors meeting or a local governing body meeting Seek support for Threshold application and gather the necessary evidence against the core standards Observing Specialist teaching at the Acorn Speech and Language Centre 	<ul style="list-style-type: none"> Attend courses related to National priorities Attend subject moderation meetings organised by trust / LA Attend teacher/assessment levelling workshops Attend training for coaching and mentoring skills Aspiring leaders programme NPQML / NPQSL Lead a curriculum, phase or specialism group undertake school to school support 	<ul style="list-style-type: none"> Links with teaching schools for wider range of courses. Opportunities to share good practice through local Trust to Trust support network 	<ul style="list-style-type: none"> Take part in Certificate, Diploma or MSc Degree programmes run by Higher Education – Generic Leadership, or subject specific. SENCO Accreditation.

	Personal professional commitment to CPD	Opportunities available in the school/Trust - through discussion and negotiation with line manager	Opportunities facilitated by Potential Trust through discussion with SLT/CEO	Opportunities available regionally	Opportunities through external bodies and through National programmes (NP) Through discussion with CEO/ TLT
Middle Leadership Subject leader/ Year Group Leader	<ul style="list-style-type: none"> • Maintain a Professional Portfolio – based on leadership experience and impact • Attend local Professional Association meetings • Investigate network meetings for middle leaders • Self-evaluate and plan your CPD – Leadership courses NPQSL • 	<ul style="list-style-type: none"> • Work with a range of agencies – take responsibility as lead professional • Arrange specific meeting/ shared learning opportunities/ engagement opportunities for parents • Chair meetings • Take part in a job interview for a teacher or TA • Support/team teach with colleagues for their professional development • Lead a whole school training session – curriculum based • Shadow a colleague/middle manager/SLT • Take on new role or dissemination role across the trust • Lead a school working party/project group/school/trust INSET Day • Manage a budget • Training/managing/deploying a team of Teaching Assistants • Become an NQT Induction Tutor • Facilitate a network meeting for phase/subject and lead the professional development of that team • Take responsibility for data analysis and reporting to senior colleagues • Lead a specific area of the school development plan • Performance Management Team Leader • Take responsibility for data analysis and reporting to senior colleagues • Lead a specific area of the school development plan 	<ul style="list-style-type: none"> • Attend courses on development of leadership • Attend networks for leadership issues • NQT mentor training • Make presentations at conferences and networks • Lead curriculum, phase or specialism group • NPQSL • Lead and deliver quality talks to GTP, PGCE, Teach First Student, or staff meetings in all trust schools • Take the lead for subject or professional leadership for one of the ITT groups from start to finish – project development 	<ul style="list-style-type: none"> • Placements in other schools and local authorities • Opportunities to share good practice through local Trust to Trust support network 	<ul style="list-style-type: none"> • Take part in Certificate, Diploma or Master's Degree programmes run by Higher Education • Access training/conference provided by the wide range of local and national providers, and professional associations • SENCo Accreditation
Deputy Head/Senior Teacher	<ul style="list-style-type: none"> • Maintain a Professional Portfolio – Impact on whole school issues • Self-evaluate and Plan your CPD - NPQH • Develop an Outreach record – impact in our other schools • Develop an Evaluation record 	<ul style="list-style-type: none"> • Coach a middle leader through a leadership programme • Make formal presentation to Governors and other 	<ul style="list-style-type: none"> • Attend courses related to whole school issues and aspects of learning • Attend wider professional network meetings networks 	<ul style="list-style-type: none"> • Placements in other schools and local authorities • Opportunities to share good practice through 	<ul style="list-style-type: none"> • Attending Leadership Conferences • Attend Leadership events • Take part in Diploma or Master's degree programmes run by Higher

	Personal professional commitment to CPD	Opportunities available in the school/Trust - through discussion and negotiation with line manager	Opportunities facilitated by Potential Trust through discussion with SLT/CEO	Opportunities available regionally	Opportunities through external bodies and through National programmes (NP) Through discussion with CEO/ TLT
	<ul style="list-style-type: none"> • Become a staff Governor • 	<ul style="list-style-type: none"> • stakeholders on the impact of a piece of work you have lead on • Deputise for the Headteacher at meetings • Deputise for the Headteacher for the day to day management of the school • Rotate roles – remind yourself of the journey, try a new or more challenging role usually taken on by the Head teacher • Organise a whole trust event – curriculum based, trip, staff training etc • Performance Management Team Leader for more senior staff in school • Coaching a colleague • Be part of developing a range of model policies, review and evaluate the impact • Lead on the recruitment and interviewing of teaching assistant, support staff etc • Support colleagues through support plans • Lead a working group • Run Master classes for middle leaders on leadership aspects or whole school issues • Take responsibility for a budget 	<ul style="list-style-type: none"> • Support & lead a wider range of network meetings - e.g. for SENCO, Co-ordinators etc. • Leadership training courses NPQSL/NPQH • Undertake specific and focused school to school support • Attend out of area, national courses • Make presentations at conferences and network meetings 	local Trust to Trust support network	Education
Headteacher	<ul style="list-style-type: none"> • Maintain a Professional Portfolio – Executive development roles across the trust and in local context • Self-evaluate and Plan your CPD • Join a wider network or Professional Association • Become a NCTL Associate Leader • Become a local leader of education • Investigate OFSTED additional inspector role • Volunteer for local association working parties such as schools forum/admissions etc 	<ul style="list-style-type: none"> • Lead on specialised identify area across the Trust • Shadow an CEO • Coach a Deputy Head / Key leader through leadership training courses • Attend/make presentations to Governors and other stakeholders on executive issues. • Rotate roles – remind yourself of the journey – try a new or more challenging role usually undertaken by the CEO • Take an assembly / worship in 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Opportunity to work with other Head Teachers through Trust to Trust Support network. 	<ul style="list-style-type: none"> • Attend national courses on a wider range of whole school issues, e.g. employment law, OFSTED etc • Host senior staff leadership placements • Access new/acting Headteacher induction programme • Train and act as a Mentor for applicant deputy and assistant Headteachers • Register as a Kent Leader of Education • Train and act as a Mentor for

	Personal professional commitment to CPD	Opportunities available in the school/Trust - through discussion and negotiation with line manager	Opportunities facilitated by Potential Trust through discussion with SLT/CEO	Opportunities available regionally	Opportunities through external bodies and through National programmes (NP) Through discussion with CEO/ TLT
		another setting <ul style="list-style-type: none"> Organise a training event for fellow Head teachers Organise an away day for the development of a sector of staff in the school Take responsibility for the delivery and monitoring and evaluation of the Trust Business plan Lead organization of Coaching into Appraisal within school Develop an understanding of the central funding agreement and the work and impact of the executive team Carry out learning walks and lesson observations in other settings within the Trust Lead formal meetings for capability or disciplinary issues Host visits from other professionals 			new/acting and applicant Headteachers <ul style="list-style-type: none"> Apply for Leadership training courses / conferences On-line communities OFSTED inspector training Apply for the NCTL associate leadership programme
School Improvement Lead	<ul style="list-style-type: none"> Maintain a Professional Portfolio – Impact on teaching and learning issues across the Federation Self-evaluate and Plan your CPD - NPQH Develop an Outreach record – impact in other schools/settings Develop an Evaluation record 	<ul style="list-style-type: none"> Coach a teacher through the ITP programme Make formal presentation to Governors and other stakeholders on the impact of a piece of work you have lead on Rotate roles – remind yourself of the journey, team teach, coach, mentor, challenge, be observer and observed. Organise school or Trust training events Coaching a colleague Contribute to the development of a range of model policies, review and evaluate the impact Support on the recruitment and interviewing of teachers Lead staff development CPD such as 'Good to Outstanding' programmes Support colleagues through support plans 	<ul style="list-style-type: none"> Attend courses related to whole school issues and aspects of learning Attend out of borough, national courses Attend wider professional network meetings networks Support & lead a wider range of network meetings Make presentations at conferences and networks Undertake leadership training courses – NPQH Work within network of School Improvement Leads from other Trusts. Undertake specific and focused school to school support 	<ul style="list-style-type: none"> Opportunities to share good practice through local Trust to Trust support network of School Improvement Leads 	<ul style="list-style-type: none"> Attending Leadership Conferences Attend Leadership events

	Personal professional commitment to CPD	Opportunities available in the school/Trust - through discussion and negotiation with line manager	Opportunities facilitated by Potential Trust through discussion with SLT/CEO	Opportunities available regionally	Opportunities through external bodies and through National programmes (NP) Through discussion with CEO/ TLT
		<ul style="list-style-type: none"> • Lead a working group • Run Master classes for middle leaders on what good teaching and learning looks like 			
CEO	<ul style="list-style-type: none"> • Maintain a Professional Portfolio – Impact of work in a local context • Self-evaluate and Plan your CPD -NPQEL • Become a Consultant Leader • Become a School Improvement Partner • Become a NCTL National Leader of Education (NLE) • Develop national networks • Become a NCTL Consultant Leader • Undertake work for the NCTL • Become an OFSTED Inspector 	<ul style="list-style-type: none"> • Host visits for other MATs/federations or CEOs • Host leadership networks within the Federation, Local Authority and beyond • Coach and develop the leadership teams with the Trusts Schools • Lead school self-evaluation and School Improvement visits • Develop leadership of an external school • Open a new school • Support a school in challenging circumstances • Mentor New CEOs 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Opportunity to work with other CEOs through Trust to Trust Support network 	<ul style="list-style-type: none"> • SIP accreditation • On-line communities • OFSTED inspector training • NCTL National Leaders of Education • Lead on local and national courses • Become a national leader of education • Train and act as a Mentor for new/acting and applicant Headteachers • Join external influential bodies such as Diocesan Executive Board, Schools Funding Forum, LIFT Executive, Kent Association of Head Teachers (KAH) • Work flexibly to allow for others to have supported headship experience •

Appendix D: Coaching for Appraisal Protocol

Protocol for a Coaching Culture

All schools in the Potential in Everyone Academy Trust are firmly committed to the development of a coaching culture in support of our vision and values.

Our primary aim is to ensure we put our children at the centre of everything we do and we believe that a strong 'learning for all' ethos based on a growth mind-set where everyone is supported to achieve high expectations will support us in this aim.

We also recognise that all staff must respond positively to high challenge, embrace change and accept accountability for achieving the highest possible standards.

We see a coaching culture as not only a means to supporting high performing teams but also enabling people to express their individuality.

Key Principles

- **Trust:** we trust that everyone in our Trust will do what they can to ensure all children get the best education possible.
- **Honesty:** we want people to reflect and be honest with themselves and with others in a way that is respectful and focused on the needs of children
- **Positivity:** we will encourage people to be proactive, show initiative, creativity and be solution-focused
- **Collaborative:** working together effectively with a common purpose – with the Potential in Everyone Academy Trust colleagues and with others outside our Trust
- **Purposeful:** everything we do is driven by the needs of the children in our Trust schools

We are developing our coaching culture through our Appraisal process but we see this as just the start. This is a long term project and we hope to establish cross-school coaching in time.

The role of the SLT in leading this project:

- Visibly working together, role modelling the behaviours and expectations of others
- Setting high standards and supporting all staff to achieve
- Removing barriers
- Being open, approachable and understanding
- Regularly reviewing project progress and taking necessary action to make it happen
- Recognise and celebrate success

Appendix E: Appraisal Self-Review Documents

Form A:

Self-Review and Preparation for Appraisal

Please find some time to think about the following questions in preparation for your appraisal meeting. You may find it helpful to do this with another colleague who may be able to help you think about some of these questions more deeply and in particular the evidence of your achievements and contributions.

You should make some brief notes and take this document with you as an aide-memoire.

	Questions to consider	Notes
1	Reflect over the past year. What areas of your work have given you most satisfaction and why?	
2	<p>What have been the specific highlights for <i>you</i> this year?</p> <ul style="list-style-type: none"> ➤ Successes in your role ➤ Relationships with others ➤ Wider contribution across the school <p>How and where could you evidence the outcomes and impact of these achievements?</p>	
3	<p>In what areas have you developed over the past year?</p> <p>What training/development have you undertaken and how did this help you?</p>	
4	<p>Have you used other ways to improve your skills and performance? Through individual research or reading, use of feedback or discussions with colleagues, for example?</p>	
5	<p>Has anything not gone as well as you had hoped? In your role? In your appraisal objectives?</p> <p>What have you learnt from this? How will you use this learning?</p>	
6	<p>Looking forward, what areas of the school improvement plan are most relevant to your role?</p> <p>How will you be able to make a positive contribution in these areas?</p>	

7	In what ways will you be able to support the school's vision and values (in your day to day work, relationships at work as well as specific achievements)?	
8	Thinking about the team that you work most closely with, what can you do through the year that will help this team to be successful?	
9	Thinking about questions 6, 7 and 8 what areas of training or development would help you most? Are there any informal CPD activities you could consider?	
10	Is there any other support or resource that might help you?	
11	Thinking about your appraisal meeting how will you ensure you get the best out of this meeting? What will you do to play a full and active role in your appraisal meeting?	

Is there anything else you need to think about in preparation for your appraisal meeting?

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Form B:

Self – Review using the Teacher Standards

	Standard	Make brief notes of: 1. relevant successes and contributions with specific examples and the evidence of impact or outcomes 2. areas in which you would like support and/or CPD
1	Set high expectations which inspire, motivate and challenge pupils	
2	Promote good progress and outcomes by pupils	
3	Demonstrate good subject and curriculum knowledge	
4	Plan and teach well-structured lessons	
5	Adapt teaching to respond to the strengths and needs of all pupils	
6	Make accurate and productive use of assessment	
7	Manage behaviour effectively to ensure a good and safe learning environment	
8	Fulfil wider professional responsibilities	

Is there anything else you need to think about in preparation for your appraisal meeting?

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Appendix F: Teaching Staff Appraisal Template

Appraisal [academic year]

Appraisee: [name]

Date initial objectives agreed:

Appraisal date:

Appraisal Objectives	Indicators of Success	Termly goals (with dates) Agreed with coach	Goal met?
<i>Objective 1</i>			
<i>Objective 2</i>			
<i>Objective 3</i>			
<i>Wider Contribution (to be completed through the year to support final assessment)</i>			
Actions	Evidence of Impact		

Appendix G: Support Staff Appraisal Template

Appraisal [academic year]

Appraisee: [name]

Date initial objectives agreed:

Appraisal date:

Appraisal Objectives	Indicators of Success	Strengths and Achievements
<i>Objective 1</i>		
<i>Objective 2</i>		
<i>Objective 3</i>		

Summary of Evidence <i>(to be completed throughout the year to support appraisal)</i>	
General Descriptor	
Performance Objectives	
Support's Children's learning	
Works Collaboratively with others and encourages strong team work	
Positivity at work and in relationships at work	
Wider contribution	

Overall Appraiser comments

Signature of Appraiser	Date	Signature of Appraisee	Date