

Old Leake Primary and Nursery School



**POLICY FOR
APPRAISING TEACHER
PERFORMANCE**

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Policy for appraising teacher performance

In formulating its policy, the governing body has taken account of the principles set out in the Introduction to the national model policy and retained all text in bold from the main body of the model policy itself.

The Governing Body of Old Leake Primary and Nursery School adopted this policy on

It will review it in 3 years

1 Purpose

- 1.1 This policy sets out the framework for a clear and consistent assessment of the overall performance of teachers, including the head teacher, and for supporting their development within the context of the school's plan for improving educational provision and performance, and the standards expected of teachers. It also sets out the arrangements that will apply when teachers fall below the levels of competence that are expected of them.

2 Application of the policy

- 2.1 The policy covers appraisal, applies to the head teacher and to all teachers employed by the school, except those on contracts of less than one term, those undergoing induction (i.e. NQTs) and those who are subject to the school's capability policy.
- 2.2 Throughout this policy, unless indicated otherwise, all references to 'teacher' include the head teacher.

3 **Teacher Appraisal**

3.1 Appraisal in this school 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 as teachers.

3.2 **The appraisal period**

The appraisal period will run for twelve months from 1 September to 31 August.

3.2.1 The annual audit against national standards will be completed no later than July 31st.

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

3.3 **Appointing appraisers**

3.3.1 **The head teacher will be appraised by the Governing Body, supported by a suitably skilled and/or experienced external adviser who has been appointed by the Governing Body for that purpose.**

3.3.2 In this school the task of appraising the head teacher, including the setting of objectives, will be delegated to a sub-group consisting of two/three (*delete as appropriate*) members of the Governing Body.

3.3.3 The head teacher will decide who will appraise other teachers. In this school, this will normally be (*delete as appropriate*)

- The head teacher
- A member of the senior leadership team

3.4 **Setting objectives**

3.4.1 **The head teacher's objectives will be set by the Governing Body after consultation with the external adviser.** Objectives will be focused on key school priorities and take account of the relevant head teacher standards

3.4.2 **Objectives for each teacher, including the head teacher, will be set before, or as soon as practicable after, the start of each appraisal period.** The objectives set for each teacher will be linked to the relevant standards, will be Specific, Measurable, Achievable, Realistic and Time-bound and will be appropriate to the

teacher's role and level of experience. The appraiser and teacher will seek to agree the objectives but, if that is not possible, the appraiser will determine the objectives, and the teacher may record their comments in writing as an appendix to the appraisal statement. Objectives may be revised if circumstances change.

3.4.3 The objectives set for each teacher, including the head teacher, will, if achieved, contribute to the school's plans for improving the school's educational provision and performance and improving the education of pupils at that school. This link will be made:

- By ensuring that the pupil progress objective (all teachers) addresses the key attainment priority identified by the school improvement plan
- By ensuring that the professional development objective (all teachers) addresses the key development priority identified by the annual audit against teacher standards (see Appendices A and B)
- By ensuring that the leadership and management objective (all teachers with paid leadership responsibilities) addresses the key development priority identified by consideration of the leader's effectiveness - with reference to any relevant leadership standards - in addressing key school improvement plan priorities. Where no national standards currently exist (e.g. for Assistant and Deputy Heads), the headteacher will develop appropriate standards for these roles by reference to the draft national standards produced by NCSL

3.4.4 Under normal circumstances teachers will have a maximum of 3 objectives. However, teachers who are found not to be meeting standards at the appropriate level for their career stage (Appendix B) by the annual standards audit (Appendices A and B) may be given as many additional objectives as are required to ensure that the most appropriate support can be provided.

3.4.5 Before, or as soon as practicable after, the start of each appraisal period, each teacher will be informed of the standards against which that teacher's performance in that appraisal period will be assessed. All teachers will be assessed against the set of standards contained in the document called "Teachers' Standards" published in July 2011. Assessments will also be conducted (if appropriate) against

- National Head Teacher Standards (2004)
- National Standards for Subject Leaders (1998)
- Excellent Teacher Standards
- Advanced Skills Teacher Standards
- Draft National Standards for School Leaders.(NCSL)

3.4.6 The head teacher will be responsible for ensuring that the appraisal process operates consistently, that objectives are focused on school priorities and that they take account of the standards audit. All objectives will be referred to the head teacher prior to the commencement of the cycle of monitoring. Where the head teacher has concerns about the relevance of the objectives set, these concerns will be discussed with the appraiser. The objectives may require amendment following discussion with the teacher.

3.5 Reviewing performance

3.5.1 Observation

3.5.2 This school believes that observation of classroom and leadership practice 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. All observation will be carried out in a supportive fashion by those with QTS.

3.5.3 Detailed arrangements for the observation of classroom and leadership practice are set out in Appendix D.

3.5.4 Development and support

3.5.5 Appraisal is a supportive process which will be used to inform continuing professional development. The school wishes to encourage a culture in which all teachers take responsibility for improving their teaching through appropriate professional development. Professional development will be linked to school improvement priorities and to the ongoing professional development needs and priorities of individual teachers as detailed in the section on "Setting Objectives" above.

3.5.6 Feedback

3.5.7 Teachers will receive constructive feedback on their performance throughout the year and as soon as practicable after observation has taken place or other evidence has come to light. Feedback will include discussion with the teacher, will highlight particular areas of strength as well as any areas that need attention and will determine any appropriate action required.

3.5.8 Where, following the audit against teacher standards or during the review cycle, there are concerns about any aspects of the teacher's performance these will be addressed via the procedure set out in Appendix E

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

3.6 Transition to capability

3.6.1 If the appraiser is not satisfied with progress, the teacher will be notified in writing that the appraisal system will no longer apply and that their performance will be managed under the school's capability procedure. This notification will trigger the commencement of the formal capability procedure

3.7 Annual assessment

3.7.1 **Each teacher's performance will be formally assessed in respect of each appraisal period. In assessing the performance of the head teacher, the Governing Body will consult the external adviser.**

3.7.2 This assessment is the end point to the annual appraisal process, but performance and development priorities will be reviewed and addressed on a regular basis throughout the year by means of

- Lesson observations
- Planning and work scrutiny
- Mid-cycle review meeting with appraiser
- Observation / scrutiny of leadership and management activities where appropriate
- Other feedback obtained during the cycle relevant to the teacher's overall performance.

3.7.3 **Within two months of the end of each appraisal period, the teacher will receive** – and have the opportunity to comment in writing on - **a written appraisal report.** In this school, teachers, including the head teacher, will receive their written appraisal reports no later than 31 October. **The appraisal report will include:**

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

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

3.7.5 Any recommendations on pay will be referred to the head teacher before being referred on to the Governing Body.

3.8 Confidentiality

3.8.1 Access to the written appraisal report will normally be limited to the appraisee, the appraiser, the head teacher and / or nominated member of the senior management team.

3.9 Equality and consistency

- 3.9.1 As outlined in paragraph 3.4.6 above, the head teacher will have overall responsibility for the quality assurance of the appraisal process across the school. This will include ensuring the consistency and equality of application of the process throughout the school. The head teacher may delegate responsibility for monitoring consistency and equality of application to a teacher member of the senior management team.
- 3.9.2 The head teacher will be responsible for reporting annually to the governing body on any relevant issues, including those of underperformance, arising from the annual review cycle and on any action required to address those issues. The report will enable governors to receive an overall general report of the process but will not include specific details relating to individual members of staff.
- 3.9.3 The Governing Body is committed to ensuring consistency of treatment and fairness and will abide by all relevant equality legislation.
- 3.10 **Retention of statements**
- 3.10.1 The Governing Body and head teacher will ensure that all written appraisal records are retained in a secure place for six years and then destroyed.

Appendix A – National Standards

CONFIDENTIAL

TEACHERS’ STANDARDS AUDIT AND PROFESSIONAL DEVELOPMENT OBJECTIVE PLANNER

NAME..... PAY POINT..... DATE.....

Standard +* area where you may be able to help others -* area where you may need help from others	+*	-*
1.1. Set high expectations which inspire, motivate and challenge pupils <ol style="list-style-type: none"> 1. Establish a safe and stimulating environment for pupils, rooted in mutual respect 2. Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions 3. Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils 		
1.2. Promote good progress and outcomes by pupils <ol style="list-style-type: none"> 1. Be accountable for pupils’ attainment, progress and outcomes 2. Plan teaching to build on pupils’ capabilities and prior knowledge 3. Guide pupils to reflect on the progress they have made and their emerging needs 4. Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching 5. Encourage pupils to take a responsible and conscientious attitude to their own work and study 		
1.3. Demonstrate good subject and curriculum knowledge <ol style="list-style-type: none"> 1. Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils’ interest in the subject and address misunderstandings 2. Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship 3. Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher’s specialist subject 4. If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics 5. If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies 		

<p>1.4. Plan and teach well structured lessons</p> <ol style="list-style-type: none"> 1. Impart knowledge and develop understanding through effective use of lesson time 2. Promote a love of learning and children's intellectual curiosity 3. Set homework and plan out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired 4. Reflect systematically on the effectiveness of lessons and approaches to teaching 5. Contribute to the design and provision of an engaging curriculum within the relevant subject area(s) 		
<p>1.5. Adapt teaching to respond to the strengths and needs of all pupils</p> <ol style="list-style-type: none"> 1. Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively 2. Have a secure understanding of how a range of factors can inhibit pupils' ability to learn and how best to overcome these 3. Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development 4. Have a clear understanding of the needs of all pupils, including those with special educational needs; those with high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them 		
<p>1.6. Make accurate and productive use of assessment</p> <ol style="list-style-type: none"> 1. Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements 2. Make use of formative and summative assessment to secure pupils' progress 3. Use relevant data to monitor progress, set targets, and plan subsequent lessons 4. Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback 		

<p>1.7 Manage behaviour effectively to ensure a good and safe learning environment</p> <ol style="list-style-type: none"> 1. Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy 2. Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly 3. Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them 4. Maintain good relationships with pupils, exercise appropriate authority and act decisively where necessary 		
<p>1.8 Fulfil wider professional responsibilities</p> <ol style="list-style-type: none"> 1. Make a positive contribution to the wider life and ethos of the school 2. Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support 3. Deploy support staff effectively 4. Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues 5. Communicate effectively with parents with regard to pupils' achievements and well-being 		

<p>Part 2 Personal and Professional Conduct ** + performance in line with expectations - performance may be below expectations</p> <p>The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career</p>	+**	-**
<p>2.1. Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:</p> <ol style="list-style-type: none"> 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 to 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 <p>2.2 Teachers must have a proper and professional regard for the ethos, policies and practice of the school in which they teach, and maintain high standards in their own attendance and punctuality</p> <p>2.3 Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities</p>		
<p>Preamble</p>	+**	-**
<ul style="list-style-type: none"> • 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 		

Appendix B – National Standards Career Stage Expectations

NATIONAL STANDARDS AUDIT - INITIAL ASSESSMENT Confidential

Name	Pay Point	Date	Self/School Assessment				+	-	Standards For Professional Dialogue
Professional Area	Relevant Standards	M2	M4	M6	UPS 1	UPS 3			
PROFESSIONAL PRACTICE	1.1(1);1.2(2,3,5) 1.3 (1,3) 1.4(1,2,3) 1.5 all 1.6 (1) 1.7 (1,2,3) 1.8 (3) 2.1 (2,4) Preamble	All teaching satisfactory; much good or better	All teaching is good or better	All teaching good with some features that are outstanding	All teaching good with some features that are outstanding	All teaching is good with some outstanding lessons			
PROFESSIONAL OUTCOMES	1.1(2) 1.2(1,2,3) 1.5(1) 1.6 (3,4) Preamble	Most pupils achieve in line with school expectations	Almost all pupils achieve in line with school expectations	Almost all pupils achieve in line with school expectations; some exceed them	Almost all pupils achieve in line with school expectations; many exceed them	Almost all pupils achieve in line with school expectations; most exceed them			
PROFESSIONAL RELATIONSHIPS	1.1(1) 1.6(4) 1.7(4) 1.8(2,3,5) 2.1 (1,3,4) Preamble	Positive working relationships with pupils, colleagues and parents	These relationships are securely focussed on improving provision for pupils	These relationships lead to excellent class provision	Plays a proactive role in working with colleagues to improve provision and outcomes within the key stage or department	Plays a proactive role in working with colleagues to improve provision and outcomes across the whole school			
PROFESSIONAL DEVELOPMENT	1.2(4,5) 1.3(1,2,4,5) 1.4(5) 1.5(2,3,4) 1.6(1) 1.8(4) 2.1(2) 2.3 Preamble	Able, with support, to identify key professional development needs and improve practice in line with advice and feedback	Takes a proactive role in accessing relevant support and professional development from colleagues	Fully competent practitioner; keeps up-to-date with changes; adapts practice accordingly	Plays a proactive role in leading the professional development of key stage or departmental colleagues	Plays a proactive role in leading the professional development of colleagues across the			
PROFESSIONAL CONDUCT	1.1(3) 1.7(1) 1.8(1) 2.1(all) 2.2 2.3 Preamble	Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge; keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils							

MEETS ALL STANDARDS

+ Performance may exceed career stage expectations - Performance may be below career stage expectations

Appendix C – Procedure for Conducting National Standards Audits

C1 The aim of the annual audit against national standards, as required by the regulations, will be to identify – through professional dialogue - the standards which represent the most appropriate areas for professional development for individual teachers in the forthcoming appraisal cycle. Wherever possible, these audits will take place in the Summer Term, so that the most helpful professional development performance management objectives can be identified – and any necessary arrangements made – in good time for the new school year.

C2 The 2012 Appraisal Regulations [Para 6 (a)] require head teachers “to inform the teacher of the standards against which the teacher’s performance in that appraisal period will be assessed” It follows from this that the school needs to adopt a fair and evidence-based procedure for deciding whether or not standards are met. The head teacher has a key role to play in ensuring that judgments are consistent across the school.

C3 The key stages of the procedure are as follows:

- Time will be provided for teachers to conduct a self-audit against the National Standards (Preamble, Part 1 and Part 2) at the level indicated by the agreed career stage expectations set out in Appendix B
- Each teacher’s appraiser paired with the head teacher/appropriate senior leadership team member will complete the audit in exactly the same way. Wherever this pair indicates that performance may not be at the level required, it will need to be in a position to back this up by reference either to written evidence previously shared with the teacher suggesting a standard is not met or to a lack of evidence allowing a judgment to be made that it is
- The audits will then be exchanged. At least a week will be allowed for the teacher to assemble any necessary evidence
- Teacher and appraiser will then attend a 45 minute Professional Dialogue meeting. The aim of the meeting will be to agree the standards against which the teacher’s performance will be assessed in the next appraisal cycle. Where the initial audit (or examination of evidence at the Professional Dialogue meeting) results in agreement that all relevant standards are met, the teacher will be free to identify the national standard against which he or she would like to be assessed by means of the professional development objective. Where the initial audit (or examination of evidence at the Professional Dialogue meeting) results in agreement that particular standards are not met, these standards will become those against which the teacher’s performance will be assessed in the next appraisal cycle
- Where teacher and appraiser cannot reach agreement on whether or not a standard is met, the matter will be referred to the head teacher, who will meet with the teacher, consider all available evidence, and inform the teacher of his or her decision
- A teacher dissatisfied with the head teacher’s decision will have the right of appeal to governors under existing procedures.

Appendix D – Observation of Teaching and Leadership Practice

D1 Formal Lesson Observations

D1.1 Teachers (other than those who are part of the National Standards Support Programme set out in Appendix E) will have up to 3 lesson observations in the course of the appraisal cycle, some announced and some unannounced.

D1.2 An individual teacher is free to request that all general lesson observations be unannounced

D1.3 Oral feedback will be given as soon as possible after the end of the lesson; written feedback will be provided within 5 working days

D2 Other Leadership Visits to Lessons

D2.1 There will be other occasions in the school year when those with leadership responsibilities are present in lessons. The principal objective of these visits is to enable leaders to understand for themselves what is going on in classrooms and to identify any ways in which either the curriculum or everyday support procedures can be improved

D2.2 Because these are not formal lesson observations, no written feedback will be given, and therefore no evidence from them will be used to inform performance review.

D2.3 If any aspect of classroom practice seen during leadership visits gives cause for concern, the teacher will be informed so that, if necessary, further investigation may be undertaken or additional lesson observations arranged. If this further investigation leads to a decision that a national standard is not met at the appropriate career stage, the special support arrangements set out in Appendix E will apply.

D3 Formal Observation of Leadership Practice

D3.1

Either

Leaders (other than those who are part of the National Standards Support Programme set out in Appendix D) will have x leadership observations in the course of the appraisal period. Of these

- x will be general observations
- y will be linked to appraisal objectives, with the focus agreed in advance with the appraiser
- (of the total of x+y observations, a will be announced and b will be unannounced)

Or

Leaders (other than those who are part of the National Standards Support Programme set out in Appendix E) will have up to x leadership observations in the course of the appraisal cycle, some announced and some unannounced.

Appendix E: Provision of Additional Support Where National Standards Are Not Met (National Standards Support Programme)

E1 Where national standards are found not to be met at the appropriate career stage, special arrangements will be made to ensure that the appropriate support can be provided. These may include:

- The appointment of a reviewer from the senior leadership team
- The setting of an appropriate number of additional appraisal objectives above the school norm
- Additional formal lesson observations, many or all of which may be unannounced

E2 Where information comes to light in the course of an appraisal cycle that leads the head to conclude that national standards are not met at the appropriate career stage expectation level, these new arrangements, including a change of reviewer, will come into force as soon as possible after the decision has been made

E3 Where national standards are identified as not being met at the appropriate career stage expectation level by either means, appraisal objectives will be action planned to a much shorter timescale – typically one term, but less if the head decides the situation warrants this. At the end of each such period, progress will be reviewed – and a decision made on whether:

- To end the support programme and resume normal appraisal arrangements
- To continue to provide support within appraisal by setting further short-term objectives
- To suspend appraisal and move immediately into the formal capability procedure.

Appendix F: TEACHER APPRAISAL – Support Materials

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- i) INDIVIDUAL'S SELF AUDIT AGAINST STANDARDS AND AGREED CAREER STAGE EXPECTATIONS

- SECTION 1) PLANNING & REVIEW STATEMENT 2012-13 - OUTCOMES OF STANDARDS AUDIT JULY 2012 AND PROFESSIONAL DEVELOPMENT OBJECTIVE PRIORITIES 2012-13

- SECTION 2) PLANNING & REVIEW STATEMENT - PUPIL PROGRESS OBJECTIVE PRIORITIES 2012-13

- SECTION 3) PLANNING & REVIEW STATEMENT 2012-13 - OUTCOMES OF LEADERSHIP STANDARDS AUDIT JULY 2012 AND LEADERSHIP & MANAGEMENT OBJECTIVE PRIORITIES 2012-13

- SECTION 4) OBJECTIVE SETTING & SUPPORT RECORD SHEET

- SECTION 5) LESSON OBSERVATION SCHEDULE

- SECTION 6) SCHEDULE OF EVIDENCE TO BE USED BY REVIEWER IN JUDGING PERFORMANCE

- SECTION 7A) REVIEW STATEMENT

- SECTION 7B) PLANNING & REVIEW STATEMENT 2012-13 - OUTCOMES OF STANDARDS AUDIT JULY 2013 AND PROFESSIONAL DEVELOPMENT OBJECTIVE PRIORITIES 2013-14

i) INDIVIDUAL'S SELF AUDIT AGAINST STANDARDS AND AGREED CAREER STAGE EXPECTATIONS

STANDARDS AUDIT 2012

Confidential

Name

Appraiser

	M 1	M 2	M 3	M 4	M 5	M 6	U 1	U 2	U 3	TL R 1	TL R 2	AS T	A H	D H	H T
CURRENT PAY POINT															
CAREER STAGE EXPECTATIO N LEVEL FOR AUDIT															
ANY ASPIRATION AL PAY LEVEL YOU'D LIKE TO BE AUDITED AGAINST (PLEASE TICK)															

Appraisee Signature

Date

Please return to your appraiser in the envelope provided by

**SECTION 1 - PLANNING & REVIEW STATEMENT 2012-13
 OUTCOMES OF STANDARDS AUDIT JULY 2012
 PM PROFESSIONAL DEVELOPMENT OBJECTIVE PRIORITIES 2012-13**

Part A – Audit Outcomes 2011-12

Confidential

Standard	Met	Not Met
1 Preamble		
2. Personal and Professional Conduct		

Standard	Meets CSE*	Below CSE*	Meets ASL*	Not Yet At ASL*
1.1 Set high expectations which inspire, motivate and challenge pupils				
1.2 Promote good progress and outcomes by pupils				
1.3 Demonstrate good subject and curriculum knowledge				
1.4 Plan and teach well structured lessons				
1.5 Adapt teaching to respond to the strengths and needs of all pupils				
1.6 Make accurate and productive use of assessment				
1.7 Manage behaviour effectively to secure a good and safe learning environment				
1.8 Fulfil wider professional responsibilities				

*CSE = Career Stage Expectations as defined in school documentation

*ASL = Aspirational Skill Level (if applicable - eg for potential threshold applicants)

Part B – PM Professional Development Objective Priorities 2012-13

Either Standards Not Met

With support, develop professional expertise to meet the following standards

Standard	Key elements to be addressed

Or All Relevant Standards Met

With support, deepen and develop professional expertise in the following area

Standard	Key developmental activity

**SECTION 2 - PLANNING & REVIEW STATEMENT
PM PUPIL PROGRESS OBJECTIVE PRIORITIES 2012-13**

School Improvement Plan target	
Names of the pupils who are unlikely to hit this target without personalised interventions	

Consider the main challenge that you think stands between each of the pupils you have named and the attainment target you are aiming at. List the names again under the appropriate headings below. There are some blank boxes you can use if the heading you want isn't already there.

BEHAVIOUR	MOTIVATION
HOME SUPPORT	ATTENDANCE
SPECIFIC TECHNICAL WEAKNESS	

Which of the above pupils represent your biggest professional challenge? How can we support you in tackling this challenge?	
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**SECTION 3 - PLANNING & REVIEW STATEMENT 2012-13
 OUTCOMES OF LEADERSHIP STANDARDS AUDIT JULY 2012
 PM LEADERSHIP & MANAGEMENT OBJECTIVE PRIORITIES 2012-13**

Part A – Audit Outcomes 2011-12

Confidential

Standard	Above CSE*	Below CSE*	Meets ASL*	Not Yet at ASL*
National Leadership Standards are not yet agreed. In the meantime, schools may wish to audit practice either against the draft standards or against their own in-house list for the purpose of identifying relevant Leadership & Management objectives.				

*CSE = Career Stage Expectations as defined in school documentation

*ASL = Aspirational Skill Level (if applicable - eg for potential Assistant Head)

Part B – PM Professional Development Objective Priorities 2012-13

Either Standards Not Met

With support, develop professional expertise to meet the following standards

Standard	Key elements to be addressed

Or All Relevant Standards Met

With support, deepen and develop professional expertise in the following area

Standard	Key developmental activity

SECTION 4

OBJECTIVE SETTING & SUPPORT RECORD SHEET

<p>OBJECTIVE</p>	<ul style="list-style-type: none"> • Work to develop teaching skill x so that challenging pupils a b and c achieve attainment target y • Work to develop leadership skill y so that school improvement target z is achieved • Develop evidence that I meet National Standard β • In preparation for promoted post p, work to develop skill q 	
<p>AGREED EVENT (Reviewee Responsibility)</p> <ul style="list-style-type: none"> • Audit? • Coaching observation? • Discussion with pupils/parents? • Observe colleague? • Attend training? • Research? • Produce action plan? • Implement action plan? • Monitor/evaluate review? 	<p>BY (DATE)</p>	<p>RECORD OF EVENTS</p>
<p>AGREED SUPPORT (Reviewer Responsibility)</p> <ul style="list-style-type: none"> • Meetings with reviewer? • Meetings with coach? • Observations? • Training? • Termly reviews? 		<p>RECORD OF EVENTS</p>
<p>IMPACT MEASURES (inc. lesson observation details)</p> <ul style="list-style-type: none"> • Lesson observation (with focus)? • Monitoring of planning? • Book trawls? • Reviewer report of discussions with pupils/parents? • Pupil Progress/Attainment Data 		<p>RECORD OF EVENTS</p>

SECTION 5**LESSON OBSERVATION SCHEDULE**

APPROX DATE	OBSERVER'S NAME	OBSERVATION FOCUS	LENGTH (MINS)

SECTION 6

SCHEDULE OF EVIDENCE TO BE USED BY REVIEWER IN JUDGING PERFORMANCE
(COPIES OF ALL EVIDENCE LISTED WILL ALSO BE MADE AVAILABLE TO THE REVIEWEE)

EVIDENCE TO BE USED FOR ALL STAFF <ul style="list-style-type: none"> • Records of lesson observations listed above • Record of progress with agreed performance objective • Outcome of Standards Audit(s) 	AGREED ADDITIONAL EVIDENCE <ul style="list-style-type: none"> • • • •
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SECTION 7A	REVIEW STATEMENT
In this section, the reviewer summarises the evidence derived from the sources listed in Section 6	

Reviewer's recommendation on objectives related to national standards	National Standard Number	Met or Not Yet Met
Recommendation on pay progression (if applicable)		

**SECTION 7B - PLANNING & REVIEW STATEMENT 2012-13
 OUTCOMES OF STANDARDS AUDIT JULY 2013
 PM PROFESSIONAL DEVELOPMENT OBJECTIVE PRIORITIES 2013-14**

Part A – Audit Outcomes 2012-13

Confidential

Standard	Met	Not Met
2 Preamble		
2. Personal and Professional Conduct		

Standard	Meets CSE*	Below CSE*	Meets ASL*	Not Yet At ASL*
1.4 Set high expectations which inspire, motivate and challenge pupils				
1.5 Promote good progress and outcomes by pupils				
1.6 Demonstrate good subject and curriculum knowledge				
2.4 Plan and teach well structured lessons				
2.5 Adapt teaching to respond to the strengths and needs of all pupils				
2.6 Make accurate and productive use of assessment				
2.7 Manage behaviour effectively to secure a good and safe learning environment				
2.8 Fulfil wider professional responsibilities				

*CSE = Career Stage Expectations as defined in school documentation

*ASL = Aspirational Skill Level (if applicable - eg for potential threshold applicants)

Part B – PM Professional Development Objective Priorities 2013-14

Either Standards Not Met

With support, develop professional expertise to meet the following standards

Standard	Key elements to be addressed

Or All Relevant Standards Met

With support, deepen and develop professional expertise in the following area

Standard	Key developmental activity