



ST. MARY'S
ACADEMY TRUST

St Mary's Academy Trust

Appraisal Policy

TEACHING STAFF

Date agreed by Board: 17th July 2017

Date to be reviewed: January 2018

Introduction

1. This policy applies to staff employed on school teachers pay and conditions employed for one school term or more, in a St Mary's Academy Trust School.
2. The policy **does not** apply to:-
 - a) those on contracts of less than one term
 - b) those undergoing induction
 - c) those subject to capability
3. The appraisal process and the supporting documentation will be treated with strict confidentiality at all times. Only those who need access to such information will be granted access to enable them to discharge their responsibilities as directed by the Trust. The Trust will monitor the operation of the appraisal system and review it at appropriate intervals.
4. This policy should be read in conjunction with "Teachers Standards", "Evidence for Teachers Standards Guidance", "National Standards of Excellence for Head teachers" "Lead Practitioners Skills" and the Teachers Model Pay Policy.
5. The appraisers are:-

For Teachers – the appraiser is the Headteacher

For Headteachers – the appraisers will be one LGB member and one Board member supported by an external advisor

For Lead Practitioners – the appraiser is the Head of Educational Support

6. The appraiser is responsible for the performance management review meeting and for ensuring all the evidence obtained during this meeting is available for presentation to the decision maker.
7. Following the performance management review meeting, the appraiser will present their recommendation to the decision maker. The decision makers are:-

For Main Pay Range Teachers – the appraiser will present their recommendation to the LGB

For Upper Pay Range Teachers – the appraiser will consult with the LGB in the first instance and then present their recommendation to the HR Committee

For Headteachers – the appraiser will present their recommendation to the Board

For Lead Practitioners – the appraiser will present their recommendation to the Board

Purpose

8. This policy sets out the framework for:-
 - a clear and consistent assessment of the overall performance of Teachers, Lead Practitioners and Head teachers
 - a clear and consistent assessment process for application to and through the upper pay range
 - a process to ensure all developmental needs are identified within the context of the school's improvement plan
 - a process to deal with those employees whose performance falls below the levels of competence expected of them for their pay range and responsibilities.

Process Summary for Appraisers

9. a) Arrange and hold the performance management review meeting
- b) For teachers (MPR and UPR) complete Appendix A
- c) Complete appendix G and submit/present to the decision maker
- d) On receipt of an application to or through the UPR consult with the LGB prior to submitting/presenting Appendix G to the HR Committee (the decision maker)
- e) Submit a copy of Appendix A and G to the HR Committee (not applicable for UPR applications as they are the decision-maker)
- f) Complete personal written statement and planning statement for each individual employee

The Appraisal

10. Appraisal meetings should be held during normal working hours and should be scheduled for at least one hour or longer if necessary.
11. The purpose of the appraisal meeting is to review the employee's current job, their performance against their objectives and relevant standards and to discuss their future aspirations/plans. More specifically, the meeting will also be an opportunity to discuss how the employee can contribute to the school plan and the wider work of the school and to agree and set the following year's objectives. This would usually be three however, there is no minimum or maximum number of objectives and it is the responsibility of the appraiser to justify to the Governors, Trust and Board the decisions they have made when setting objectives .

The Appraisal Period

12. The appraisal period will be for 12 months and will begin on 1 September. The performance management review must be completed by 31 October for teachers and by 31 December for head teachers. The cycle will end with a performance management review meeting at which time new objectives will be set for the following year. The appraiser should also arrange mid-year review meetings and these should be scheduled at the performance management review meeting.
13. Where a teacher starts their employment or transfers to a new post within the school part way through a performance management cycle, the appraiser shall determine appraisal arrangements for the remainder of the appraisal period, with a view to bringing this into line with the 1st September to 31st August cycle.
14. Where a teacher is employed on a fixed term contract for more than one term but less than twelve months, the length of the appraisal period will be determined by the duration of the contract.

The Appraisers

15. The Lead Practitioners can provide advice and support to the appraisers, (other than their own appraiser) however, they are not responsible for determining a recommendation as to whether an increment should be paid. This is a matter for the appraiser and decision maker who will be held accountable for all decisions made. The appraiser can however ask for advice and should take account of any advice offered.
16. All appointed appraisers should attend training and this can be arranged through HR.
17. Staff should be able to object to the appointment of an appraiser, on professional grounds, in writing to the Trust who will consider this and make a decision. Where the objections are rejected by the Trust, the teacher will be advised in writing.

Objective setting

18. The setting and agreement of objectives is essential to the effective operation of a performance management system that links individual performance to pay progression.
19. For Head Teachers the objectives should be set using their job description, the Schools Business Plan, the Ofsted School Inspection Report and the Trust Strategic plan. The National Standards of Excellence for Headteachers should also be used as a starting point for the identification of specific objectives for the next stage of the school's continuous improvement journey, as well as to identify areas of development where the Headteacher requires support and improvement.
20. For Teachers the objectives should be set using their job description and the Teachers' Standards. All standards must be met by all teachers and the objectives will identify areas in particular which the teacher should work towards for their next performance management review. Other essential reference documents include: the school's business plan and the Ofsted School Inspection Report.
21. Appraisal objectives must become more challenging as a teacher progresses up the main pay range and onto the upper pay range and appraisers must be able to demonstrate this is the case to the LGB/Trust/Board. For those applying to progress to or through the Upper Pay Range, in addition to point 18, the objectives set should reflect middle leader responsibilities. For those in receipt of a TLR payment the objectives set should reflect their teaching and learning responsibility area.
22. For Lead Practitioners the objectives should be set using their job description and the Lead Practitioners skills (See Appendix E).
23. In addition, it is prudent for the appraiser to consider issues that are emerging for their school and that require some dedicated attention that is best articulated as one or as a set of objectives. On the grounds that emerging issues are unlikely to be known at the outset of an appraisal period, objectives may need to be adjusted throughout the appraisal period so that they remain relevant to the performance of the individual and to the priorities of the school. This is considered to be perfectly standard practice; the ideal outcome for all parties is that the overall weight of objectives is broadly or proportionately the same at the conclusion of any subsequent 'objectives' discussion.
24. Objectives must be CSMART
C = Challenging
S = Specific
M = Measurable
A = Achievable
R = Relevant
T = Timed
25. Objectives should also be fair and equitable when judged across employees with similar roles and responsibilities.
26. The appraiser of a school must, before, or as soon as practicable after, the start of each appraisal period, inform the employee of the standards against which their performance will be assessed and set objectives for the appraisal period.

27. The objectives must be set such that they will contribute to the improvement of a school's educational provision and performance and appraisers will therefore be expected to align individual objectives with the school's priorities. Appraisers must be able to explain the rationale for the objectives set to Governors/Trust/Board,
28. Every effort should be made to achieve agreement on the objectives set; only in the last resort, should targets be imposed. Where agreement cannot be reached, the appraiser will make the final determination.
29. Objectives must focus on the priorities for the school or individual for the duration of the appraisal cycle. Appropriate objectives should mean that the school meets its overall objectives and that improvements are made year on year.
30. Objectives will be set out in a planning statement, along with details of any training and support which have been agreed. The planning statement should also specify the evidence that will be collected to support the review of performance including details of the arrangements for task or classroom observation, where relevant. Objectives may be revised if circumstances change. (See point 19).

Teachers' Standards

31. Under the appraisal arrangements, the performance of all teachers, regardless of their career stage, will be assessed against the Teachers' Standards. The standards define the minimum level of practice expected of trainees and teachers from the point of being awarded QTS.
32. Teachers must make the education of their pupils their first concern and are accountable for achieving the highest possible standards in their work and their conduct. Teachers must act with honesty and integrity, have strong subject knowledge and be self-critical. They must forge positive professional relationships with those around them and work with parents in the best interests of their pupils.
33. The Teachers' Standards effectively set out a mandatory 'code' of good teaching practice and professional conduct and as such, it is therefore perfectly reasonable for schools and the trust to expect all teaching staff to meet the expectations set out in the Standards document. Teachers should therefore be evaluated against all the elements set out in the Teachers' Standards. Appraisers should complete Appendix A as part of the performance management review discussion.
34. National Standards of Excellence for Headteachers set out non-mandatory standards as a guide for Headteachers and should be used as a discussion point as part of the performance management review.

Gathering the evidence

35. Judgements relating to performance must be supported by evidence and this should be discussed and agreed at the beginning of the performance cycle.
36. It will be critically important for the appraiser to inform the employee what types of evidence they will need to submit and present for their review meeting to enable the appraiser to assess their performance and make a substantiated and evidence-based pay recommendation to the decision-maker.

37. Evidence must show and demonstrate a contribution towards:

- an increasing positive impact in pupil progress;
- an increasing impact on wider outcomes for pupils;
- improvement in specific elements of practice, e.g. lesson planning
- an increasing contribution to the work at the school;
- an increasing impact on the effectiveness of staff.

38. The evidence gathered by the employee will largely be determined by the nature and scope of the agreed objectives and the Teachers' Standards. Examples of evidence may include:

- classroom observations
- task observations
- reviews of assessment results
- reviews of lesson planning records
- internal tracking
- moderation within and across schools
- pupils' Voice
- parents' Voice
- head teachers' walkabouts
- evidence supporting progress against Teachers' Standards

Observations

39. Any classroom or task observations will be carried out in accordance with the schools 'classroom and task observation protocol'. Classroom observation will be carried out by qualified teachers. At least 5 working day's notice of the date and time of the observation will be given and verbal feedback provided by the end of the next school day in a suitable private environment. Written feedback will be provided within 5 working days. The employee has the right to append written comments to the feedback document.

40. For appraisal purposes, the Trust is committed to ensuring that classroom and task observation is developmental and supportive and that those involved in the process will:

- carry out the role with professionalism, integrity and courtesy;
- evaluate objectively;
- report accurately and fairly; and
- respect the confidentiality of the information gained.

41. The arrangements for classroom / task observation will be stated in the appraisal planning statement and will include the amount of observation, specify its primary purpose, any particular aspects of the employee's performance which will be assessed, the duration of the observation, when, during the appraisal cycle, the observation is likely to take place and who is likely to conduct the observation.

42. Where evidence emerges about the teacher's performance, which gives rise to concern during the cycle, additional observations may be arranged during the cycle.

Additional Information

43. The appraiser may determine that it is necessary to collect additional evidence to help inform the evaluation of standards and school improvement strategies. This additional evidence may include walkabouts, task observation, reviews of assessment results and lesson planning records. It may not always be practicable to provide advance notice of these additional monitoring activities.

Reviewing Performance and the Annual Assessment

44. At the end of the cycle, assessment of performance will be on the basis agreed at the beginning of the cycle.

45. In determining an appraisal, the appraiser must assess the performance in the appraisal period, apply the relevant 'Standards', assess performance against the agreed objectives, assess the professional development needs and identify any action that should be taken and, finally, include a recommendation relating to pay.

46. A recommendation for pay can only be made where clear evidence has been submitted. Appendix G should be completed to present the recommendation to the decision-maker and the evidence the appraiser has reviewed must be available on request by the decision-maker to enable them to make the pay decision. (A copy of Appendix A and G should be sent to the HR Committee).

47. The appraiser must provide a written appraisal report to the employee, the decision-maker and the HR Committee at the conclusion of the appraisal process – by 31st October for teachers and support staff and by 31 December for Headteachers.

48. Good progress towards the achievement of a challenging objective, even if the performance criteria have not been met in full, could be assessed favourably, particularly if external factors have prevented the objective being fully met. The appraiser will need to provide a full rationale of their pay recommendation.

49. The overall assessment of performance and its subsequent performance rating for individual members of staff will be subject to a process of moderation, arrangements for which will be put in place by the appraiser with the approval of the LGB/Board.

50. The final version of the appraisal documentation will be placed on the employee's file. The sharing of such information is governed by the data protection principles under the Data Protection Act 1998.

51. The LGB/Board will ensure that all written appraisal records are retained in a secure place for 6 years and then destroyed.

Continuing Professional Development

52. The school's CPD programme will be informed by the training and development needs identified through the appraisal procedure. The governing body will ensure in the budget planning, that, as far as possible, appropriate resources will be made available for any agreed training, support and continuing professional development.

53. Support to meet individual or collective development needs should be provided within the

Conflict of Interest

54. In any circumstances where an individual believes that their participation in any part of the appraisal process amounts or may amount to a 'conflict of interest' they should declare this to their appraiser and / or absent themselves from any part of the appraisal process where they believe that a 'conflict of interest' would or is likely to prevail.
55. All pay recommendations should be clearly attributable to the performance of an employee and the appraiser is responsible for ensuring evidence has been submitted.
56. The relevant body must decide how pay progression will be determined, subject to the following:
 - a. The decision, whether or not to award pay progression, must be related to a teacher's performance.
 - b. A pay recommendation must be made in writing as part of a teacher's annual appraisal report.
 - c. Where a teacher is not subject to either the 2012 or the 2011 regulations, the relevant body must determine through what process the teacher's performance will be assessed and a pay recommendation made for the purposes of making its decision on pay.
 - d. Continued good performance, as defined by an individual school's pay policy, should give a classroom or an unqualified teacher an expectation of progression until they are at the top of their respective pay ranges.
 - e. A decision may be made not to award pay progression, whether or not the teacher is subject to capability proceedings.
57. Where teachers are eligible for pay progression, the recommendation made by the appraiser will be based on an assessment of performance against agreed performance objectives and the evidence submitted.

Applications to be paid on the Upper Pay Range

58. All applications for progression to or through the upper pay range must be submitted on Appendix D to the Headteacher no later than 30th September and will be considered as part of the annual performance review meeting.
59. Teachers who have been absent due to sickness, disability or maternity may cite written evidence over the 3-year period before the date of the application.
60. To be assessed successfully, a teacher should include results of appraisals, (where such information is not available, a written statement and summary of evidence will be sufficient) and evidence to show how the criteria shown in Appendix E has been met.

Appeals

61. Any member of staff who disagrees with the decision made following the performance management process should follow the appeals process detailed in Appendix H.

Ofsted

62. As part of their overall inspection framework, Ofsted wishes to see evidence in schools that the appraisal procedure is used effectively and enables school improvement; if appraisal evidence is not available, this is likely to impact negatively on the Ofsted

63. It is therefore prudent for schools to generate and retain as much reasonable “appraisal system” evidence as practicably possible and discharge the school’s budget to differentiate appropriately between high and low performers. Where a teacher’s performance is less than good, inspectors will seek evidence that this is rigorously managed and that appropriate training and support are provided. Where a teacher’s performance is good, inspectors will expect to see evidence that this is recognised through the appraisal system. The appraiser will be held accountable for any failure to produce this information.

64. Ofsted inspectors may ask to have sight of anonymized data from the last three years that illustrates the numbers of teaching staff who have:

- Progressed along the main pay range
- Progressed to and through the upper pay range
- Progressed along the leadership scale; and
- Received additional responsibility payments such as TLR and SEN allowances.

65. Inspectors will expect to see a correlation between the pattern of pay progression and the improvements made to the overall quality of teaching and learning; where there is no or little correlation, the inspectors will want to investigate the reasons for this. However, inspectors will take account of the length of time the head teacher has been in post.

Transition to Capability

66. Performance concerns should be dealt with through the staff appraisal policy but if progress towards addressing performance concerns is insufficient or the concerns are sufficiently serious, a ‘transition meeting’ should be held; the expectation is that this meeting will reduce the likelihood of invoking the capability procedure or triggering a prolonged period of sickness absence.

67. In this event, an agreed support plan for an agreed period of time will be implemented via the appraisal procedure.

68. The employee, the head teacher and the Chair of Governors (or the Chief Executive and the Chair of Governors where the capability of the head teacher is in question) will be present at the meeting. As the outcome of the meeting may have serious consequences, the employee should be encouraged to be accompanied by a work colleague or a trade union representative where they are a trade union member.

69. Principals to the overall approach to the meeting:-

- Ensure that practical support, advice and guidance is provided to the employee
- Training should be provided where this is a reasonable expectation
- Performance criteria should be clear and monitored with an agreed time scale
- The employee’s shortcomings, the standards expected and the support agreed should be clearly set out in the support plan

70. Interim meetings during the period of support will be held to discuss progress. At the end of the time period agreed the following matters will be considered at the final review meeting:-

- The evidence that has given rise to the specific concerns about the employee's performance
- The seriousness of the concerns and their impact on the performance of the school
- The support that has been provided to date
- The time for which the concerns have persisted
- The degree of improvement that has been achieved and whether or not this has been/can be sustained
- The extent to which the employee has shown insight and has engaged with the support provided throughout the appraisal process
- Any mitigating factors

71. Once these matters have been considered the chair should close the meeting and reflect on the findings, take advice and reach a decision. The decision will be either to continue with the appraisal process or to invoke the capability procedure by convening a formal capability meeting.

72. The transition to the capability procedure will be made where:-

- Under-performance against agreed objectives and/ or standards has prevailed for some time and/or
- Under-performance is either serious or has persisted despite the provision of support

(Refer at this stage to the Teachers Capability procedure)

APPENDIX A – Teachers’ Standards

Name:	Examples of how this applies at different career points		
Part 1 Minimum Standard for Qualified Teachers and those working towards QTS (DfE September 2012)	Early Career NQT – M3 <i>Developing own practice to become at least good. Contribute to subject/faculty improvement</i>	Established Teacher M4 – M6 <i>Demonstrate consistently good practice. Start to support subject development through sharing own practice within Faculty Team. Mentoring others e.g. students and early career colleagues.</i>	Experienced Practitioner UPS1 – UPS3 <i>Demonstrate at least good with elements of outstanding practice. Model practice, coach and mentor colleagues across the school to help them improve their own teaching.</i>
1 Set high expectations which inspire, motivate and challenge pupils	<i>Appraisers’ judgement</i>	<i>Appraisers’ judgement</i>	<i>Appraisers’ judgement based on the criteria</i>
Appraisers Comments			
2 Promote good progress and outcomes by pupils <ul style="list-style-type: none"> • be accountable for pupils’ attainment, progress and outcomes • plan teaching to build on pupils’ capabilities and prior knowledge • guide pupils to reflect on the progress they have made and their emerging needs • demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching • encourage pupils to take a responsible and conscientious attitude to their own work and study 	<p>Expect all pupils to make good and better progress and achieve age related expectations. Challenging objectives and outcomes are set. Promote pupil awareness of next steps, attainment levels and progress</p>	<p>Expect all pupils to make good and better progress and achieve age related expectations. Challenging objectives and outcomes are set. Pupils know their attainment levels and what steps they need to take in order to make good and better progress.</p>	<p>Expect all pupils to make good and better progress and achieve age related expectations. Challenging objectives and outcomes are set. Pupils know their attainment levels and what steps they need to take in order to make good and better progress. Lead and manage strategies across Faculty Team to support good progress and outcomes by all pupils.</p>
Appraisers Comments			
3 Demonstrate a good subject and curriculum knowledge	<i>Appraisers’ judgement</i>	<i>Appraisers’ judgement</i>	<i>Appraisers’ judgement based on the criteria</i>
Appraisers Comments			

<p>4 Plan and teach well-structured lessons</p> <ul style="list-style-type: none"> impart knowledge and develop understanding through effective use of lesson time promote a love of learning and children's intellectual curiosity set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired reflect systematically on the effectiveness of lessons and approaches to teaching contribute to the design and provision of an engaging curriculum within the relevant subject area(s) 	<p>Plan and deliver sequences of lessons and homework that inspire, motivate and challenge pupils. Share the planning and leadership of educational visits. Begin to reflect on own teaching to improve outcomes and contribute to planning in a year group.</p>	<p>Consistently plan and deliver sequences of lessons and homework that inspire, motivate and challenge pupils. Plan and lead educational visits. Reflect on own teaching to improve outcomes; take a lead on subject planning across more than one-year group.</p>	<p>Support others in planning and delivering sequences of lessons and homework that inspire, motivate and challenge pupils. Support other Faculty staff by sharing good practice.</p>
<p>Appraisers Comments</p>			
<p>5 Adapt teaching to respond to the strengths and needs of all pupils</p>	<p><i>Appraisers' judgement</i></p>	<p><i>Appraisers' judgement</i></p>	<p><i>Appraisers' judgement based on the criteria</i></p>
<p>Appraisers Comments</p>			
<p>6 Make accurate and productive use of assessment</p>	<p><i>Appraisers judgement</i></p>	<p><i>Appraisers judgement</i></p>	<p><i>Appraisers' judgement based on the criteria</i></p>
<p>Appraisers Comments</p>			

<p>7 Manage behaviour effectively to ensure a good and safe learning environment</p> <ul style="list-style-type: none"> • have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good a behaviour both in classrooms and around the schools, in accordance with school's behaviour policy • have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly • manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them • maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary 	<p>Behaviour is good and lessons are engaging. Develop an understanding of the causes of misbehaviour and begin to apply a range of school strategies to promote good behaviour. Consistently apply school policy and practice for teaching and learning and behaviour.</p>	<p>Behaviour is good and lessons are engaging. Develop an understanding of the causes of misbehaviour and begin to apply a range of school strategies to promote good behaviour. Consistently apply school policy and practice for teaching and learning and behaviour.</p>	<p>Behaviour is good and lessons are engaging. Develop an understanding of the causes of misbehaviour and begin to apply a range of school strategies to promote good behaviour. Consistently apply school policy and practice for teaching and learning and behaviour.</p>
<p>Appraisers Comments</p>			
<p>8 Fulfil wider professional responsibilities</p>	<p><i>Appraisers' judgement</i></p>	<p><i>Appraisers' judgement</i></p>	<p><i>Appraiser's judgement</i></p>
<p>Appraisers Comments</p>			
<p>Part 2 Personal and Professional Conduct</p>			
<p>Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school.</p>	<p>At all times maintain professional conduct both in school and within the wider community. Act as positive role models to pupils.</p>	<p>At all times maintain professional conduct both in school and within the wider community. Act as positive role models to pupils.</p>	<p>At all times maintain professional conduct both in school and within the wider community. Act as positive role models to pupils.</p>
<p>Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach and maintain high standards in their own attendance and punctuality.</p>	<p>Ensure that whole school policies and practice is adhered to.</p>	<p>Ensure that whole school policy and practice is adhered to.</p>	<p>Ensure that whole school policy and practice is adhered to.</p>
<p>Teachers must have an understanding of (and always act within) the statutory frameworks (Teacher Standards and School Teacher's Pay and Conditions Document), which set out their professional duties and responsibilities.</p>	<p>As stated</p>	<p>As stated</p>	<p>As stated</p>
<p>Appraisers Comments</p>			

APPENDIX B - THE TRUST'S EXPECTATION OF OUTSTANDING

Outstanding teaching and learning

In addition to meeting all of the teacher standards, outstanding teaching will be defined as:

- Demonstrating outstanding teaching over time in a range of subjects, including the core subjects of reading, writing and mathematics.
- Achieving greater than expected progress with the class in reading, writing and maths. This is defined as the cohort making a mean average progress of 4.0 or greater (with 3.0 points per year being set as expected progress by St. Mary's Academy Trust)
- Evidencing work outcomes of a high quality in both core and non core subjects.

Outstanding teaching is defined as:

- Teachers demonstrate deep knowledge and understanding of the subjects they teach. They use questioning highly effectively and demonstrate understanding of the ways pupils think about subject content. They identify pupils' common misconceptions and act to ensure they are corrected.
- Teachers plan lessons very effectively, making maximum use of lesson time and coordinating lesson resources well. They manage pupils' behaviour highly effectively with clear rules that are consistently enforced.
- Teachers provide adequate time for practice to embed the pupils' knowledge, understanding and skills securely. They introduce subject content progressively and constantly demand more of pupils. Teachers identify and support any pupil who is falling behind, and enable almost all to catch up.
- Teachers check pupils' understanding systematically and effectively in lessons, offering clearly directed and timely support.
- Teachers provide pupils with incisive feedback, in line with the school's assessment policy, about what pupils can do to improve their knowledge, understanding and skills. The pupils use this feedback effectively.
- Teachers set challenging homework, in line with the school's policy and as appropriate for the age and stage of pupils, that consolidates learning, deepens understanding and prepares pupils very well for work to come.
- Teachers embed reading, writing and communication and, where appropriate, mathematics exceptionally well across the curriculum, equipping all pupils with the necessary skills to make progress. For younger children in particular, phonics teaching is highly effective in enabling them to tackle unfamiliar words.
- Teachers are determined that pupils achieve well. They encourage pupils to try hard, recognise their efforts and ensure that pupils take pride in all aspects of their work.
- Teachers have consistently high expectations of all pupils' attitudes to learning.
- Pupils love the challenge of learning and are resilient to failure. They are curious, interested learners who seek out and use new information to develop, consolidate and deepen their knowledge, understanding and skills. They thrive in lessons and also regularly take up opportunities to learn through extra-curricular activities.
- Pupils are eager to know how to improve their learning. They capitalise on opportunities to use feedback, written or oral, to improve.
- Parents are provided with clear and timely information on how well their child is progressing and how well their child is doing in relation to the standards expected. Parents are given guidance about how to support their child to improve.
- Teachers are quick to challenge stereotypes and the use of derogatory language in lessons and around the school. Resources and teaching strategies reflect and value the diversity of pupils' experiences and provide pupils with a comprehensive understanding of people and communities beyond their immediate experience.

APPENDIX C

UPPER PAY RANGE APPLICATION FORM

Teacher's Details:

Name _____

Post _____

School _____

Level of UPR applying for _____

Supporting Information *(Tick if attached)*

Two Successive Performance Management Reviews

Portfolio to evidence the required criteria:

- Highly Competent
- Substantial Contribution
- Sustained Contribution
- Professional Attributes
- Professional Knowledge and Understanding
- Professional Skills

If applying for UPR2 or UPR3:

Evidence of increased contribution since being appointed to UPR1/2

Declaration:

I confirm that at the date of this request for assessment to progress to/through the Upper Pay Range I meet the eligibility criteria and I have submitted the evidence required as detailed above.

Applicant's signature _____

Date _____

APPENDIX D – THE TRUST'S UPPER PAY RANGE PROGRESSION CRITERIA

Highly competent

The teacher's performance is assessed as having excellent depth and breadth of knowledge, skills and understanding of the Teachers' Standards in the particular role they are fulfilling and the context in which they are working.

Substantial

The teacher's achievements and contribution to the school are significant, not just in raising standards of teaching and learning in their own classroom but also in making a significant wider contribution to school improvement which impacts on pupil progress and the effectiveness of staff and colleagues.

Sustained

The teacher must have:- had two years at their current salary point; two consecutive successful appraisal reports and made good progress towards their objectives/ They will also have been expected to have shown that their teaching expertise has grown over the relevant period and is consistently good to outstanding. (See definitions of outstanding at Appendix A)

Professional attributes

Contribute to implementing workplace policies and practice and to promoting collective responsibility for their implementation.

Professional knowledge and understanding

Have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential.

Have an extensive knowledge and well-informed understanding of the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those related to public examinations and qualifications.

Have up-to-date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs.

Have a more developed knowledge and understanding of their subjects/curriculum areas and related pedagogy including how learning progresses within them.

Have sufficient depth of knowledge and experience to be able to give advice on the development and wellbeing of children and young people.

Professional skills

Be flexible, creative and adept at designing learning sequences within lessons and across lessons that are effective and consistently well-matched to learning objectives and the needs of learners and which integrate recent developments, including those relating to subject/curriculum knowledge.

Have teaching skills which lead to learners achieving well relative to their prior attainment, making progress as good as, or better than, similar learners nationally.

Promote collaboration and work effectively as a team member.

Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback.

APPENDIX E – LEAD PRACTITIONERS REQUIRED SKILLS

Personal Skills

1. Effective communication and presenting
2. Leading and influencing
3. Challenging, developing and innovating
4. Always a learner

Professional Knowledge

5. Undertaking research to improve learning and teaching
6. Knowing how all learners (teachers and students) learn and make progress
7. Transfer specialist expertise, knowledge and pedagogy

Process and Impact on Others

8. Coaching/Mentoring to lead
9. Networking to lead
10. Leading Others

APPENDIX F - Suggested examples of evidence to support UPR progression

(This is only a guide and is not an exhaustive list)

Data from questionnaires

Interviews with other staff, including support staff and team leaders

Letters/correspondence from parents and governors

INSET sessions

Contributions to school improvement plans

Teaching observations and lesson gradings

Planning – differentiation – meeting the needs of the pupils

Contributions to SEN reviews and provisions mapping

Contributions to staff meetings and key stage meetings

INSET evaluation forms and own professional development

Monitoring and evaluation of own subject and outcomes – accuracy and ability to identify next steps

Pupil's work scrutiny

Target tracker information – progress made by pupils compared to national/all school data

Evidence from monitoring and action against action points

Behaviour records – evidence of behaviour of pupils in their class

Mentoring/coaching notes

APPENDIX G – PERFORMANCE MANAGEMENT OUTCOME REPORT

NAME:

Annual review				
Review of school year:				
Assessment against objectives				
Objective 1:				
Fully achieved		Partly achieved		Not achieved
Comments <u><i>(Details of evidence submitted must be included and where this can be located if required by the decision-maker)</i></u>				
Objective 2:				
Fully achieved		Partly achieved		Not achieved
Comments <u><i>(Details of evidence submitted must be included and where this can be located if required by the decision-maker)</i></u>				

APPENDIX H – Appeals Process

Teachers may seek a review of any determination in relation to their pay or any other decision taken by the Local Governing Body/Board that affects their pay.

The following list, which is not exhaustive, includes the usual reasons for seeking a review of a pay determination:

That the Local Governing Body/Board:

- a) incorrectly applied any provision of the STPCD and/or Appraisal Policy;
- b) failed to have proper regard for statutory guidance;
- c) failed to take proper account of relevant evidence;
- d) took account of irrelevant or inaccurate evidence;
- e) was biased; or
- f) otherwise unlawfully discriminated against the teacher.

The order of proceedings is as follows:

1. The teacher/head teacher receives written confirmation of the pay determination and the basis on which the decision was made.
2. If the teacher/headteacher is not satisfied, he/she should seek to resolve this by discussing the matter informally with the appraiser within ten working days of the decision.
3. Where this is not possible, or where the teacher/headteacher continues to be dissatisfied, he/she may follow a formal appeal process.
4. The teacher/headteacher should set down in writing the grounds for questioning the pay decision and send it to the Local Governing Body/Board who made the determination, within ten working days
5. Any appeal should be heard by the Performance Committee (who must not have been involved in the original determination), normally within 20 working days of the receipt of the written appeal notification. The teacher/headteacher will be given the opportunity to make representations in person. The decision of the appeal panel will be given in writing, and where the appeal is rejected will include a note of the evidence considered and the reasons for the decision.
6. For any formal meeting the teacher/headteacher is entitled to be accompanied by a colleague or Trade Union representative. Each step and action of this process must be taken without unreasonable delay.