

Whitminster Endowed C of E Primary School

Performance Management Operational Handbook

Policies and Procedures relating to Appraisal and Capability
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Part A

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Introduction
Teachers' Standards

Introduction

- ▶ New Teachers' Standards come in to force on 1 September 2012. They replaced the standards for Qualified Teacher Status (QTS) and the Core Professional Standards previously published by the Training and Development Agency for Schools (TDA), and the General Teaching Council for England's Code of Conduct and Practice for Registered Teachers.
- ▶ The new standards apply to all teachers and define the minimum level of practice expected of them from the point of being awarded QTS.
- ▶ The head teachers and reviewers will assess qualified teachers against the standards to a level that is consistent with what should reasonably be expected of a teacher in the relevant role and at the relevant stage of their career.
- ▶ The new standards will also be used to assess an NQT's performance at the end of their induction period in employment. A judgement will need to be made summarising the fact that they have consolidated their training, and that evidence demonstrates their ability to meet the standards consistently over their first year in practice.
- ▶ Following the period of induction, the standards will continue to define the level of practice at which all qualified teachers are expected to perform. Teachers' performance will be assessed against the standards in line with Career Stage Expectations (annex B) as part of new performance management arrangements.

Teachers' Standards

- ▶ These Standards are presented in three parts: the **Preamble**, **Part 1** and **Part 2**.
- ▶ The **Preamble** summarises the values and behaviour that all teachers must demonstrate throughout their careers.
- ▶ **Part 1** comprises the Standards for Teaching;
- ▶ **Part 2** comprises the standards for Professional and Personal Conduct.
- ▶ In order to meet the standards, a trainee or teacher will need to demonstrate that their practice is consistent with the definition set out in the **Preamble**, and that they have met the standards in both **Part 1 and Part 2**.
- ▶ **A full copy of the Standards can be found in Annex A**

Whitminster Endowed C of E Primary School

Part B

Performance Management
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Appraisal
Assessment and Monitoring
Timeline

Appraisal – Policy and Practice

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.

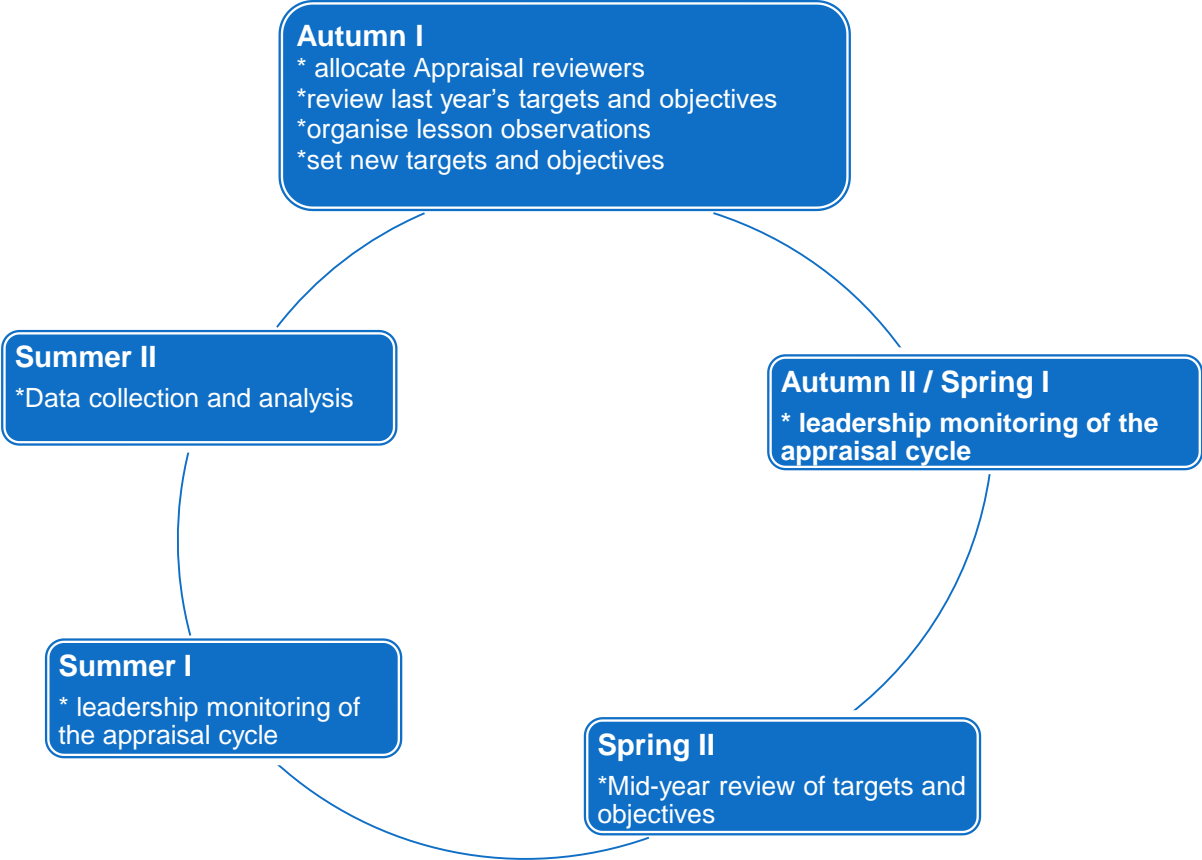
The appraisal period

The appraisal period will run for twelve months from October to October for teachers
from December to December for the Headteacher

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.**

There is flexibility to have a longer or shorter appraisal period when teachers begin or end employment with a school or local authority or when unattached teachers change post within the same authority.

This section of the handbook sets out the cycle for a clear and consistent assessment of the overall performance of teachers (Appraisal). It will demonstrate how we as a school will support their development needs within the context of the school's improvement plan and their own professional needs. Where teachers are eligible for pay progression, the assessment of performance throughout the cycle against the current national teaching standards will be the basis on which the recommendation is made by the reviewer.



A more detailed plan of the assessment and monitoring procedures for this school is added as [Appendix D](#).

Stage 1

- The Head Teacher will allocate reviewers to members of staff. All reviewers will receive appropriate training.

Stage 2

- The final review of the previous year's targets and objectives will take place.
- A timetable for lesson observations will be agreed upon for the academic year.
- Audit of standards against the National Standards as set out in annex B.
- Target setting and new objectives set for the current academic year.
- Objectives to inform CPD plan.
- Staff member issued with an appraisal report by 31st October.

In this school, these will be covered during one meeting.

Stage 3

- Leadership monitoring will take place throughout the year, including pupil progress meetings, pupil conferences and pupil work audits
- Observation timetable followed, but may also include 'drop-in' observations.

Stage 4

- Mid-year review to discuss targets and objectives – is CPD meeting needs or is further CPD needed?

Stage 5

- Data collection from all relevant sources e.g. SATs, reading tests, teacher assessments, etc.

If during any stage in the process, concerns are raised over the performance of a teacher, then a plan of support and development will be initiated. This may solve any concerns or may lead to the implementation of formal Capability Procedures as set out in Part C. If the Head and Governors decide, because of the nature of the concerns, they may implement Capability Procedures immediately.

Appointing appraisers

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.

In this school the task of appraising the head teacher, including the setting of objectives, will be delegated to a sub-group consisting of three members of the Governing Body one of which must be a foundation governor.

The head teacher will decide who will appraise other teachers. An appeal can be lodged by an appraisee against the suitability of the appraiser on professional grounds. This will be heard by members of the Governing Body or the Head Teacher.

Setting objectives

The head teacher's objectives will be set by the Governing Body after consultation with the external adviser and the Head teacher

Objectives for each 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 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. Objectives may be revised if circumstances change.

The objectives set for each 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 will be ensured by quality assuring all objectives against the school improvement plan, moderating targets and analysis of end of year data. Should the objectives not be agreed, the final decision on the allocation of objectives rests with the Head teacher.

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 organised into 'Career Stage Expectations' as set out in Appendix A.*

Reviewing Performance

Observation

This school believes that observation of classroom practice and other responsibilities is important both as a way of assessing teachers' performance in order to identify any particular strengths and areas for development they may have and of gaining useful information which can inform school improvement more generally. All observation will be carried out in a professional and supportive manner, and by qualified teachers. Observations should be evaluated objectively and recorded accurately.

- Oral feed back and discussion to take place within two days of the observation.
- A written report on each observation will be given to the teacher within five working days of the observation. This report to be agreed, dated and signed by both parties. Any amendments/comments made to be dated and signed by both parties.
- Should issues arise over the performance of a teacher as a result of lesson observations, then further observations will be agreed upon in addition to the planned timetable.

Development and support

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.

- Should lesson observations raise issues over performance, then a plan of support and development will be drawn up with the teacher. This plan of support will detail the support being offered and an expectation of improvement within a stated time sequence. (see Feedback on the following page)

Feedback

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 highlight particular areas of strength as well as any areas that need attention.

Where there are concerns about any aspects of the teacher's performance the appraiser will meet the teacher formally to:

- give clear feedback to the teacher about the nature and seriousness of the concerns;
- give the teacher the opportunity to comment and discuss the concerns;
- agree any support (e.g. coaching, mentoring, structured observations), that will be provided to help address those specific concerns;
- make clear how, and by when, the appraiser will review progress (*it may be appropriate to revise objectives, and it will be necessary to allow sufficient time for improvement. The amount of time is up to the school but should reflect the seriousness of the concerns*);
- explain the implications and process if no – or insufficient – improvement is made (as outlined in Part C).

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.

Pay Progression

Where Head teacher and teachers are eligible for pay progression, their recommendation made by the appraiser will be based on the assessment of their performance against the agreed objectives. The decision made by the relevant decision body will be based on the statutory criteria and guidance set out in the STPCD and the relevant Teacher Standards.

A timeline of the support procedures is outlined on page 15.

'Drop-in' Observations

In this school, teachers' performance will be regularly observed but the amount and type of classroom observation will depend on the individual circumstances of the teacher and the overall needs of the school. Classroom observation will be carried out by those with QTS. In addition to formal observation, head teachers or other leaders with responsibility for teaching standards may "drop in" in order to evaluate the standards of teaching and to check that high standards of professional performance are established and maintained. The length and frequency of "drop in" observations will vary depending on specific circumstances

Teachers (including the head teacher) who have responsibilities outside the classroom should also expect to have their performance of those responsibilities observed and assessed.

Transition to capability

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 Capability Procedure, and will be invited to a formal capability meeting. The Capability Procedures will be conducted as in Part C of this document.

Annual assessment

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 must consult the external adviser.

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 in interim meetings which will take place (*e.g. once a term*).

Both Head teacher and teachers will receive, as soon as practicable following the end of each appraisal period, and have the opportunity to comment in writing on, **a written appraisal report.** In this school, teachers will receive their written appraisal reports by 31st October (31st December for the head teacher).

The appraisal report will include:

details of the head teacher's/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 (*NB – pay recommendations need to be made by 31 December for head teachers and by 31 October for other teachers*)

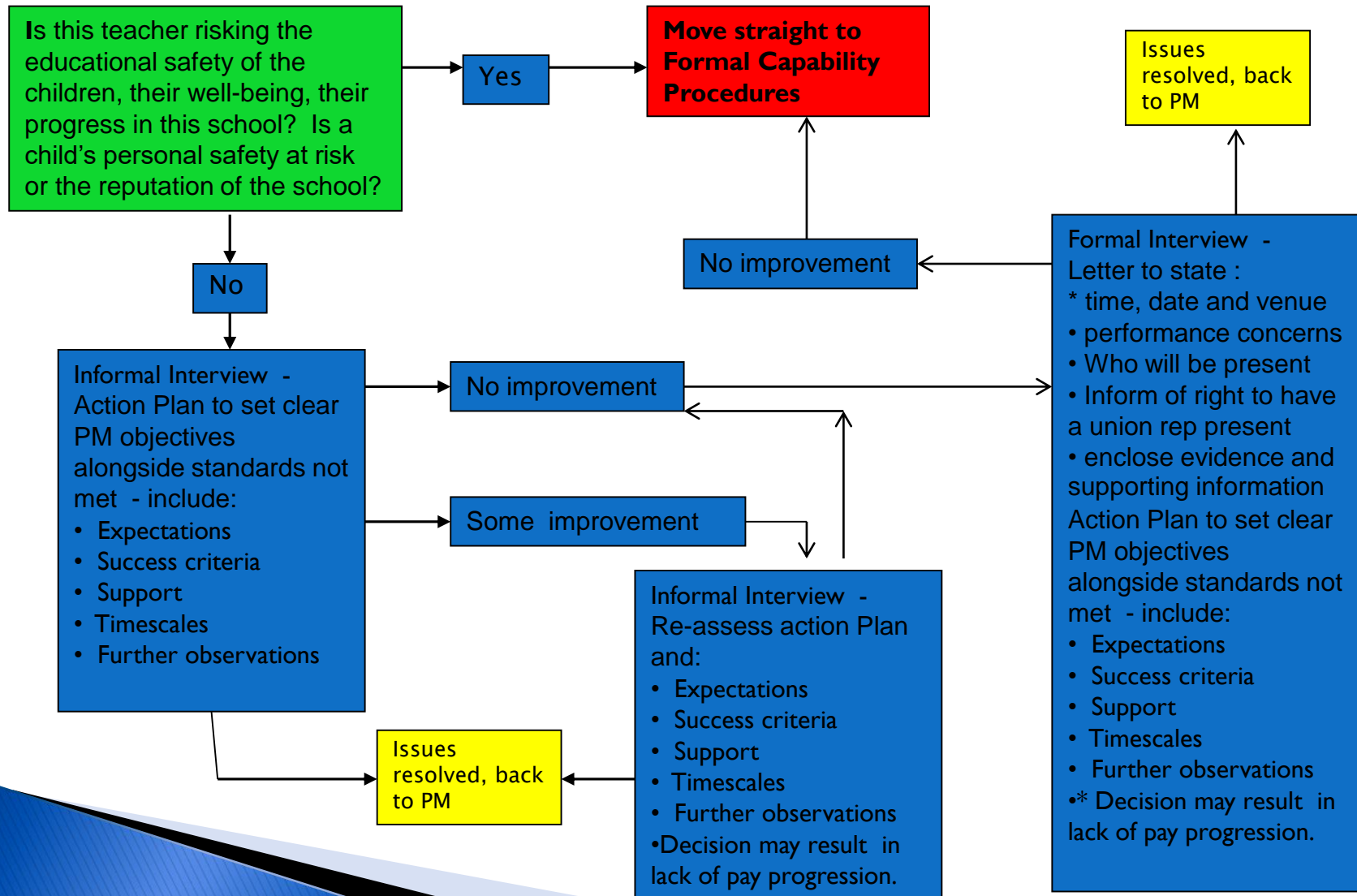
The assessment of performance and of training and development needs will inform the planning process for the following appraisal period.

Appeals

Both parties to agree and sign written report in an attempt to avoid appeals but ...

Appeals can be made against any of the entries in the written Appraisal Report.

Support Procedures - implemented and monitored by the Head Teacher



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Part C

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Policy and Procedures –
Support and Capability

▶ **Part C– Capability Policy and Procedures**

- ▶ **This policy aims to provide a framework for managers in the management of an employee’s work to an acceptable standard to ensure effectiveness and efficiency. It aims to promote fairness and transparency in the treatment of employees whilst also ensuring that acceptable standards are maintained.**
- ▶ This policy applies to all staff within the school and aims to address *concerns in performance where :
 - ▶ a) informal action has been unable to address these concerns or
 - ▶ b) where they are serious enough to warrant formal action.

*A capability concern is when expected work standards are not achieved or maintained; where a child’s education, safety or well-being is put at risk.

Informal Action and Support should be used in the first instance to address any concerns that may have arisen as part of the normal Appraisal / Performance Management process. Every effort will be made to resolve any issues at this stage by setting realistic, achievable targets within an acceptable timeframe. An outline of this process can be found on page 15 ‘Support Procedures’

Formal Action should be taken when:

- satisfactory improvement has not been achieved following Informal Action and Support
- previous Formal Warnings have been given and renewed concerns have arisen
- concerns are so serious that they could not be resolved by Informal Action and Support

Formal Action

Our procedures show that Formal Action has three stages and these are outlined on page 24 'Capability Procedures Timeline'

Stage One begins with a Formal interview

- ▶ At least five working days' notice will be given of the Formal Capability Meeting. The notification will contain sufficient information about the concerns about performance and their possible consequences to enable the member of staff to prepare to answer the case at a formal capability meeting. It will also contain copies of any written evidence; the details of the time and place of the meeting; and will advise the teacher of their right to be accompanied by a companion who may be a colleague, a trade union official, or a trade union representative who has been certified by their union as being competent.

Formal Capability Meeting

- ▶ This meeting is intended to establish the facts. It will be conducted by the Chair of Governors (for head teacher capability meetings) or head teacher (for other staff) . The meeting allows the member of staff, accompanied by a companion if they wish, to respond to concerns about their performance and to make any relevant representations. This may provide new information or a different context to the information/evidence already collected.
- ▶ The person conducting the meeting may conclude that there are insufficient grounds for pursuing the capability issue and that it would be more appropriate to continue to address the remaining concerns through the appraisal process. In such cases, the capability procedure will come to an end. The person conducting the meeting may also adjourn the meeting, *for example if they decide that further investigation is needed, or that more time is needed in which to consider any additional information.*
- ▶ In other cases, the meeting will continue.

During the meeting, or any other meeting which could lead to a Formal Warning being issued, the person conducting the meeting will:

- identify the professional shortcomings (e.g. *which of the standards expected of teachers are not being met*, which areas of the job description are not being performed to agreed standards);
- give clear guidance on the improved standard of performance needed to ensure that the member of staff can be removed from Formal Capability Procedures (*this may include the setting of new objectives focused on the specific weaknesses that need to be addressed, any success criteria that might be appropriate and the evidence that will be used to assess whether or not the necessary improvement has been made*);
- explain any support that will be available to help improve their performance;
- set out the timetable for improvement and explain how performance will be monitored and reviewed. The timetable will depend on the circumstances of the individual case but in straightforward cases could be *four - eight weeks*; and
- warn the member of staff formally that failure to improve within the set period could lead to withholding an increment / lack of progression on the pay spine or ultimately dismissal. In very serious cases, this warning could be a Final Written Warning (**Stage 2**).

Notes will be taken of formal meetings and a copy sent to the member of staff. Where a warning is issued, the teacher will be informed in writing of the matters covered in the bullet points above and given information about the timing and handling of the review stage and the procedure and time limits for appealing against the warning.

Monitoring and review period following a Formal Capability Meeting

A performance monitoring and review period will follow the Formal Capability Meeting. Formal monitoring, evaluation, guidance and support will continue during this period. The member of staff will be invited to a Formal Review Meeting, unless they were issued with a Final Written Warning, in which case they will be invited to a Decision Meeting (see page 21).

▶ **Formal Review Meeting**

- ▶
- ▶ As with Formal Capability Meetings, at least five working days' notice will be given and the notification will give details of the time and place of the meeting and will advise the member of staff of their right to be accompanied by a companion who may be a colleague, a trade union official, or a trade union representative who has been certified by their union as being competent.
- ▶
- ▶ If the person conducting the meeting is satisfied that the member of staff has made sufficient improvement, the capability procedure will cease and the appraisal process will re-start. In other cases:
- ▶
- ▶ If some progress has been made and there is confidence that more is likely, it may be appropriate to extend the monitoring and review period;
- ▶ If no, or insufficient improvement has been made during the monitoring and review period, the member of staff will receive a Final Written Warning (**Stage 2**).
- ▶
- ▶ As before, notes will be taken of formal meetings and a copy sent to the member of staff. The Final Written Warning will mirror any previous warnings that have been issued. Where a final warning is issued, the member of staff will be informed in writing that failure to achieve an acceptable standard of performance (within the set timescale), may result in withholding an increment / lack of progression on the pay spine or ultimately dismissal. They will also be given information about this further 'monitoring and review period ' and the procedure and time limits for appealing against the final warning. The teacher will be invited to a Decision Meeting at the end of this second period of Monitoring and Review (**Stage 3**).

▶ **Stage 3 - Decision meeting**

- ▶
- ▶ As with Formal Capability Meetings and Formal Review Meetings, at least five working days' notice will be given. The notification will give details of the time and place of the meeting and will advise the member of staff of their right to be accompanied by a companion who may be a colleague, a trade union official, or a trade union representative who has been certified by their union as being competent.
- ▶
- ▶ If an acceptable standard of performance has been achieved during the further monitoring and review period, the capability procedure will end and the appraisal process will re-start. If performance remains unsatisfactory, a decision, or recommendation to the Governing Body, will be made that the member of staff should be dismissed or required to cease working at the school (e.g. unattached teachers who work for the Local Authority).
- ▶
- ▶ Before the decision to dismiss is made, the school will discuss the matter with the Local Authority (*N.B. this is not a legal requirement but schools may find it helpful*).
- ▶
- ▶ The member of staff will be informed as soon as possible of the reasons for the dismissal, the date on which the employment contract will end, the appropriate period of notice and their right of appeal.
- ▶ **NB** *In Foundation Schools, Voluntary Aided Schools and Foundation Special Schools, the governing body is the employer but the power to dismiss can be delegated to the head teacher, to one or more governors, or to one or more governors acting with the head teacher. In Community, Voluntary Controlled, Community Special, and Maintained Nursery schools, the power to determine that the member of staff should no longer work at the school can be delegated in the same way as above but it is the local authority (as the employer) that actually dismisses staff (or – for those who work in more than one school – requires them to cease to work at the school).*

▶ **Decision to dismiss**

The power to decide that members of staff should no longer work at this school has been delegated to the head teacher, Chair of Governors and one member of the staffing committee

▶ **Dismissal**

- ▶ **Once the Governing Body has decided that the member of staff should no longer work at the school, it will notify the Local Authority of its decision and the reasons for it.** Where teachers work solely at this school, the Local Authority must dismiss them within fourteen days of the date of the notification. Where they work in more than one school, the local authority must require them to cease to work at this school (*Community, Voluntary Controlled, Community Special and Maintained Nursery Schools only*).

▶ **Appeal**

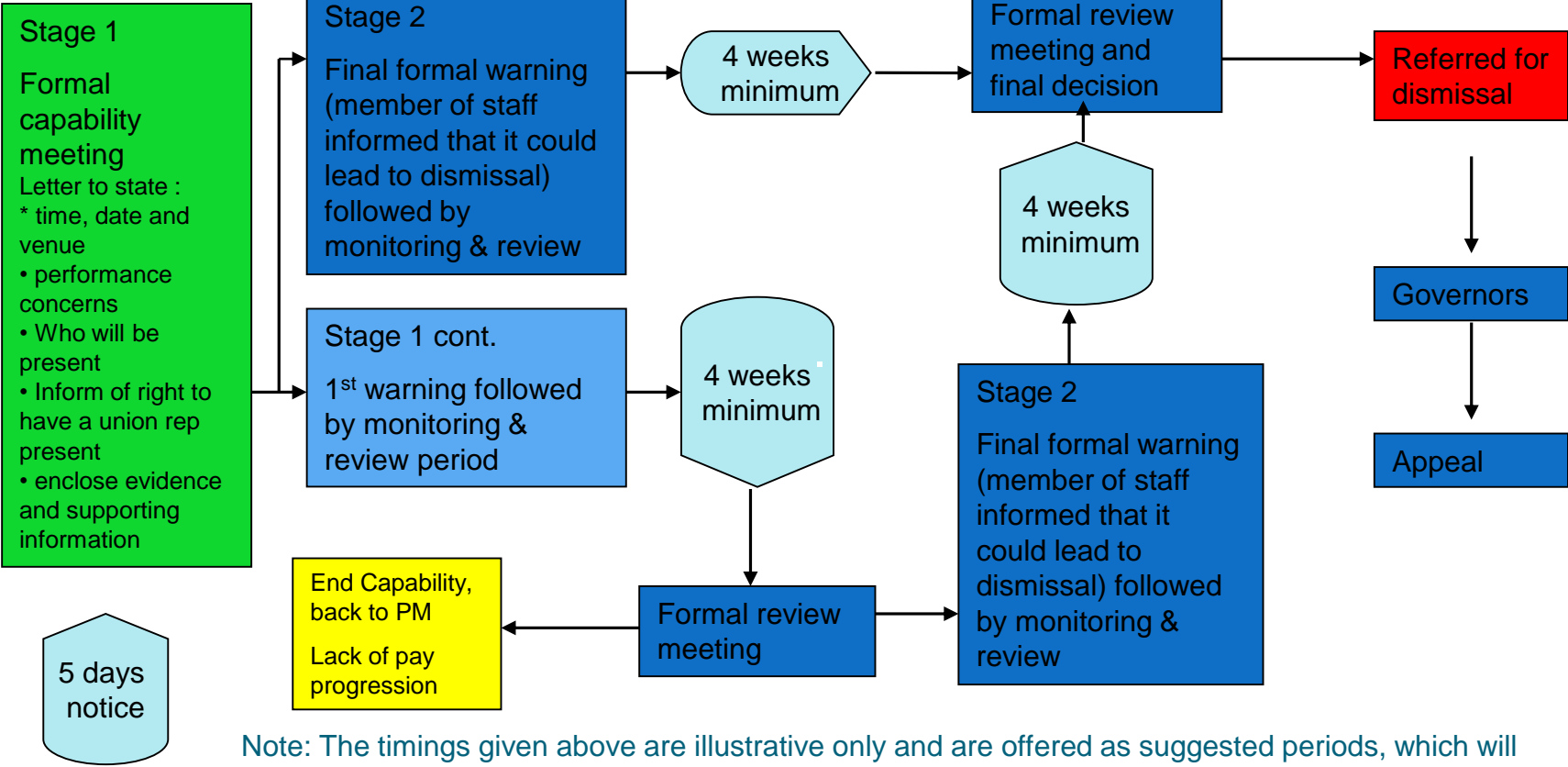
- ▶ If a member of staff feels that a decision to dismiss them, or other action taken against them, is wrong or unjust, they may appeal in writing against the decision within five days of the decision, setting out at the same time the grounds for appeal. Appeals will be heard without unreasonable delay and, where possible, at an agreed time and place. The same arrangements for notification and right to be accompanied by a companion, etc. will apply as with Formal Capability and Review Meetings and, as with other formal meetings, notes will be taken and a copy sent to the member of staff.
- ▶ The appeal will be dealt with impartially and, wherever possible, by managers or governors who have not previously been involved in the case.
- ▶ The member of staff will be informed in writing of the results of the appeal hearing as soon as possible.

The Stages of Formal Action and Potential Outcomes

Stage	Possible outcomes	Review Period
ONE •Formal Capability - First Warning •Followed by monitoring and review period •Review meeting	•Moved immediately to Stage 2. •Withholding of increment / progression to next pay point or grade •Back to Appraisal / Performance Management	Minimum 4 weeks
TWO •Final Warning •Followed by monitoring and review period •Review and Decision Meeting	•Withholding of increment / progression to next pay point or grade •Back to Appraisal / Performance Management	Minimum 4 weeks
THREE Decision Meeting	•Back to Appraisal / Performance Management •Referred for Dismissal	Dismissal period, including appeal process – minimum 9 weeks Appeals to be lodged within 5 working days.

Please refer to timeline shown on page 24

Timeline for Capability Procedures 'Formal Action'



Note: The timings given above are illustrative only and are offered as suggested periods, which will be appropriate only in straightforward cases. All cases are individual and schools will need to tailor the length of their monitoring and review periods to suit individual circumstances.

Appeals

Appraisees have a right of appeal against any entries written in an Appraisal Statement and at any stage of the Capability Process. An appeals policy relating to Appraisal and capability is attached as annex D

Sickness

If long-term sickness absence appears to have been triggered by the commencement of Capability Procedures, the case will be dealt with in accordance with the school's Absence Policy and will normally be referred to the Occupational Health Service as well as the school's HR provider. In some cases it may be appropriate for formal procedures to continue during a period of sickness absence. However, the views of the Occupational Health Physician will be taken into consideration before a final decision is reached.

Grievances

Where a member of staff raises a grievance during the Appraisal or Capability Process, the process may be temporarily suspended in order to deal with the grievance. Where the grievance and appraisal or capability cases are related it may be appropriate to deal with both issues concurrently in line with the school's Grievance Policy.

Monitoring and Evaluation

The Governing Body and Leadership Team will monitor the operation and effectiveness of the Appraisal Process. The Head teacher will provide the Governing Body with a written report on the operation of the school's Appraisal and Capability Policies annually. The report will not identify any individual by name. The report will include an assessment of the impact of these policies on: Race, Sex, Sexual Orientation, Disability, Religion and Beliefs, Age, Part-time Status, and Maternity and Pregnancy.

The Head teacher will report on whether there have been any appeals or representations on an individual or collective basis on the grounds of alleged discrimination.

Retention

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.

Whitminster Endowed C of E Primary School

Annex A

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Teachers' Standards



Teachers' Standards

- ▶ These Standards are presented in three parts: the **Preamble**, **Part 1** and **Part 2**.
- ▶ The **Preamble** summarises the values and behaviour that all teachers must demonstrate throughout their careers.
- ▶ **Part 1** comprises the Standards for Teaching;
- ▶ **Part 2** comprises the standards for Professional and Personal Conduct.
- ▶ In order to meet the standards, a trainee or teacher will need to demonstrate that their practice is consistent with the definition set out in the **Preamble**, and that they have met the standards in both **Part 1 and Part 2**.
- ▶ **Preamble**
- ▶ Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

Part One - Teaching

▶ Part one: Teaching

▶ A teacher must:

1.1 Set high expectations which inspire, motivate and challenge pupils

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



1.2 Promote good progress and outcomes by pupils

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

1.3 Demonstrate good subject and curriculum knowledge

- 1.3.1 have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- 1.3.2 demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- 1.3.3 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
- 1.3.4 if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- 1.3.5 if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

1.4 Plan and teach well structured lessons

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



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

- 1.5.1 know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- 1.5.2 have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- 1.5.3 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
- 1.5.4 have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.



1.6 Make accurate and productive use of assessment

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

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

- 1.7.1 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
- 1.7.2 have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- 1.7.3 manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- 1.7.4 maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.



1.8 Fulfil wider professional responsibilities

- 1.8.1 make a positive contribution to the wider life and ethos of the school
- 1.8.2 develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- 1.8.3 deploy support staff effectively
- 1.8.4 take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- 1.8.5 communicate effectively with parents with regard to pupils' achievements and well-being.

Part Two – Personal and Professional Conduct

- ▶ A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.
- ▶
 - 2.1 Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
 - 2.1.1 treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
 - 2.1.2 having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
 - 2.1.3 showing tolerance of and respect for the rights of others
 - 2.1.4 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
 - 2.1.5 ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
 - ▶
 - 2.2 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.
 - ▶
 - 2.3 Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

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Annex B

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Appraisal – Career Stage Expectations

Professional Area	Relevant Standards (Highlight for discussion)	M2	M4	M6	UPS 1	UPS 3	DEPUTY HEAD
WORKING PRACTICES Quality of Teaching Knowledge, Classroom Performance	Preamble 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)	A minimum expectation that all teaching is satisfactory; many lessons judged good or better. Schedule class parent meetings. Contribute to SDP, School Evaluation and curriculum information meetings. Class assembly	Majority of teaching good or better. Presentation of data; proactive in finding issues. Begin to take a more leading role in staff meetings	All teaching good with some outstanding. Lead staff meetings.	All teaching good with some outstanding. Begin to take responsibility for sections of the SDP and School Evaluation. Lead staff meetings. Monitor planning across Key Stage.	All teaching good with many outstanding. Responsibility for sections of the SDP and School Evaluation. Be proactive in planning, organising and leading staff meetings.	All teaching good with many outstanding. Larger responsibility for sections of the SDP and School Evaluation. A major lead in planning, organising and leading staff meetings. Schedule parents' meetings across the school.
OUTCOMES AND ACHIEVEMENTS Attainment, standards.	Preamble 1.1(2) 1.2(1,2,3) 1.5(1) 1.6 (3,4)	Most pupils achieve in line with school expectations, some exceed them. Collation of class data from sound assessment. Class analysis of different groups	Almost all pupils achieve in line with school expectations, some exceed them.	Almost all pupils achieve in line with school expectations' many exceed them. Whole school data analysis for specific subjects.	Work with other teachers to effect improvement of standards across a Key Stage. Provide KS data analysis including impact of tracking. Analysis of different groups.	Work with other teachers to effect improvement of standards across whole school. Analyse KS data including impact of tracking on school development.	Monitor and evaluate expectations in relevant groups of children to provide strategic plans for improvement.
RELATIONSHIPS Environment and Ethos Pupils, colleagues, parents.	Preamble 1.1(1) 1.6(4) 1.7(4) 1.8(2,3,5) 2.1 (1,3,4)	Positive working relationships with pupils, colleagues and parents. Responsibility for pupils' emotional health, safety, behaviour and well-being.	These relationships are securely focused on improving provision for pupils.	Professional relationships with pupils, colleagues and staff lead to excellent class provision.	Monitor pupils' emotional health, safety and well-being across the Key Stage. Monitor learning environment across the Key Stage.	Monitor pupils' emotional health, safety and well-being across the school. Monitor learning environment across the school and develop strategy for improvement.	Plays a leading role in building school-wide teams to improve provision and outcomes.

Professional Area	Relevant Standards (Highlight for discussion)	M2	M4	M6	UPS 1	UPS 3	DEPUTY HEAD
DEVELOPMENT	Preamble 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	With support identify key professional development needs and respond to advice and feedback	Proactive in identifying own professional development and able to access relevant support and development from colleagues to change practice.	Fully competent in identifying professional development needs and able to change practice accordingly.	Begin to take responsibility for the induction of new colleagues- coaching, mentoring. Proactive role in leading Key Stage Development. Begin to play a proactive role in the local schools' partnership.	Proactive role in whole school professional development including INSET and links with other schools. Appraisal of support staff. Mentor to new colleagues.	
CONDUCT	Preamble 1.1(3) 1.7(1) 1.8(1) 2.1(all) 2.2.2.3	Meets all standards	Meets all standards	Meets all standards	Meets all standards	Meets all standards	
SCHOOL SPECIFIC		Planning using standard formats Marking following school policy Stimulating environment Some questioning skills Demonstration of basic subject knowledge Most core subject lessons are good May need support with assessment Developing good working relationships		Awareness of links between subjects Demonstrates a variety of questioning skills Secure knowledge in key areas Core subject lessons are consistently good Deploy a TA effectively		Can tailor lessons to match individual needs. Inspirational links between subjects and skills Share and model good practice Good understanding of personalised learning with pupil involvement Willingness and confident to take on roles beyond the classroom. Secure knowledge Lessons will be consistently good with outstanding features Able to guide assessment responses No time would be wasted (TA time) and learning is optimised	

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Annex C

Performance
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Appeals Policy for Appraisal and Capability

Appraisal and Capability Appeals Policy

1 Allocation of Appraisers.

The Governing Body will delegate the appraisal of the Head teacher to a sub-committee of three governors and an external adviser. The Head teacher may appeal against the choice of external adviser, or to any member of the delegated governor sub-committee on professional grounds, within 5 working days of being informed of their names. The Head teacher must lodge an appeal in writing to the Chair of Governors, who will consider the appeal and respond within 10 working days. The Chair of Governors' decision is final. The Head teacher will allocate appraisers to staff. A member of staff may appeal against their named appraiser on professional grounds. They must lodge an appeal in writing to the Head teacher, stating the professional reasons why they are requesting a change of appraiser, within 5 working days of being told who is to be their appraiser for the forthcoming appraisal cycle. The Head teacher will hear and respond to the appeal within 10 working days. The Head teacher's decision is final. There are no grounds of appeal if the Head teacher is the appraiser.

2. Appeals on the content of a written appraisal statement.

The Head teacher may appeal in writing on any aspect of content in their written appraisal statement, to the Chair of Governors within 5 working days of the issuing of that statement. The Chair of Governors will hear the appeal and respond within 10 working days. The Chair of Governors' decision is final.

A member of staff may appeal in writing on any aspect of content in their written appraisal statement, to the Head teacher within 5 working days of the issuing of that statement. The Head teacher will hear the appeal and respond within 10 working days. The Head teacher's decision is final.

3. Appeal at Stages One or Two of the Capability Procedures

An appeal may be lodged in writing within 5 working days of the Formal Capability Meeting and / or within 5 working days of the Formal Review Meeting at the end of either Stage One or Two. Appeals will be restricted to hearing new evidence, the reasonableness of the initial decision and any irregularities that may have occurred. The appeal will be heard by three members of the Governing Body not previously associated with this Capability concern (the Appeal Committee). They will convene a meeting with the member of staff concerned within 10 working days, giving them the time, date and venue for the meeting and inform them of their right to have representation from a union, colleague or friend. Whilst an outcome of an appeal is pending, any actions, warnings or dismissal notices remain in force. The Appeal Committee will issue a written response within two working days and their decision is final.

4. Appeal against the decision to refer for dismissal

An appeal may be lodged in writing within 5 working days of being formally referred for dismissal. The appeal will be heard by three members of the Governing Body not previously associated with this Capability concern (the Appeal Committee). They will convene a meeting with the member of staff concerned within 10 working days, giving them the time, date and venue for the meeting and inform them of their right to have representation from a union, colleague or friend. Whilst an outcome of an appeal is pending, any dismissal notices remain in force. The Appeal Committee will issue a written response within two working days and their decision is final.

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Annex D

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Assessment and Monitoring Annual Plan

Terms	Monitoring	Assessment
Term 1	Allocate Appraisal Reviewers Review previous year's targets and objectives Organise Lesson Observations Set new targets and Objectives	EYFS baseline assessment
Term 2	Lesson Observations SEN Reviews Book Look Pupil progress meetings Leadership monitoring of curriculum plans	Assessments in Literacy and Numeracy
Term 3	Leadership monitoring of Appraisal Cycle Lesson Observations Book Look	Assessments in Literacy and Numeracy
Term 4	Mid-year informal review of targets and objectives SEN Reviews Pupil progress Meetings Leadership monitoring of curriculum plans	
Term 5	Leadership Monitoring of Appraisal Cycle	SATs/Assessments in Literacy and Numeracy KS1 and 2
Term 6	Pupil Progress Meetings Data Collection and Analysis Leadership monitoring of curriculum plans	Year 1 Phonics test End of year EYFS assessment MTC for Year 4