



## ***Theale C of E Primary School***

### **Staff appraisal policy and documentation**

At Theale CE Primary School the children come first. They are central to every decision made in school. We will ensure that our children are happy and successful. They will grow to be ambitious and resilient and their talents will be nurtured so they become highly skilled. Our children will be courageous and always behave with integrity.

“And you shall love the LORD your God with all your heart, with all your soul, with all your mind, and with all your strength.’ This *is* the first commandment. And the second, like *it*, is this: ‘You shall love your neighbour as yourself.’ There is no other commandment greater than these.” *Mark 12: v 30-31*

“I have come that they may have life and that they may have it more abundantly.” *John 10:10*

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|---------------------------------------|-------------------------------|
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| <b>Responsibility for next review</b> | Headteacher                   |

## **The Vision Statement**

Our school is a place where the children are central to every decision we make. We will ensure our children are safe and successful; they will grow during their time with us to be ambitious and resilient. We are proud that our children are learning to be courageously outspoken but behave with integrity. The staff and school will be highly effective, well-organised, efficient, and well-resourced. We will provide an exciting and stimulating learning environment and our talented, well-informed teachers will inspire and motivate children, encouraging scholarship, intellectual curiosity, independent thought and effective learning habits. Children will be encouraged to celebrate Britain as a diverse society, have an understanding of social justice, fight against discrimination, provide service for others, and show respectful and well-informed views about their own community, Great Britain and the wider world.

We are a church school, proud to be part of a wider, caring community and our values of love, faith, joy, hope, peace, trust, respect, and integrity underpin all that we do. These values are rooted in our Christian vision which is implemented through our specially designed curriculum, our worship, our reflection and prayer spaces and learning ethos and environment. Together this supports us as we help our children to learn key knowledge and skills so they will be able to rise to the challenges, opportunities and responsibilities that future life will bring.

The relationship between children, teachers and families is the cornerstone for security and success for each and every child. The years that the children spend in our school are formative years, when they discover themselves, develop their character, their individuality, their abilities and talents, their interests and their strengths. Through our inspiring and innovative curriculum we will ensure our children are nurtured, encouraged, developed and praised.

Theale CE Primary School's values, environment and ethos enable all members of the community to be nurtured, to thrive and flourish. The love and care we exemplify, along with the systems and structures in school, ensures everyone grows spiritually, socially, morally and culturally and has the courage to act in a principled way.

## **Purpose of appraisal**

Appraisal provides a tangible process for recognising achievements and areas for development. It enables management to reward the behaviour it wants to encourage.

1. To produce a system which will enable us to form qualitative judgements about a person, an activity or an organisation.
2. To use those judgements to improve practice and raise standards of achievement of all pupils.
3. To produce a system which will help us to develop the individual and the school and thus enable the school to provide a better service to families.
4. To provide appropriate personal training and staff development in order to ensure job satisfaction, a high level of expertise and progression of staff in their chosen profession.
5. To instil a sense of purpose into each individual and develop an awareness of their purpose in the context of the whole school.

## **We ensure that:**

1. the school vision is known and understood by all,
2. all staff feel part of the vision,
3. all staff feel valued through:

- telling them that they are doing a good job, and formally through an appraisal system,
  - recognising success and offering comfort in times of stress through appropriate means,
4. we spend time helping the individual to develop his role as part of the team, and
  5. there is a good working environment.

### **Right of Appeal**

At specified points in the appraisal process teachers have a right of appeal against any of the entries in their planning and review statements. Where a reviewee wishes to appeal on the basis of more than one entry this would constitute one appeal hearing.

The arrangements for appeals are outlined as follows:

1. The teacher receives a written copy of their appraisal documentation following meetings. If the teacher is not satisfied with any entry, he/she should seek to resolve this by discussing the matter informally with their reviewer within ten working days.
2. Where this is not possible, or where the teacher continues to be dissatisfied, he/she may follow a formal appeal process:
3. The teacher should set down in writing the grounds for questioning the entry in their planning/review statement and send it to the Headteacher.
4. Where a Headteacher is the reviewer for the teacher appealing the appeal will be considered by a panel of 2 governors.
5. An appeal will normally be heard within 20 working days of the receipt of the written appeal notification. At the appeal the person appealing or their representative will present their representations. The panel of Governors may ask the employee relevant questions. The person who made the entry on the planning/review statement will explain the case/evidence for the entry. The employee and their representative and the Chair may ask the person who made the entry on the planning/review statement relevant questions. The decision of the Chair of the appeal 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. The decision is final and there is no recourse to the schools grievance procedure.

Each step and action of this process must be taken without unreasonable delay. At any formal appeal hearing the teacher is entitled to be accompanied by a work place colleague or a union representative. The timing and location of the hearing and appeal meetings must be reasonable and the employee must be given at least 5 working days notice, in writing, of the date and time and a copy of the documentation that will be referred to by the person who made the entry. Wherever possible the date and time of the meeting should be agreed in advance with a teacher's work place colleague or union representative to ensure availability. The teacher must also provide the Chair of the appeal with a copy of the documents that they will be referring to at least 3 working days before the appeal hearing. The appeal must allow both parties to explain their cases.

### **Dealing with concerns about performance and informal support processes**

Where concerns arise during the appraisal period about any aspect of an employee's performance, the appraiser will meet the employee formally to:

- give clear feedback about the nature and seriousness of the concerns,
- give the employee the opportunity to comment and discuss the concerns,

- agree any support (e.g. coaching, mentoring, structured observations, additional training) that will be provided to help address those concerns,
- make clear how, and by when, the appraiser will review progress (timescales must be reasonable, and appropriate to the nature of the concerns and the job role),
- explain that if no, or insufficient progress, is made the appraisal process will end and that performance will be managed under the capability procedure.

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

If progress is not satisfactory, the employee will be informed in writing that the appraisal system will no longer apply and that their performance will be managed under the capability procedure. They will be invited to a formal capability meeting. The capability procedure is available on request.

This policy should be read in conjunction with Theale Pay Policy.

## Performance Summary 2024-25

### Performance Summary:

Overall Performance:

How far have the targets and objectives for the school and the individual been met?

### Professional Development Advice / Discussion of Salary

### Potential Placement over next 12 Months

*Please Tick*

☐

Remain in present position (continue to develop skill and knowledge base)

☐

Lateral move to acquire broader experience

☐

Specialisation (expand current job scope)

☐

Promotion

Staff Signature

Date

Headteacher's Signature

Date

## Personal Effectiveness

### Core Values

Questions to consider for appraisal meeting.

1. **Standards:** How will you improve standards of achievement and attainment of every child in your care to enable the school to reach its targets and the best life chances for children?
2. **Relationships with children, parents and community:** How will you help to meet the needs and expectations of the children, their parents and the wider community?
3. **Quality:** How will you help to ensure the quality of the children's education is outstanding and promote their SMSC development?
4. **Teamwork and People Growth:** How will you help yourself and others to develop professionally and make a valuable contribution to the school as an organisation? How will you make a significant contribution to the team performance?
5. **Innovation and Leadership:** How will you optimise and develop your leadership capabilities? How will you help to create new ideas and recognise initiatives from others?

## Individual Profile and Target Setting 2024-25

Current Position and Role in School / Job Title

Strengths and Areas for Development:

Strengths-

Areas for Development

## Objectives and Training Programme 2024-25

### Personal Objectives

#### Children's Achievements:

All children in your class will make good progress in English and maths. See attached sheets.

To provide effective blended and remote learning and teaching that is compliant and ambitious, supports children and their families to ensure children have the best opportunities to achieve highly throughout the pandemic and beyond.

#### Personal Professional Practice:

- To teach your class ensuring the highest standards of professional practice in line with the teachers' standards.

### KEY ACCOUNTABILITIES

#### Teachers' Standards.

- 1 Set high expectations which inspire, motivate and challenge pupils.
- 2 Promote good progress and outcomes by pupils.
- 3 Demonstrate good subject and curriculum knowledge.
- 4 Plan and teach well-structured lessons.
- 5 Adapt teaching to respond to the strengths and needs of all pupils.
- 6 Make accurate and productive use of assessment.
- 7 Manage behaviour effectively to ensure a good and safe learning environment.
- 8 Fulfil wider professional responsibilities.

#### Therefore you will be held accountable for the following:

- Standards of attainment of children you teach including those children in vulnerable groups.
- Planning and teaching lessons, demonstrating high standards, ensuring differentiation and challenge for all.
- Creating a well-ordered and inspiring classroom environment, which promotes positive attitudes and supports children's learning.
- Demonstrating appropriate knowledge and understanding of the subjects and year groups you are teaching.

#### To help you achieve this you must:

- Use the prior attainment data well to support children's learning.
- Plan to reflect progression across the curriculum, year groups and specific needs of the children.
- Ensure the children are aware of your high expectations regarding their learning behaviours and values.
- Keep your classroom tidy and well-ordered, use displays to support learning, organise resources so the children have access to high quality support materials and can find what they need promptly.
- Ensure you are using effective questions to assess and challenge pupils, adapting your lessons/plans when needed.



- Demonstrate an awareness of and overcome barriers to any child's learning.
- Use teaching strategies that reflect the needs of the children you are teaching.
- Give clear explanations to children, which demonstrate a secure understanding of the concepts you are teaching.
- Mark your books (including homework books) daily, providing appropriate feedback inline with the school assessment policy.
- Ensure the quality and presentation of work in children's books is at least good checking particularly handwriting and accurate use of age appropriate basic spelling and punctuation.
- Understand the schools definition of "high standards".
- Ensure the safety of the children.
- Manage the needs of the children in your class with the available resources.
- Manage the reading programme in line with school policy and procedures and assessment requirements in line with the school policies.

### School Target

To work with the HT and other staff as we continue to develop our curriculum. Theale curriculum is ambitious, cohesively sequenced, delivers consistency with a rigorous academic focus and delivers deep knowledge, cultural capital. We are particularly focussing on assessment which is efficient and accurate and monitoring.

### Training Programme

- Vision and Values
- Safeguarding/prevent
- Covid risk assessment and actions
- Blended/Remote learning
- IT upskilling
- Curriculum development
- Rosenshine's principles of direct instruction/Walkthrus
- ASD/SEND
- Ofsted updates
- Behaviour Management/Therapeutic Thinking
- SEND
- Maths Hub
- BLPD - network meetings
- Subject leadership training
- Other courses as required and available

Signed

Date

## Performance Monitoring and Summary 2024-25

### Summer 2024 Final Performance Summary

Data Summary Grade: 1 2 3 4

Lesson Observation Summary Grade: 1 2 3 4

Work Scrutiny Summary Grade: 1 2 3 4

Performance Summary Grade: 1 2 3 4

Overall Performance Comment:

How far have the targets and objectives for the school and the individual been met?

### Professional Development Advice / Discussion of Salary

### Potential Placement over next 12 Months

Please Tick

☐

Remain in present position (continue to develop skill and knowledge base)

☐

Lateral move to acquire broader experience

☐

Specialisation (expand current job scope)

☐

Promotion

Staff Signature:

Date

Headteacher's Signature:

Date

## Evidence

Evidence is collected in the following ways:

1. Analysis of pupil performance data from internal tracking, nationally required tests, baseline assessments, standardised testing, assertive mentoring material and other internal assessments. This is used to assess pupil performance, teacher performance, and whole school performance in relation to set targets. We will be looking at individual teacher performance in relation to rates of pupil progress within the year.
2. Analysis of standards in core areas in relation to year group targets.
3. During the course of the year there may be up to 3hrs formal lesson observations and in addition learning walks. Lesson observations will be at least 25mins and no longer than an hour at any one time. Written feedback using lesson observation sheets will be given.
4. Review of subject planning.
5. Regular monitoring of books by Headteacher, other professionals and curriculum co-ordinators using set criteria.

This evidence will be used to set objectives at initial interviews and at the performance summary of the individual teacher.

### **Time Cycle for Performance Management:**

**Autumn Term:** Planning Meeting, to set objectives for teacher and review of previous year by October 31<sup>st</sup>.

Interim review meetings as required.

## Lesson Observation Form

Subject/Activity:

Date:

Year Group:

Time:

Observer:

Content of Lesson:

Quality of Teaching:

Quality of Learning:

Standards of Achievement/Progress:

Standards of Attainment:

Overall Impression of the Lesson:

Lesson Observation Continued.....

|                     |
|---------------------|
| Strengths of Lesson |
|                     |

|  |
|--|
| Questions or Concerns about the Lesson                     |
|  |
| Targets to improve practice and planning in future lessons |
|  |

## Work Scrutiny/Pupil Voice

**Class Teacher:**

**Date:**

**Year Group:**

**Reviewer:**

**Content:** Quantity of work, variety of experience, consistency across classes, alignment with plans.

**Standards of Achievement/Progress/Attainment:**

**Quality of Feedback and Dialogue:**

**Children's Comments:**

**Overall Summary and Targets:**

# Teachers' Standards

## **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**

**A teacher must:**

### **1 Set high expectations which inspire, motivate and challenge pupils**

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

### **2 Promote good progress and outcomes by pupils**

|  |  |
|--|--|
| Be accountable for pupils' attainment, progress and outcomes.                                    |  |
| Be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these. |  |
| Guide pupils to reflect on the progress they have made and their emerging needs.                 |  |
| Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching.    |  |
| Encourage pupils to take a responsible and conscientious attitude to their own work and study.   |  |

### **3 Demonstrate good subject and curriculum knowledge**

|  |  |
|--|--|
| Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings. |  |
| Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship.                              |  |

|   |  |
|---|--|
| Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard. |  |
|---|--|

### **English, whatever the teacher's specialist subject**

|  |  |
|--|--|
| If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics.        |  |
| If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies. |  |

### **4 Plan and teach well structured lessons**

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

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

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

### **6 Make accurate and productive use of assessment**

|   |  |
|---|--|
| Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements. |  |
|---|--|



|  |  |
|--|--|
| Make use of formative and summative assessment to secure pupils' progress.   |  |
| Use relevant data to monitor progress, set targets, and plan subsequent lessons.   |  |
| Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback. |  |

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

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

## **8 Fulfil wider professional responsibilities**

|   |  |
|---|--|
| Make a positive contribution to the wider life and ethos of the school.   |  |
| Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.                |  |
| Deploy support staff effectively.   |  |
| Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues. |  |
| Communicate effectively with parents with regard to pupils' achievements and well-being.  |  |

## PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

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

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

|   |  |
|---|--|
| <ul style="list-style-type: none"><li>• treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position</li></ul>      |  |
| <ul style="list-style-type: none"><li>• having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions</li></ul>   |  |
| <ul style="list-style-type: none"><li>• showing tolerance of and respect for the rights of others</li></ul>   |  |
| <ul style="list-style-type: none"><li>• 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</li></ul> |  |
| <ul style="list-style-type: none"><li>• ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.</li></ul>   |  |

Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach and maintain high standards in their own attendance and punctuality.

Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.