



Oswald Road Primary School

Teacher Appraisal Policy

Policy ratified by Governing Body: September 2022

Headteacher: Deborah Howard
Chair of Governors: Peter Martin

To be reviewed in 2 years: September 2024

OSWALD ROAD'S TEACHER APPRAISAL POLICY

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Policy for appraising teacher performance

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

Practical guidance and dates on teacher appraisal is sent out annually. See 'Teacher and SLT Appraisal guidance' in the induction folder.

1 Purpose

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

2 Application of the policy

2.1 The policy covers appraisal, applies to the head teacher and to all teachers employed by the school, except those on contracts of less than one term, those undergoing induction (i.e. ECTs) and those who are subject to the school's support staff capability policy.

2.2 Throughout this policy, unless indicated otherwise, all references to 'teacher' include the head teacher.

3 Teacher Appraisal

3.1 Appraisal in this school will be a supportive and developmental process designed to ensure that all teachers have the skills and support they need to carry out their role effectively. It will help to ensure that teachers are able to continue to improve their professional practice and to develop as teachers and the process will not add to

workload. All appraisal activities will take place within teacher directed time, but not within a teacher's PPA (unless written into the 1265 directed hours).

3.2 The appraisal period

The appraisal process will run within the school academic year, with written feedback of close down review by 31st October of the following year at the latest. Any successful appraisals, which lead to an increase in pay, will be backdated to the 1st September.

3.2.1 The annual audit against national standards will be completed at the beginning of the appraisal period by the appraisee. For new staff (who don't start in September), an audit will take place during their first term in the school. The annual audit is shared by the appraisee at the meeting and used to base discussions. These are saved alongside other appraisal documentation. Middle Leaders will complete a Middle Leadership audit, alongside a Teachers' Standards audit. Senior Leaders will complete a Headteachers' Standards audit (with class based Senior Leaders completing this alongside the National Teaching Standards audit). See Appendix A

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

3.3 Appointing appraisers

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

3.3.2 In this school the task of appraising the head teacher, including the setting of objectives, will be delegated to a sub-group consisting of at least two members of the Governing Body, in addition to an external professional.

3.3.3 Each year, the head teacher will decide who will appraise other teachers. In this school, this will most likely be:

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

It may also be:

- The teacher with a clear line management overview of a teacher's work
- A teacher(s) specifically identified to undertake appraisal of other teachers in the school (normally this will be a teacher with management responsibility or a teacher on UPS)

3.4 Setting objectives

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

3.4.2 Objectives for each teacher, including the head teacher, will be set before, or as soon as practicable after, the start of each appraisal period. The objectives set for each teacher will be linked to the relevant standards, will be Specific, Measurable, Achievable, Realistic and Time-bound and will be appropriate to the teacher's role and level of experience. The appraiser and teacher will seek to agree the objectives but, if that is not possible, the appraiser will determine the objectives, and the teacher may record their comments in writing as an appendix to the appraisal statement. Objectives may be revised if circumstances change in negotiation with the reviewe. The Teachers' Standards will not be used as a checklist against which the teacher's performance is assessed in the review meeting.

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

- by ensuring that the pupil progress objective (all teachers) addresses the key attainment priority identified by the school improvement plan
- by ensuring that the professional development objective (all teachers) addresses the key development priority identified by the annual audit against teacher standards where appropriate (see Appendices A and B) or linked to a priority for professional development noted more widely / within the School Improvement Plan and
- by ensuring that the leadership and management objective addresses the key development priority identified by study of the leader's effectiveness- with reference to any relevant leadership standards- in addressing key school improvement plan priorities. Where no national standards currently exist (e.g. for Assistant and Deputy Heads), the headteacher will develop appropriate standards for these roles by reference to relevant parts (and relevant level of application) of the Headteacher's Standards. All other staff will have a developmental leadership and management objective relevant to their role, linked to key school improvement priorities and agreed.

3.4.4 Under normal circumstances teachers will have a maximum of 3 objectives. However, teachers who are found not to be meeting standards at the appropriate level for their career stage (Appendix B) by the annual standards audit (Appendices A and B) may be given additional objectives in manageable steps to ensure that the most appropriate support can be provided. Teachers will be expected to show significant progress against the standards between each career stage defined in Appendix B.

3.4.5 Before, or as soon as practicable after, the start of each appraisal period, each teacher will be informed of the standards against which that teacher's performance in that appraisal period will be assessed. All teachers will be assessed against the set of

standards contained in the document called "Teachers' Standards" and where appropriate other standards dependent on job role (for example, National Headteacher Standards)

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

3.5 Reviewing performance

Appeals

At specified points in the appraisal cycle, teachers and headteachers 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 an appeal hearing.

3.5.1 Observation

3.5.2 This school believes that observation is not usually needed to specifically form part of an appraisal cycle (Except if the teacher is within procedures set out in Appendix E)

3.5.3 Arrangements for the observation of classroom (non appraisal related) are set out in Appendix D

3.5.4 Development and support

3.5.5 Appraisal is a supportive process which will be used to inform continuing professional development. The school wishes to encourage a culture in which all teachers take responsibility for improving their teaching through appropriate professional development. Professional development will be linked to school improvement priorities and to the ongoing professional development needs and priorities of individual teachers as detailed in the section 3.4 on "Setting Objectives" above.

The school's CPD programme will be informed by the training and development needs identified in the training annex of the reviewee's planning and review statements.

The Governing Body will ensure in the budget planning that, as far as possible, appropriate resources are made available for any training and support agreed for reviewees.

An account of the training and development needs of the teachers in general, including instances where it did not prove possible to provide any agreed CPD, will form part of the

headteacher's annual report to the governing body about the operation of appraisal in the school.

With regard to the provision of CPD in the case of competing demands on the school budget, a decision on relative priority will be taken with regard to the extent to which a) the CPD identified is essential for a reviewee to meet their objectives; and b) the extent to which the training and support will help the school achieve its priorities. Teachers will not be held accountable for failing to make good progress towards meeting their appraisal objectives where the support recorded in the planning statement has not been provided.

All reviewers will be provided with training to enable them to discharge all aspects of their role appropriately and effectively, including the conduct of appraisal reviews, objective setting, classroom observation and providing quality feedback to reviewees.

3.5.6 Feedback

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

3.5.8 Where, following the audit against teacher standards or during the review cycle, there are concerns about any aspects of the teacher's performance these will be addressed via the procedure set out in Appendix E (Provision of Additional Support Where National Standards Are Not Met

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

3.6 Transition to capability

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

3.7 Annual assessment

Pay progression for eligible teachers as a result of the appraisal review where teachers have met or made significant progress towards meeting their objectives: The appraisal review statement at the end of the cycle must only source of evidence teachers require to support pay progression. Additional

evidence may be submitted if the teacher chooses but cannot be requested or directed to submit additional evidence or penalised if they choose not to do so.

3.7.1 Each teacher's performance will be formally assessed in respect of each appraisal period. In assessing the performance of the head teacher, the Governing Body will consult the external adviser as referred to in clause 3.3.1.

3.7.2 This assessment is the end point to the annual appraisal process, but performance and development priorities will be reviewed and addressed on a regular basis throughout the year in negotiation with the reviewee by means of a mid term review. If there are concerns at any point, the headteacher will consider the procedure set out in Appendix E.

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

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

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

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

3.8 Confidentiality

3.8.1 Access to the written appraisal report will normally be limited to the appraisee, the appraiser, the head teacher and / or nominated member of the senior management team. Where required support is identified as part of appraisal process, this may be discussed with members of the SLT and the teaching mentor, so appropriate support can be put into place.

3.9 Equality and consistency

3.9.1 As outlined in paragraph 3.4.6 above, the head teacher will have overall responsibility for the quality assurance of the appraisal process across the school. This will include ensuring the consistency and equality of application of the process throughout the school. The head teacher may delegate responsibility for monitoring consistency and equality of application to a teacher member of the senior management team.

3.9.2 The head teacher will be responsible for reporting annually to the governing body on any relevant issues, including those of underperformance, arising from the annual review cycle and on any action required to address those issues. The report will enable governors to receive an overall general report of the process but will not include specific details relating to individual members of staff.

3.9.3 The Governing Body is committed to ensuring consistency of treatment and fairness and will abide by all relevant equality legislation.

3.10 Retention of statements

3.10.1 The Governing Body and head teacher will ensure that all written appraisal records are retained in a secure place for six years and then destroyed.



CONFIDENTIAL
TEACHERS' STANDARDS AUDIT
AND PROFESSIONAL DEVELOPMENT OBJECTIVE PLANNER

Name.....

Pay Point..... Date.....

Standard	Out	Good	R/I	Inad.
1.1. Set high expectations which inspire, motivate and challenge pupils <ol style="list-style-type: none"> 1. Establish a safe and stimulating environment for pupils, rooted in mutual respect 2. Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions 3. Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils 				
1.2. Promote good progress and outcomes by pupils <ol style="list-style-type: none"> 1. Be accountable for pupils' attainment, progress and outcomes 2. Plan teaching to build on pupils' capabilities and prior knowledge 3. Guide pupils to reflect on the progress they have made and their emerging needs 4. Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching 5. Encourage pupils to take a responsible and conscientious attitude to their own work and study 				
1.3. Demonstrate good subject and curriculum knowledge <ol style="list-style-type: none"> 1. Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject and address misunderstandings 2. Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship 				

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

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

Part 2 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: <ol style="list-style-type: none"> 1. Treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position 2. Having regard to the need to safeguard pupils' well-being, in accordance with statutory provisions 3. Showing tolerance of and respect for the rights of others 		

<p>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</p> <p>5. Ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law</p> <p>2.2 Teachers must have a proper and professional regard for the ethos, policies and practice of the school in which they teach, and maintain high standards in their own attendance and punctuality</p> <p>2.3 Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities</p>		
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Preamble	+**	-**
<ul style="list-style-type: none"> Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge; keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils 		

** + performance in line with expectations - performance may be below expectations



CONFIDENTIAL
EYFS TEACHERS' STANDARDS AUDIT
AND PROFESSIONAL DEVELOPMENT OBJECTIVE PLANNER

Name

Pay Point **Date**

Standard	Out	Good	R/I	Inad.
1. Set high expectations which inspire, motivate and challenge all children. 1.1 Establish and sustain a safe and stimulating environment where children feel confident and are able to learn and develop. 1.2 Set goals that stretch and challenge children of all backgrounds, abilities and dispositions. 1.3 Demonstrate and model the positive values, attitudes and behaviours expected of children.				
2. Promote good progress and outcomes by children. 2.1 Be accountable for children's progress, attainment and outcomes. 2.2 Demonstrate knowledge and understanding of how babies and children learn and develop. 2.3 Know and understand attachment theories, their significance and how effectively to promote secure attachments. 2.4 Lead and model effective strategies to develop and extend children's learning and thinking, including sustained shared thinking. 2.5 Communicate effectively with children from birth to age five, listening and responding sensitively. 2.6 Develop children's confidence, social and communication skills through group learning. 2.7 Understand the important influence of parents and/or carers, working in partnership with them to support the child's wellbeing, learning and development.				
	Out	Good	R/I	Inad.

<p>3. Demonstrate good knowledge of early learning and EYFS.</p> <p>3.1 Have a secure knowledge of early childhood development and how that leads to successful learning and development at school.</p> <p>3.2 Demonstrate a clear understanding of how to widen children's experience and raise their expectations.</p> <p>Standard</p> <p>3.3 Demonstrate a critical understanding of the EYFS areas of learning and development and engage with the educational continuum of expectations, curricula and teaching of Key Stage 1 and 2</p> <p>3.4 Demonstrate a clear understanding of systematic synthetic phonics in the teaching of early reading.</p> <p>3.5 Demonstrate a clear understanding of appropriate strategies in the teaching of early mathematics.</p>				
<p>4. Plan education and care taking account of the needs of all children.</p> <p>4.1 Observe and assess children's development and learning, using this to plan next steps.</p> <p>4.2 Plan balanced and flexible activities and educational programmes that take into account the stage of development, circumstances and interests of children.</p> <p>4.3 Promote a love of learning and stimulate children's intellectual curiosity in partnership with parents and/or carers.</p> <p>4.4 Use a variety of teaching approaches to lead group activities appropriate to the age range and ability of children.</p> <p>4.5 Reflect on the effectiveness of teaching activities and educational programmes to support the continuous improvement of provision.</p>				
<p>5. Adapt education and care to respond to the strengths and needs of all children.</p> <p>5.1 Have a secure understanding of how a range of factors can inhibit children's learning and development and how best to address these.</p> <p>5.2 Demonstrate an awareness of the physical, emotional, social, intellectual development and communication needs of babies and children, and know how to adapt education and care to support children at different stages of development.</p> <p>5.3 Demonstrate a clear understanding of the needs of all children, including those with special educational needs and disabilities, and be able to use and evaluate distinctive approaches to engage and support them.</p> <p>5.4 Support children through a range of transitions.</p> <p>5.5 Know when a child is in need of additional support and how this can be accessed, working in partnership with parents and/or carers and other professionals.</p>				
Standard	Out	Good	R/I	Inad.
<p>6. Make accurate and productive use of assessment.</p> <p>6.1 Understand and lead assessment within the framework of the EYFS framework, including statutory assessment requirements (see annex 1).</p> <p>6.2 Engage effectively with parents and/or carers and other professionals in the on-going assessment and provision for each child.</p> <p>6.3 Give regular feedback to children and parents and/or carers to help children progress towards their goals.</p>				
<p>7. Safeguard and promote the welfare of children, and provide a safe learning environment.</p>				

<p>7.1 Know and act upon the legal requirements and guidance on health and safety, safeguarding and promoting the welfare of the child.</p> <p>7.2 Establish and sustain a safe environment and employ practices that promote children's health and safety.</p> <p>7.3 Know and understand child protection policies and procedures, recognise when a child is in danger or at risk of abuse, and know how to act to protect them.</p>				
<p>8. Fulfil wider professional responsibilities.</p> <p>8.1 Promote equality of opportunity and anti-discriminatory practice.</p> <p>8.2 Make a positive contribution to the wider life and ethos of the setting.</p> <p>8.3 Take a lead in establishing a culture of cooperative working between colleagues, parents and/or carers and other professionals.</p> <p>8.4 Model and implement effective education and care, and support and lead other practitioners including Early Years Educators.</p> <p>8.5 Take responsibility for leading practice through appropriate professional development for self and colleagues.</p> <p>8.6 Reflect on and evaluate the effectiveness of provision, and shape and support good practice.</p> <p>8.7 Understand the importance of and contribute to multi-agency team working.</p>				

Part 2 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: <ol style="list-style-type: none"> 6. Treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position 7. Having regard to the need to safeguard pupils' well-being, in accordance with statutory provisions 8. Showing tolerance of and respect for the rights of others 9. 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 10. Ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law 2.4 Teachers must have a proper and professional regard for the ethos, policies and practice of the school in which they teach, and maintain high standards in their own attendance and punctuality 2.5 Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities		
Preamble <ul style="list-style-type: none"> • Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge; keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils 	+	-

**** + performance in line with expectations - performance may be below expectations**

LEADERSHIP & MANAGEMENT ASSESSMENT CRITERIA

SELF ASSESSMENT SHEET

Name.....

Date.....


	Out	Good	R/I	Inad
Maintain clear vision, purpose and high expectation, focused on pupil achievement				
Maintain strategic planning for the subject, team or department, co-ordinated with the School Improvement Plan				
Inspire, motivate and influence staff and pupils				
Create effective teamwork				
Provide knowledgeable and innovative knowledge of teaching and the curriculum				
Show a commitment to equitable and inclusive provision for the subject, team or department				
Provide a good role model for other staff and pupils				
Undertake rigorous self-evaluation and use the findings effectively				
Monitor performance data, review patterns and take appropriate action				
Use the appraisal of staff to bring about improvement				
Show a clear commitment to staff development				
Deploy staff effectively and assist them in managing their workload				
Use financial and resource management effectively to support the achievement of the school's aims				

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Self-assessment tool for headteachers and aspiring headteachers

Use this document to evaluate your strengths and areas for development against the Headteachers' Standards 2020.

How to use this tool

- Consider your performance against the standards listed in the first column, and highlight in red, amber or green to track whether you're yet to meet, meeting or exceeding them – to do this, highlight the text and then pick the relevant colour using the 'shading' tool above: 
- The second column of each table gives examples of where you may identify evidence of your performance against the standard *
- In the third column, you can record your own specific evidence of meeting the standard
- In the last column, you can note what actions you plan to take in the areas you highlighted red

* **Note:** in the [Headteachers' Standards 2020](#), section 1 (ethics and professional conduct) is set out differently to section 2 (the standards). This is reflected below:

- In section 1, the information in both of the first two columns comes from the guidance
- In section 2, the first column is the standards as set out in the guidance, and in the second column we've suggested where you might find evidence of your performance

Our associate expert Jonathan Block helped us create this tool. Jonathan has extensive experience of school leadership as an interim headteacher and education consultant.

Section 1: Ethics and professional conduct

HEADTEACHERS:	HEADTEACHERS MEET THE STANDARD BY:	EVIDENCE OF MEETING OR EXCEEDING THE STANDARD:	ACTION REQUIRED TO MEET OR EXCEED THE STANDARD:
Uphold and demonstrate the 7 principles of public life	<ul style="list-style-type: none"> • Demonstrating consistently high standards of principled and professional conduct • Upholding and demonstrating the principles of: <ul style="list-style-type: none"> • Selflessness • Integrity • Objectivity • Accountability • Openness • Honesty • Leadership 		
Uphold public trust in school leadership and maintain high standards of ethics and behaviour	<ul style="list-style-type: none"> • Building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to their professional position • Showing tolerance of and respect for the rights of others, recognising differences and respecting cultural diversity within contemporary Britain • Upholding fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs • Ensuring that personal beliefs are not expressed in ways which exploit their position, pupils' vulnerability or might lead pupils to break the law 		

HEADTEACHERS:	HEADTEACHERS MEET THE STANDARD BY:	EVIDENCE OF MEETING OR EXCEEDING THE STANDARD:	ACTION REQUIRED TO MEET OR EXCEED THE STANDARD:
<p>Are effective leaders of their school community and profession</p>	<ul style="list-style-type: none"> • Serving in the best interests of the school's pupils • Conducting themselves in a manner compatible with their influential position in society by behaving ethically, fulfilling their professional responsibilities and modelling the behaviour of a good citizen • Upholding their obligation to give account and accept responsibility • Knowing, understanding and acting within the statutory frameworks which set out their professional duties and responsibilities • Taking responsibility for their own continued professional development, engaging critically with educational research • Making a positive contribution to the wider education system 		

Section 2: Headteachers' Standards

Standard 1: School culture

HEADTEACHERS:	HEADTEACHERS MEET THE STANDARD BY:	EVIDENCE OF MEETING OR EXCEEDING THE STANDARD:	ACTION REQUIRED TO MEET OR EXCEED THE STANDARD:
Establish and sustain the school's ethos and strategic direction in partnership with those responsible for governance and through consultation with the school community	<ul style="list-style-type: none">• Creating a shared vision for their school• Establishing clear agendas and goals with partners		
Create a culture where pupils experience a positive and enriching school life	<ul style="list-style-type: none">• Demonstrating an uncompromising and highly successful drive to improve achievement and progress for all pupils over a sustained period of time• Providing experiences beyond the school gate		
Uphold ambitious educational standards which prepare pupils from all backgrounds for their next phase of education and life	<ul style="list-style-type: none">• Working to improve learning for all pupils by identifying and addressing issues related to particular circumstances• Working to improve teaching, enthusing staff and channelling efforts to good effect so that teaching is outstanding or at least consistently good		
Promote positive and respectful relationships across the school community and a safe, orderly and inclusive environment	<ul style="list-style-type: none">• Ensuring positive and respectful relationships with everyone• Modelling respect for all by showing the importance of behaving as you wish to be treated• Giving equal attention to all in the school community		

HEADTEACHERS:	HEADTEACHERS MEET THE STANDARD BY:	EVIDENCE OF MEETING OR EXCEEDING THE STANDARD:	ACTION REQUIRED TO MEET OR EXCEED THE STANDARD:
Ensure a culture of high staff professionalism	<ul style="list-style-type: none"> ● Sharing best practice and promoting a culture of learning ● Establishing high aspiration for themselves and others ● Using action research to improve teaching and learning ● Holding all staff to account through rigorous appraisal systems 		

Standard 2: Teaching

HEADTEACHERS:	HEADTEACHERS MEET THE STANDARD BY:	EVIDENCE OF MEETING OR EXCEEDING THE STANDARD:	ACTION REQUIRED TO MEET OR EXCEED THE STANDARD:
Establish and sustain high-quality, expert teaching across all subjects and phases, built on an evidence-informed understanding of effective teaching and how pupils learn	<ul style="list-style-type: none">• Providing ongoing support for staff in all roles, including peer support for those in other leadership positions in order to help them achieve the best for the school• Ensuring all staff know what effective teaching looks like• Sharing best practice across the school		
Ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains	<ul style="list-style-type: none">• Providing high-quality continuing professional development for staff targeted on identified needs of individuals and groups• Identifying outstanding pedagogy and using it as an example for others		
Ensure effective use is made of formative assessment	<ul style="list-style-type: none">• Identifying and recording the impact of changes made as a result of formative assessment• Reviewing any changes made and drawing useful conclusions		

Standard 3: Curriculum and assessment

HEADTEACHERS:	HEADTEACHERS MEET THE STANDARD BY:	EVIDENCE OF MEETING OR EXCEEDING THE STANDARD:	ACTION REQUIRED TO MEET OR EXCEED THE STANDARD:
Ensure a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught	<ul style="list-style-type: none">• Working with colleagues to fulfil curriculum requirements and ensure communication across subjects• Reviewing the curriculum and ensuring it still meets pupils' needs		
Establish effective curricular leadership, developing subject leaders with high levels of relevant expertise with access to professional networks and communities	<ul style="list-style-type: none">• Sharing best practice and promoting a culture of learning• Using action research to improve teaching and learning		
Ensure that all pupils are taught to read through the provision of evidence-informed approaches to reading, particularly the use of systematic synthetic phonics in schools that teach early reading	<ul style="list-style-type: none">• Recording pupil progress milestones and ensuring teachers are supported through effective line management• Establishing non-negotiables for pupil and staff performance and having high expectations for all		
Ensure valid, reliable and proportionate approaches are used when assessing pupils' knowledge and understanding of the curriculum	<ul style="list-style-type: none">• Ensuring appropriate assessments are used to gather the required information• Using a mixed approach to assessment to allow for fair evaluation		

Standard 4: Behaviour

HEADTEACHERS:	HEADTEACHERS MEET THE STANDARD BY:	EVIDENCE OF MEETING OR EXCEEDING THE STANDARD:	ACTION REQUIRED TO MEET OR EXCEED THE STANDARD:
Establish and sustain high expectations of behaviour for all pupils, built upon relationships, rules and routines, which are understood clearly by all staff and pupils	<ul style="list-style-type: none"> ● Publishing and reviewing a behaviour policy and working with staff to implement any required changes ● Monitoring how consistently the behaviour policy is applied across the school ● Reviewing the effectiveness of the behaviour policy ● Engaging the whole school community to make sure the policy is clear and unambiguous 		
Ensure high standards of pupil behaviour and courteous conduct in accordance with the school's behaviour policy	<ul style="list-style-type: none"> ● Demonstrating the positive attitudes and behaviour expected of pupils ● Rewarding good behaviour in appropriate ways 		
Implement consistent, fair and respectful approaches to managing behaviour	<ul style="list-style-type: none"> ● Involving the student body in monitoring and review of the behaviour policy ● Involving staff and other stakeholders in monitoring and review of the behaviour policy 		
Ensure that adults within the school model and teach the behaviour of a good citizen	<ul style="list-style-type: none"> ● Being a role model for children and adults ● Exemplifying the school's aims, principles and policies 		

Standard 5: Additional and special educational needs and disabilities

HEADTEACHERS:	HEADTEACHERS MEET THE STANDARD BY:	EVIDENCE OF MEETING OR EXCEEDING THE STANDARD:	ACTION REQUIRED TO MEET OR EXCEED THE STANDARD:
Ensure the school holds ambitious expectations for all pupils with additional and special educational needs and disabilities	<ul style="list-style-type: none">• Being up to date with education initiatives, and actively and visibly planning and implementing any necessary changes in the school as a result• Ensuring all staff consider pupils with additional and special needs, both in curriculum planning and teaching• Ensuring that the progress of pupils with SEND is monitored and any necessary actions taken		
Establish and sustain culture and practices that enable pupils to access the curriculum and learn effectively	<ul style="list-style-type: none">• Leading a mutually supportive and highly effective whole-school community• Ensuring there is fully inclusive and accessible delivery of the curriculum		
Ensure the school works effectively in partnership with parents, carers and professionals, to identify the additional needs and special educational needs and disabilities of pupils, providing support and adaptation where appropriate	<ul style="list-style-type: none">• Consulting with parents and community members• Ensuring pupils have a way of providing feedback about their school experience• Demonstrating an uncompromising and highly successful drive to improve achievement for all pupils		
Ensure the school fulfils its statutory duties with regard to the SEND code of practice	<ul style="list-style-type: none">• Keeping everyone informed of relevant local and national policy changes• Monitoring the implementation of the SEND code of practice and immediately acting to correct any areas of non-compliance		

Standard 6: Professional development

HEADTEACHERS:	HEADTEACHERS MEET THE STANDARD BY:	EVIDENCE OF MEETING OR EXCEEDING THE STANDARD:	ACTION REQUIRED TO MEET OR EXCEED THE STANDARD:
Ensure staff have access to high-quality, sustained professional development opportunities, aligned to balance the priorities of whole-school improvement, team and individual needs	<ul style="list-style-type: none"> • Providing high-quality continuing professional development for staff • Taking an active part in whole-school professional development • Ensuring professional development is matched to the school's needs and development plan 		
Prioritise the professional development of staff, ensuring effective planning, delivery and evaluation which is consistent with the approaches laid out in the standard for teachers' professional development	<ul style="list-style-type: none"> • Providing ongoing support for staff in all roles, including peer support for those in other leadership positions in order to help them achieve the best for the school • Using the summation of appraisals to programme whole school and individual professional development 		
Ensure that professional development opportunities draw on expert provision from beyond the school, as well as within it, including nationally recognised career and professional frameworks and programmes to build capacity and support succession planning	<ul style="list-style-type: none"> • Being prepared to trial new ideas and do things differently • Finding opportunities to highlight good practice from all levels of the school • Encouraging in-class action research 		

Standard 7: Organisational management

HEADTEACHERS:	HEADTEACHERS MEET THE STANDARD BY:	EVIDENCE OF MEETING OR EXCEEDING THE STANDARD:	ACTION REQUIRED TO MEET OR EXCEED THE STANDARD:
Ensure the protection and safety of pupils and staff through effective approaches to safeguarding, as part of the duty of care	<ul style="list-style-type: none"> Establishing a risk assessment approach to all activities of the school 		
Prioritise and allocate financial resources appropriately, ensuring efficiency, effectiveness and probity in the use of public funds	<ul style="list-style-type: none"> Financially planning for the school in collaboration with governors and school leaders Checking that use of funds is efficient, effective and economic Checking that use of funds is well targeted to meet the school's priorities 		
Ensure staff are deployed and managed well with due attention paid to workload	<ul style="list-style-type: none"> Co-ordinating the work that needs to be done through the allocation of roles and delegation of responsibility Monitoring the scheduling of the agreed curriculum model 		
Establish and oversee systems, processes and policies that enable the school to operate effectively and efficiently	<ul style="list-style-type: none"> Ensuring governors regularly receive and understand data that illustrates key performance indicators (such as progress, attendance and quality of teaching) Building on and embedding new structures and systems to support governors 		
Ensure rigorous approaches to identifying, managing and mitigating risk	<ul style="list-style-type: none"> Applying a risk assessment approach to school activities and the control measures recommended 		

Standard 8: Continuous school improvement

HEADTEACHERS:	HEADTEACHERS MEET THE STANDARD BY:	EVIDENCE OF MEETING OR EXCEEDING THE STANDARD:	ACTION REQUIRED TO MEET OR EXCEED THE STANDARD:
Make use of effective and proportional processes of evaluation to identify and analyse complex or persistent problems and barriers which limit school effectiveness, and identify priority areas for improvement	<ul style="list-style-type: none"> • Drawing in all in the school community to carry out a prioritising of school needs • Identifying the school's priorities with senior colleagues and governors and constructing a strategic plan 		
Develop appropriate evidence-informed strategies for improvement as part of well-targeted plans which are realistic, timely, appropriately sequenced and suited to the school's context	<ul style="list-style-type: none"> • Pulling together the identified priorities mapped against the vision and external evaluations of the school • Making judgements of what is critical and vital against time, resources and outcome required 		
Ensure careful and effective implementation of improvement strategies, which lead to sustained school improvement over time	<ul style="list-style-type: none"> • Regularly monitoring progress of the school plan with input from senior colleagues 		

Standard 9: Working in partnership

HEADTEACHERS:	HEADTEACHERS MEET THE STANDARD BY:	EVIDENCE OF MEETING OR EXCEEDING THE STANDARD:	ACTION REQUIRED TO MEET OR EXCEED THE STANDARD:
Forge constructive relationships beyond the school, working in partnership with parents, carers and the local community	<ul style="list-style-type: none">• Finding ways to draw in new school partners from the community• Providing training for staff from other schools		
Commit their school to work successfully with other schools and organisations in a climate of mutual challenge and support	<ul style="list-style-type: none">• Establishing clear agendas and goals with partners		
Establish and maintain working relationships with fellow professionals and colleagues across other public services to improve educational outcomes for all pupils	<ul style="list-style-type: none">• Offering your own skills and knowledge to other professionals and colleagues• Inspiring commitment and giving direction, where appropriate, to colleagues in partner schools		

Standard 10: Governance and accountability

HEADTEACHERS:	HEADTEACHERS MEET THE STANDARD BY:	EVIDENCE OF MEETING OR EXCEEDING THE STANDARD:	ACTION REQUIRED TO MEET OR EXCEED THE STANDARD:
Understand and welcome the role of effective governance, upholding their obligation to give account and accept responsibility	<ul style="list-style-type: none">• Ensuring governors regularly receive and understand data that illustrates key performance indicators (such as progress, attendance and quality of teaching)		
Establish and sustain professional working relationship with those responsible for governance	<ul style="list-style-type: none">• Building on and embedding new structures and systems to support governors• Providing your professional opinion and guidance to the governing board• Ensuring sub committees are well serviced by senior management		
Ensure that staff know and understand their professional responsibilities and are held to account	<ul style="list-style-type: none">• Implementing rigorous appraisal systems• Recognising that support and encouragement are needed for everyone to produce their best		
Ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties	<ul style="list-style-type: none">• Sharing best practice and promoting a culture of learning• Publishing school policies as required• Publishing financial information as required		

Appendix B



Teacher Standards Career Stage Expectations – The Head Support Model Initial Assessment and Audit

Confidential

Name:

Pay Point:

Date:

Professional Area	Relevant Standards	M2	M4	M6	UPS 1	UPS 3	+	-	Standards For Professional Dialogue
Professional Practice	1.1(1);1.2(2,3,5) 1.3 (1,3) 1.4(1,2,3) 1.5 all 1.6 (1) 1.7 (1,2,3) 1.8 (3) 2.1 (2,4) Preamble	Much teaching good or better; some requires improvement	All teaching good or better	All teaching good; some outstanding	All teaching good; some outstanding	All teaching good; much outstanding			+ –
Professional Outcomes	1.1(2) 1.2(1,2,3) 1.5(1) 1.6 (3,4) Preamble	Most pupils achieve in line with school expectations	Almost all pupils achieve in line with school expectations	Almost all pupils achieve in line with school expectations; some exceed them	Almost all pupils achieve in line with school expectations; some exceed them	Almost all pupils achieve in line with school expectations; many exceed them			+ –
Professional Relationships	1.1(1) 1.6(4) 1.7(4) 1.8(2,3,5) 2.1 (1,3,4) Preamble	Positive working relationships with pupils, colleagues and parents	These relationships are securely focussed on improving provision for pupils	Professional relationships with pupils, colleagues and staff lead to excellent class provision	Plays a proactive role in building key stage or departmental teams to improve provision and outcomes	Plays a proactive role in building school-wide teams to improve provision and outcomes			+ –

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

		M2	M4	M6	UPS1	UPS3			
Professional Development	1.2(4,5) 1.3(1,2,4,5) 1.4(5) 1.5(2,3,4) 1.6(1) 1.8(4) 2.1(2) 2.3 Preamble	Able, with support, to identify key professional development needs and respond to advice and feedback	Takes a proactive role in accessing relevant support and professional development from colleagues	Fully competent practitioner able to keep up-to-date with changes and adapt practice accordingly	Plays a proactive role in leading the professional development of key stage or departmental colleagues	Plays a proactive role in leading the professional development of colleagues across the school			+ –
Professional Conduct	1.1(3) 1.7(1) 1.8(1) 2.1(all) 2.2 2.3 Preamble	Meets all standards	Meets all standards	Meets all standards	Meets all standards	Meets all standards			+ –

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

Appendix C – Procedure for Conducting National Standards Audits

C1 The aim of the annual audit against national standards, as required by the regulations, will be to identify – through professional dialogue - the standards which represent the most appropriate areas for professional development for individual teachers in the forthcoming appraisal cycle. These audits will take place ahead of a target setting meeting so that the most helpful professional development performance management objectives can be identified – and any necessary arrangements made.

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

C3 The key stages of the procedure are as follows:

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

- A teacher dissatisfied with the head teacher's decision will have the right of appeal to governors under existing procedures.

Appendix D – Observation of Teaching and Leadership Practice

D1 Formal Lesson Observations.

D1.1 We do not observe teaching as part of the appraisal cycle, except where it is considered as being needed as part of procedures in Appendix E

D2 Other Leadership Visits to Lessons

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

D2.2 Because these are not formal lesson observations, only informal written feedback will be given, and therefore no evidence from them has to be used to inform performance review, however can be used if the reviewee chooses to.

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

D3 Formal Observation of Leadership Practice

D3.1 We do not observe leadership practice as part of the appraisal cycle, except where it is considered as being needed as part of procedures in Appendix E.

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

E1

Informal support:

Where national standards are found not to be met at the appropriate career stage, whether at review meeting or during the course of the appraisal cycle, the first step would be a meeting with the headteacher to informally discuss issues and ways forward, on a timescale agreed by both parties. This discussion should take into account the performance over the previous year.

E2

Formal support via action plan:

Where national standards are still not found to be met within a reasonable time scale, the National Standards Support Programme will come into effect.

This may include:

- A change of reviewer
- Some additional formal lesson observations

This will include:

- The setting of an appropriate and manageable number of objectives in a clear and measurable action plan

The action plan will have objectives planned to a much shorter timescale – typically one term, but less if the head warrants this (this shorter time period would be under extreme circumstances specific to the performance of the teacher) It will be ensured that set objectives will be achievable in the timescale given.

E3 At the end of each such period, progress will be reviewed – and a decision made on whether:

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

E4 Where a decision to end the support programme has been taken but performance drops again within 12 months, the teacher will move immediately back into the revised appraisal arrangements outlined above and for a shorter timescale as

determined by the circumstances specifically related to the teacher's performance. In exceptional circumstances the head teacher may decide to move straight to the formal capability procedure at this stage.