



Appraisal (and Performance Management) 2025-26 (STATUTORY)

Other Information: See summary of changes overleaf	Based on the Bolton Council school model policy for teachers' appraisal and performance management (01.07.25)
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Version Control

Current version	Previous version	Summary of changes made
1st July 2025	03 Nov 23	Updated in line with School teachers' pay and conditions document 2024. All references to appraisal linked to performance related pay removed.
03 Nov 23	28 Oct 22	Updated in line with School teachers' pay and conditions document 2023.
28 Oct 22	22 Oct 21	Updated in line with School teachers' pay and conditions document 2022.
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25 Sep 20	10 Oct 19	Updated in line with School teachers' pay and conditions document 2020.
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08 Oct 18	01 Sep 17	Updated in line with School teachers' pay and conditions document 2018.
01 Sep 17	01 Sep 16	Updated in line with School teachers' pay and conditions document 2017.
01 Sep 16	01 Sep 15	Updated in line with School teachers' pay and conditions document 2016. Example career stage expectations appendix included.
01 Sep 15	01 Sep 14	Updated in line with School teachers' pay and conditions document 2015. Links to legislation and policies updated. Formatting of paragraphs, headings and appendices standardised.

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1 Introduction

- 1.1 This model teachers' appraisal and performance management policy has been prepared by the Department for Education ('DfE'), and has been amended for Bolton Schools. It is recommended for schools to use to support the implementation of the Appraisal and Performance Management arrangements as set out in [The Education \(School Teachers' Appraisal\) \(England\) Regulations 2012](#) and replace the [Education \(School Teacher Performance Management\) \(England\) Regulations 2006](#).
- 1.2 At a local level this model policy has been consulted upon with members of the Teachers Associations and any deviation to the model policy must be negotiated directly with the Teacher Association representatives and teachers employed within the school.
- 1.3 Revised appraisal arrangements came into force with effect from 1 September 2012 as set out in [The Education \(School Teachers' Appraisal\) \(England\) Regulations 2012](#).
- 1.4 This policy should be read in conjunction with the [Pay Policy](#).
- 1.5 Importantly, teachers' performance will be assessed against the relevant standards (as well as against their objectives and against their role in the school) and as such the revised [Teachers' Standards](#) which were introduced from 1 September 2012 should be read in conjunction with this policy. The latest Teachers' Standards regulations are available from <https://www.gov.uk/government/publications/teachers-standards>.
- 1.6 By statute, all schools must have both an agreed appraisal policy for teachers (including head teachers) and a policy, covering all staff, which deals with lack of capability. Capability issues within this school are managed in accordance with the agreed [Managing Teachers' Capability Policy](#).
- 1.7 This model teacher's Appraisal, Performance Management Policy is designed to provide a supportive and developmental framework and process to ensure that all teachers have the skills and support they need to carry out their role effectively.
- 1.8 [The Education \(School Teachers' Appraisal\) \(England\) Regulations 2012](#) require that the Governing Body shall ensure the performance of teachers and the head teacher is managed and reviewed, in accordance with the regulations and the school's performance management policy. Before establishing or revising the policy, the Governing Body shall seek to consult on the policy with the recognised trade unions and teacher associations, and ensuring any subsequent changes from this model policy are communicated to all teachers.
- 1.9 Within this model policy;
 - Green text indicates statutory requirements within [The Education \(School Teachers' Appraisal\) \(England\) Regulations 2012](#) or [The School Staffing \(England\) Regulations 2009](#).
 - Purple text details school flexibilities which must be assessed and completed on a school by school basis.

Model policy for appraising teacher performance

The Governing Body of **Ladybridge Primary** adopted this policy on **16.09.25**. It will review it in **annually at the Finance, Premises & Personnel meeting**.

Purpose

- 1.10 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
- 1.11 Further information regarding pay and conditions can be found in the [Pay Policy](#).

Application of the policy

- 1.12 This policy covers appraisal, and applies to the head teacher and to all teachers employed by the school or local authority, except those on contracts of less than one term and those undergoing induction (i.e. ECTs). Furthermore, teachers and head teachers who are currently subject to formal capability procedures are not covered within the scope of this policy.
- 1.13 The policy also applies to support staff

2 The appraisal procedure

- 2.1 Appraisal in this school will be a supportive and developmental process designed to ensure that all teachers have the necessary skills and support they need to carry out their role effectively and one which contributes to the effective management of individuals and teams in order to achieve high levels of performance within this school.
- 2.2 Therefore this school has developed an Appraisal and Performance Management process in order to establish a shared understanding about what is to be achieved and an approach to leading and developing people which will ensure that it is achieved. Furthermore, it will help to ensure that teachers are able to continue to improve their professional practice and to develop as teachers.
- 2.3 As such, Performance Management is seen as a continuous cycle and all employees will be monitored, assessed and provided with feedback on their performance on a continual basis.

3 The appraisal period

- 3.1 **The appraisal period will run for 12 months** from 1 September to 31 August each year
- 3.2 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 and appropriate appraisal objectives will be set to reflect this period.

{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}.

- 3.3 Where a Teacher starts their employment at the school part-way through a cycle, the head teacher shall determine the length of the first cycle for that Teacher, with a view to bringing the cycle into line with the cycle for other teachers at the school as soon as possible.
- 3.4 Where a teacher transfers to a new post within the school part-way through a cycle, the head teacher shall determine whether the cycle shall begin again.

4 Appointing appraisers

- 4.1 The head teacher will be appraised by a subcommittee of the Governing Body, supported by a suitably skilled and experienced external adviser who has been appointed by the Governing Body for that purpose. Prior to the appointment of the external adviser, the subcommittee of the Governing Body and head teacher should meet to discuss the suitability, skills and expertise of the external advisor who is to be appointed.
- 4.2 In this school the task of appraising the head teacher, including the setting of objectives, will be delegated to a sub-group consisting of two members of the Governing Body.
- 4.3 The Head Teacher will decide who will appraise other teachers.
- 4.4 Where a Teacher or Head Teacher is of the opinion that the appraiser appointed under this regulation is unsuitable for professional reasons, they may submit a written request to the Head Teacher or Governing Body for the appraiser to be replaced, stating those reasons. The final decision regarding this matter will rest with the Head Teacher or Governing Body, and there is no further right of appeal.

5 Setting objectives

- 5.1 The Head Teacher's objectives will be set by the Governing Body after consultation with the external adviser.
- Objectives for each teacher will be set before or as soon as practicable after, the start of each appraisal period, but no later than 31 October each year for teachers, and 31 December each year for Head Teachers. Within this school no more than three objectives will be agreed each cycle. The objectives set for each teacher, will be Specific, Measurable, Achievable, Realistic and Time-bound ('SMART') and will be appropriate to the teacher's role and level of experience.
- 5.2 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;
 - supporting individuals Continuing Professional development (CPD) linked to School Improvement Plan;
 - supporting on-going Pupil/Student Progress needs;

- 5.3 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 should record their comments in writing as an appendix to the appraisal statement. A copy of which should be forwarded to the head teacher who will then moderate the objectives set against those of similar banding or leadership positions within the school.
- 5.4 Objectives may be revised if circumstances change such as due to absence, or changes in professional circumstances. This is to support the teacher as the original objectives may be no longer appropriate or reasonably met.
- 5.5 Before, or as soon as practicable after, the start of each appraisal period, each teacher will be informed of the [Teachers' Standards](#) against which that teacher's performance in that appraisal period will be assessed. The Head Teacher or Governing Body (as appropriate) will need to consider whether certain teachers should also be assessed against other sets of standards published by the Secretary of State that are relevant to them.
- 5.6 The Head Teacher will be responsible for ensuring that the appraisal process operates consistently and that objectives are focused on school priorities and where appropriate have taken account of the teachers own self-evaluation. All objectives will be referred to the Head Teacher prior to the commencement of the cycle of monitoring.
- 5.7 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.
- 5.8 If during the appraisal cycle, teachers are found not to be meeting the standards at the appropriate level for their pay band they will be asked to meet formally with their appraiser to discuss the most appropriate methods of additional support that can be provided in order that the original performance objectives can be achieved.

6 Reviewing performance

- 6.1 Appraisal in this school 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 on-going professional development needs and priorities of individual teachers.

Methods of reviewing performance

- 6.2 Teacher appraisal and performance management is an ongoing process. The quality and impact of performance needs to be evidenced over time and not as a series of one-off activities.

Within this school we see appraisal and performance management as a shared responsibility and would expect all teachers to have a minimum level of evidence provided for them, as a result of the continual quality assurance processes within school, this would normally be in advance of the meeting. This should provide a range of evidence for a teacher to use as appraisal evidence, especially with regards to the 'student progress/outcomes' and 'teaching and learning' objectives. Individuals are invited to supplement this with additional evidence as relevant.

See Appendix 4 for the appraisal timetable and expectations

Observation

- 6.3 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. The school is committed to all observation(s) being carried out in a supportive fashion.

See Appendix 7 for the school's observation protocol

- 6.4 In this school teachers' performance will be observed according to the overall needs of both the teacher and the school. If issues emerged from an observation that were not part of the focus of the observation as recorded in the appraisal statement these should also be covered in the written feedback.
- 6.5 Classroom observation will be carried out by those with QTS and suitable experience as decided by the school. In the Appraisal cycle there will be no more than 3 observations.

Drop-ins

- 6.6 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 number of drop ins should be reasonable and should not be deemed to be excessive.
- 6.7 The purpose of such 'drop-ins' is primarily to support the teacher, identify good practice, provide positive feedback and to maintain the operating and learning standards of the school. The length and frequency of any "drop in" will vary depending on specific circumstances but in normal circumstances would not normally exceed approximately 5 minutes and should be proportionate.
- 6.8 No formal reports will be written as a result of a 'drop-in' but any significant concerns which are identified, will be discussed with the individual teacher and appraiser.
- 6.9 Teachers (including the Head Teacher) who have responsibilities outside the classroom should also expect to have their performance of those responsibilities observed and assessed.

See Appendix 8 for the school's 'Drop in' protocol

Pupil Progress and Outcomes

- 6.10 Pupil progress and outcomes are a key factor within appraisal and is important 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.
- 6.11 Pupil progress and outcomes will be regularly monitored and assessed in accordance with [Teachers' Standards](#).
- 6.12 In addition, schools may wish to refer to existing agreed policies within the school e.g. [Teaching and Learning, Assessment, Marking and Behaviour Management Policies](#).

Feedback

- 6.13 Teachers should systematically reflect on their impact on student progress, for example as part of the data collection cycle.
- 6.14 Teachers will receive constructive written feedback on their performance throughout the year and as soon as practicable after observation has taken place or other evidence has come to light e.g. pupil progress information. Verbal feedback will normally occur within 2 working days of the observation taking place, which will be confirmed in written feedback, normally within 5 working days of the observation taking place.
- 6.15 Feedback will highlight particular areas of strength as well as any areas that need attention.
- 6.16 Within this school there will also be an interim review of progress against agreed appraisal objectives. This will be carried out through a face to face meeting between teacher and appraiser normally during directed time in the early spring term, resulting in a written report

7 Dealing with concerns

- 7.1 Appraisal within this school will be a supportive and developmental process and throughout the academic year teachers will be monitored and assessed and as such will be provided with feedback on their performance on a continual basis.
- 7.2 Where there are concerns about any aspects of the teacher's performance the appraiser must discuss this in the first instance with the designated Senior Manager (Deputy Head, SLT Line Manager) to ensure consistency.
- 7.3 They may agree that this is dealt with through discussion with the appraiser and teacher, or that there is a need to meet more formally. If the latter is the case the appraiser (and/or appropriate manager), will meet with the teacher to discuss the performance concerns. The purpose of the meeting is to;
- give clear feedback to the teacher about the nature and seriousness of the concerns including the evidence base to support the concerns;
 - give the teacher the opportunity to comment and discuss the concerns;
 - agree any additional support (e.g. coaching, mentoring, structured observations), that will be provided to help address those specific concerns, through the implementation of a bespoke Performance Improvement Plan;
 - 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 and should reflect the seriousness of the concerns, however this normally would be for a minimum of 6 weeks;
 - advise the teacher to discuss their position with a trade union representative or colleague;
 - explain the implications and process if no, or insufficient improvements are made;
- 7.4 The details and outcome of the meeting will be confirmed in writing.

- 7.5 Where it has been agreed that a Performance Improvement Plan is to be set, arrangements should be made at the initial meeting to hold an interim meeting (normally at the mid-point of the agreed timescale) with the teacher concerned in order to review progress and consider any changes to the support plan if appropriate.
- 7.6 At any time during this assessment period, if an appraiser is not satisfied with the progress being made, a further meeting(s) should be held with the teacher concerned to offer additional support, mentoring and guidance. These are informal meetings, within directed time aimed at improving the teachers' performance to the necessary standards; however detailed records of these meetings and any supporting actions should be made.
- 7.7 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.
- 7.8 If at the conclusion of the informal support period, it is deemed that the teacher has made insufficient progress then the appraiser must speak to the relevant Senior Manager who will decide if a transition to the formal Capability Procedure is needed.

8 Transition to capability

- 8.1 Where following the on-going informal support process the appraiser is not satisfied with progress, the teacher will be notified in writing that they are required to attend a transitional meeting with the Head teacher to further discuss these concerns.
- 8.2 The employee should normally be given notice, of at least 5 days of this meeting and be advised of their right to be represented by a Trade Union Representative or work colleague. It is the employee's responsibility to arrange representation at the meeting. At this point the teacher will be informed in writing that the appraisal process will no longer apply and that their performance will be passed to the Head Teacher to be managed under the school's managing capability procedure.
- 8.3 The purpose of the transitional meeting is to ensure all parties fully understand the processes which will be followed prior to the commencement of the formal capability procedure and that the potential implications following the transition to formal capability procedures are fully explained.
- 8.4 A model policy is available [Managing Teachers' Capability Policy](#).

9 Annual assessment

- 9.1 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 on termly basis**).

Performance Evidence may include:

- Pupil / Student progress data
- Planning and work scrutiny undertaken
- Mid-cycle review meeting with appraiser
- Impact of CPD activity

- Other feedback obtained during the appraisal cycle relevant to the teacher's overall performance
- Other evidence gathered by the teacher which reflects progress over-time

It is expected that the vast majority (if not all) teachers would successfully evidence their appraisal objectives. If pay progression is not to be recommended, this should not come as a surprise to the appraisee, as they will be subject to formal capability procedures.

9.2 The teacher 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 31 October for teachers, and 31 December for the Head Teacher. **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;**

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

10 Confidentiality

10.1 Access to the written appraisal report will normally be limited to the appraisee, the appraiser, the Head Teacher or any nominated member of the senior management team.

11 Equality and consistency

11.1 As outlined in section 5, 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 leadership team.

11.2 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.

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

12 Retention of statements

12.1 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.

Teachers' Standards

May 2012

TEACHERS' STANDARDS IN ENGLAND FROM SEPTEMBER 2012

INTRODUCTION, LEGAL STANDING AND INTERPRETATION

1. The new Teachers' Standards published by the Secretary of State for Education introduce some significant changes in terms of structure, content and application. This introduction is designed to assist those who will be using the standards to understand those changes and to implement the new standards effectively.
2. The Teachers' Standards contained in this document come into effect on 1 September 2012, though the Teaching Agency will use the conduct elements from 1 April 2012 as a reference point when considering whether a teacher's conduct has fallen significantly short of the standard of behaviour expected of a teacher. They replace the standards for Qualified Teacher Status (QTS) and the Core professional standards previously published by the Training and Development Agency for Schools (TDA), ⁽¹⁾ and the General Teaching Council for England's *Code of Conduct and Practice for Registered Teachers*.
3. The new standards will apply to the vast majority of teachers regardless of their career stage. The Teachers' Standards will apply to: trainees working towards QTS; all teachers completing their statutory induction period; and those covered by the new performance appraisal arrangements (with the exception described in para 4 below). Part 2 of the Teachers' Standards relating to professional and personal conduct will be used to assess cases of serious misconduct, regardless of the sector in which the teacher works.

- 4 From 1st April 2012, teachers with Qualified Teacher Learning and Skills (QTLS) status will be able to teach in schools as fully qualified teachers. This change has been made to give schools greater access to experienced teachers of vocational subjects, as recommended in Professor Alison Wolf's *Review of Vocational Education*. Head teachers will have the freedom to decide which standards they assess the performance of QTLS holders against. They can either assess QTLS holders' performance against the Teachers' Standards or against any other set of standards relating to teacher performance issued by the Secretary of State or against any other professional standards that are relevant to their performance or against any combination of those three. Before, or as soon as practicable after the start of each appraisal period, QTLS teachers (like other teachers) will be informed of the standards against which their performance in that appraisal period will be assessed.
- 5 The new standards define the minimum level of practice expected of trainees and teachers from the point of being awarded QTS. The standards set out in this document constitute the 'specified standards' within the meaning given to that phrase in Schedule 2 of The Education (School Teachers' Qualifications) (England) Regulations 2003.⁽²⁾
- 6 The new standards will need to be applied as appropriate to the role and context within which a trainee or teacher is practising. Providers of Initial Teacher Training (ITT) will assess trainees against the standards in a way that is consistent with what could reasonably be expected of a trainee teacher prior to the award of QTS. Providers will need to ensure that their programmes are designed and delivered in such a way as to allow all trainees to meet these standards, as set out in the Secretary of State's *Requirements for Initial Teacher Training*.⁽³⁾
- 7 Similarly, head teachers (or appraisers) 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 (whether a Newly-Qualified Teacher (NQT), mid-career teacher, or a more experienced practitioner). The professional judgement of head teachers and appraisers will therefore be central to appraisal against these standards.

2 <http://www.legislation.gov.uk/2003/1662>

- 8 The new standards replace the existing Core professional standards, and will be used to assess an NQT's performance at the end of their induction period in employment. The standards themselves do not specify any new or different elements to the expectations placed on NQTs as opposed to those required for the award of QTS. The decision about whether an NQT has met the standards to a satisfactory level at the end of their first year of full employment will therefore need to be made on the basis of what should reasonably be expected of an NQT working in the relevant setting and circumstances, within the framework set out by the standards. That judgement should reflect the expectation that NQTs have effectively consolidated their training, and are demonstrating their ability to meet the standards consistently over a sustained period in their practice.
- 9 Following the period of induction, the standards will continue to define the level of practice at which all qualified teachers are expected to perform. From September 2012, teachers' performance will be assessed against the standards as part of the new appraisal arrangements in schools.

Presentation of the Standards

- 10 This document is presented in three parts, which together constitute the Teachers' Standards: the **Preamble**, **Part 1** and **Part 2**.
- 11 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.
- 12 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** of this document.
- 13 The new standards are presented as separate headings, numbered from 1 to 8 in **Part 1**, each of which is accompanied by a number of bulleted sub-headings. The bullets, which are an integral part of the standards, are designed to amplify the scope of each heading. The bulleted sub-headings should not be interpreted as separate standards in their own right, but should be used by those assessing trainees and teachers to track progress against the standard, to determine areas where additional development might

need to be observed, or to identify areas where a trainee or teacher is already demonstrating excellent practice relevant to that standard.

Progression and Professional Development

- 14 The new standards have been designed to set out a basic framework within which all teachers should operate from the point of initial qualification. Appropriate self-evaluation, reflection and professional development activity is critical to improving teachers' practice at all career stages. The standards set out clearly the key areas in which a teacher should be able to assess his or her own practice, and receive feedback from colleagues. As their careers progress, teachers will be expected to extend the depth and breadth of knowledge, skill and understanding that they demonstrate in meeting the standards, as is judged to be appropriate to the role they are fulfilling and the context in which they are working.

Date of introduction of the new standards

- 15 The revised standards come into effect on 1 September 2012, on which date they become the 'specified standards' as defined in Schedule 2 of The Education (School Teachers' Qualifications) (England) Regulations 2003. The Regulations require that in order to be recommended for the award of QTS, in most cases ⁽⁴⁾ a person must meet the specified standards that are in place at the time of assessment. Providers of initial teacher training will need to ensure that all trainees who complete their training on or after 1 September 2012 are assessed against the standards that are in place as at the time of assessment, in accordance with the Regulations.
- 16 NQTs who qualified under the previous standards but started induction on or after 1 September 2012, or have started but not completed induction by 1 September 2012, will need to be assessed against the new standards at the end of their induction.

(4) For some categories QTS can be awarded without undertaking ITT in England and meeting the QTS standards. Those exempt from meeting the QTS standards are individuals who have already successfully completed ITT or are recognised as teachers in another UK country and EEA nationals who are recognised as teachers in another EEA member state. Qualified further education teachers who have Qualified Teacher Learning and Skills (QTLS) status may also be exempt from meeting the Teachers' Standards. 5

- 17 Existing teachers who have already passed induction will be expected to use the new standards instead of the previous Core standards for appraisal, identifying professional development, and other related purposes.
- 18 When considering new cases of serious misconduct received from 1 April 2012, the Teaching Agency, acting on behalf of the Secretary of State, will have regard to the personal and professional conduct aspects of the new Teachers' Standards document instead of the General Teaching Council for England's (GTCE) *Code of Conduct and Practice for Registered Teachers*. The Teaching Agency will still be able to refer to the GTCE's *Code of Conduct* for any partially completed cases it receives from the GTCE at the point of its abolition.

Note on Terminology Used / Glossary

Specific terminology used in the standards should be interpreted as having the following meaning:

- **'Fundamental British values'** is taken from the definition of extremism as articulated in the new Prevent Strategy, which was launched in June 2011. It includes 'democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs'.
- **'Parents'** is intended to include carers, guardians and other adults acting *in loco parentis*.
- **'Pupils'** is used throughout the standards, but should be taken to include references to children of all ages who are taught by qualified teachers, including those in the Early Years Foundation Stage, and those in post-16 education.
- **'School'** means whatever educational setting the standards are applied in. The standards are required to be used by teachers in maintained schools and non-maintained special schools. Use of the standards in Academies and Free Schools will depend on the specific establishment arrangements of those schools. Independent schools are not required to use the standards, but may do so if they wish.
- **'Special educational needs'**, as defined by the Department for Education's *Special Educational Needs Code of Practice* (2014), refers to children who have a learning difficulty. This means that they either: have a significantly greater difficulty in learning than the majority of children of the same age; or have a disability which prevents or hinders

- them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority.
- **‘Statutory frameworks’** includes all legal requirements, including but not limited to the requirement to promote equal opportunities and to provide reasonable adjustments for those with disabilities, as provided for in the Equality Act 2010. The term also covers the professional duties of teachers as set out in the statutory School Teachers’ Pay and Conditions Document.

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

- 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:

- treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
- showing tolerance of and respect for the rights of others
- 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
- ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.

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.

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Appendix 2

Teachers Standards Career Stage Expectations Grid

1 Set high expectations which inspire, motivate and challenge pupils	Majority of teaching is outstanding	Teaching is consistently good with regular outstanding teaching	Teaching is consistently good with some outstanding features	Teaching is sometimes good (and never less than satisfactory)
	Upper Practice	Enhanced Practice	Established Practice	Minimum Practice
	Teachers' Pay Band 4 U1-U3 (T7-9)	Teachers' Pay Band 3 M4 – M6 (T4-6)	Teachers' Pay Band 2 M2-M3 (T2-3)	Teachers' Pay Band 1 M1 (T1)
Establish a safe and stimulating environment for pupils, rooted in mutual respect	As for enhanced	The learning environment provides <u>rich</u> opportunities for <u>high</u> -quality learning and wider personal development and well-being. The learning environment supports and encourages children to be independent, experiment and challenge Clear systems are established to ensure that all pupils are highly aware of how to keep themselves and others safe Strong sense of partnership, trust and learning together	The learning environment provides opportunities for quality learning and wider personal development and well-being Clear systems established to ensure that all pupils are aware of how to keep themselves and others safe High levels of mutual respect	The learning environment provides opportunities for learning Systems are established to ensure that pupils are aware of how to keep themselves and others safe Mutual respect is evident
	School specific Exemplar learning environment that is actively shared with colleagues	School specific Support colleagues to enhance learning environments	School specific Learning Environment SOP adhered to consistently	School specific Learning Environment SOP adhered to
Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions	As for enhanced plus Subtle adaptations for individuals and groups	All targets are successful in challenging, motivating and enthusing all pupils Consistently high expectations of all pupils	Targets are set to ensure most pupils are challenged, motivated and enthused High expectations of all pupils	Targets are set that challenge some pupils High expectations of most pupils
	School specific Targets are embedded in daily practice for pupils and staff	School specific Pupils fully understand their targets and how they can achieve them Targets are shared with parents and high quality guidance supports parents in helping their child Differentiated planning takes into account a range of personalized	School specific Targets are referred to and discussed with pupils regularly Targets are shared with parents and quality guidance supports parents in helping their child Differentiated planning takes into account some personalized	School specific Targets set and shared with pupils Targets are shared with parents and guidance supports parents in helping their child Differentiated planning

		information about the pupils (e.g. strengths/weaknesses, MI, learning styles, memory skills, etc) Detailed lesson evaluation/planning annotation informs future planning	information about the pupils (e.g. learning styles etc) Lesson evaluations/annotation inform future planning	Lessons are evaluated
Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils	As for enhanced	Positive attitudes, values and behaviour are consistently and effectively modelled daily Skilled and highly consistent behaviour management makes a strong contribution to an exceptionally positive climate for learning Courteous behaviour is demonstrated and promoted across the whole school	Positive attitudes, values and behaviour are consistently modelled Skilled and highly consistent behaviour management makes a good contribution to a positive climate for learning Courteous behaviour is demonstrated and promoted as part of daily practice	Positive attitudes, values and behaviour are modelled Behaviour management is applied consistently but does not always make a contribution to a positive climate for learning Courteous behaviour is demonstrated and promoted
	School specific Children have ownership of the code of conduct and apply it independently	School specific Code of conduct is used and referred to consistently, to build positive behaviour patterns	School specific Code of conduct is consistently applied	School specific Code of Conduct is displayed and applied

2 Promote good progress and outcomes by pupils	Majority of teaching is outstanding	Teaching is consistently good with regular outstanding teaching	Teaching is consistently good with some outstanding features	Teaching is sometimes good (and never less than satisfactory)
	Upper Practice	Enhanced Practice	Established Practice	Minimum Practice
Be accountable for pupils' attainment, progress and outcomes	As for enhanced	Rigorous, systematic monitoring and tracking procedures ensure almost all pupils make rapid and sustained progress Excellent knowledge regarding attainment and progress of all pupils including all vulnerable groups	Monitoring and tracking procedures ensure most pupils and groups of pupils make good progress Good knowledge regarding attainment and progress of all pupils including vulnerable groups	Monitoring and tracking procedures ensure most pupils and groups make progress in line with national Secure knowledge regarding attainment and progress of all pupils
	School specific As for enhanced plus All pupils make expected progress in R, W and M (including at least 4 pupils who make accelerated progress in R, W or M)	School specific Frequently use and refer to pupil tracking data and be aware which pupils are on track/not on track. To implement highly effective strategies to address underachievement To provide a range of evidence including quantifiable evidence to support evaluations	School specific Frequently use and refer to pupil tracking data and be aware which pupils are on track/not on track. To implement strategies to address underachievement To begin to provide a range of evidence including quantifiable evidence to support evaluations	School specific Use and refer to pupil tracking data and be aware which pupils are on track/not on track To provide evidence to support evaluations

		All pupils make expected progress in R, W and M (including at least 3 pupils who make accelerated progress in R, W or M)	All pupils make expected progress in R, W and M (including at least 2 pupils who make accelerated progress in R, W or M)	All pupils make expected progress in R, W and M.
Be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these	As for enhanced	High quality teaching and learning experiences are planned based upon accurate assessments of pupils' capabilities and prior knowledge	Good quality teaching and learning experiences are planned based upon accurate assessments of pupils' capabilities and prior knowledge	Teaching and learning experiences take into account pupils' capabilities and prior knowledge
	School specific As for enhanced	School specific Regular and frequent use of pupil voice to inform planning Opportunities for pupil led learning across the whole curriculum Team planning with colleagues makes an excellent contribution to learning	School specific Regular use of pupil voice to inform planning Variety of opportunities for pupil led learning Team planning with colleagues makes a good contribution to learning	School specific Pupil voice to inform planning Evidence of pupil led learning Team planning with colleagues
Guide pupils to reflect on the progress they have made and their emerging needs	As for enhanced plus a small proportion of pupils actively and independently reflect on their progress	Pupils' progress is assessed regularly and accurately and pupils are encouraged to reflect on their progress in relation to their targets and identify their next steps	Pupils' progress is assessed regularly and accurately and pupils are encouraged to reflect on their progress in relation to their targets	Pupils' progress is assessed regularly and accurately and pupils are informed about their progress and how to improve
	School specific As for enhanced	School specific Peer and self marking/evaluations are embedded Pupils independently use working walls to scaffold learning	School specific Peer and self marking/evaluations are regular Use of working walls to scaffold learning	School specific Peer and self marking/evaluations are in place Use of working walls
Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching	As for enhanced	Well judged and often imaginative teaching strategies that, together with sharply focused and timely support and intervention, match individual learning needs accurately	Effective teaching strategies that, together with appropriately targeted support and intervention, match most pupils' individual learning needs	Teaching strategies ensure that the individual learning needs of pupils are usually met
	School specific As for enhanced plus the ability to refine and adapt techniques that promote personalised teaching and learning	School specific Teaching takes into account a range of personalized information about pupils learning (e.g. strengths/weaknesses, MI, learning styles, memory skills, etc) and uses this to personalize teaching and learning	School specific Teaching takes into account a range of personalized information about pupils learning (e.g. strengths/weaknesses, MI, learning styles, memory skills, etc) and uses this to impact upon teaching and learning	School specific Teaching takes into account a range of personalized information about pupils learning (e.g. strengths/weaknesses, MI, learning styles, memory skills, etc)

Encourage pupils to take a responsible and conscientious attitude to their own work and study	As for enhanced plus teaching takes into account cohort specific needs	Teaching encourages and promotes high levels of resilience, confidence and independence to learning and tackling challenging activities	Teaching generally encourages and promotes high levels of resilience, confidence and independence to learning and tackling challenging activities	Teaching sometimes promotes pupils to take a responsible and conscientious attitude to learning
	School specific Home School Agreement E- learning contract	School specific Home School Agreement E- learning contract	School specific Home School Agreement E- learning contract	School specific Home School Agreement E- learning contract

3 Demonstrate good subject and curriculum knowledge	Majority of teaching is outstanding	Teaching is consistently good with regular outstanding teaching	Teaching is consistently good with some outstanding features	Teaching is sometimes good (and never less than satisfactory)
	Upper Practice	Enhanced Practice	Established Practice	Minimum Practice
Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings	As for enhanced	Excellent subject knowledge secures astute planning and challenging tasks set based on systematic, accurate assessment of pupils' prior skills, knowledge and understanding	Well developed subject knowledge and accurate assessment of pupils' prior skills, knowledge and understanding secures effective planning and challenging tasks set	Secure subject knowledge with assessment becoming more rigorous, with tasks that offer some level of challenge
	School specific Embedded knowledge of the whole curriculum and national initiatives	School specific Excellent subject knowledge as a subject leader across whole school	School specific Well developed subject knowledge as a subject leader across whole school	School specific Secure subject knowledge as a subject leader
Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship	As for enhanced	Excellent understanding of curriculum developments Actively informs and engages colleagues in curriculum development Model exemplary (leadership) practice and coach others High level of ambition and drive with a contribution to the improvement of standards across the school	Well developed understanding of curriculum developments Regularly informs colleagues about curriculum development	Secure understanding of curriculum developments Beginning to inform colleagues about curriculum development
	School specific As for enhanced plus modelling the role of subject leader to less experienced colleagues	School specific Subject Leader role Subject action plan Leads Professional Development of staff Raises profile of subject within and beyond school	School specific Subject Leader role Subject action plan Leads Professional Development of staff Raises profile of subject within school	School specific Shadow a subject leader

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	As for enhanced	Teaching of reading, writing and communication is highly effective and cohesively planned and implemented across the curriculum	Teaching of Reading, writing and communication is very efficient	Teaching of reading, writing and communication is becoming consistent
	School specific As for enhanced	School specific Initiates own CPD, organizes, arranges and contributes to CPD of others	School specific Organizes and arranges own CPD	School specific Initiates own CPD
If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics	As for enhanced plus embedded and exemplary practice	Excellent subject knowledge and understanding of teaching systematic synthetic phonics	Well developed subject knowledge and clear understanding of teaching systematic synthetic phonics to develop pupils' reading skills	Secure subject knowledge with an understanding of teaching systematic synthetic
	School specific As for enhanced plus proactively staying abreast of best practice	School specific Monitoring and evaluating phonics achievement and planning effective intervention Effective use of additional adults	School specific Monitoring and evaluating phonics achievement and planning intervention Good use of additional adults	School specific Tracking phonics achievement Additional adults are deployed carefully
If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies	As for enhanced plus embedded and exemplary practice	Excellent subject knowledge and understanding of teaching early mathematics	Good subject knowledge and clear understanding of teaching early mathematics	Secure knowledge and an understanding of teaching early mathematics
	School specific As for enhanced plus proactively staying abreast of best practice	School specific Monitoring and evaluating mathematics achievement and planning effective intervention Effective use of additional adults	School specific Monitoring and evaluating mathematics achievement and planning intervention Good use of additional adults	School specific Tracking mathematics achievement Additional adults are deployed carefully

4 Plan and teach well structured lessons	Majority of teaching is outstanding	Teaching is consistently good with regular outstanding teaching	Teaching is consistently good with some outstanding features	Teaching is sometimes good (and never less than satisfactory)
	Upper Practice	Enhanced Practice	Established Practice	Minimum Practice
Impart knowledge and develop understanding through effective use of lesson time	As for enhanced	Teaching uses well judged and often inspirational and imaginative teaching strategies so that pupils learn exceptionally well across the curriculum	Effective teaching strategies are used so that pupils learn well across the curriculum	Teaching strategies ensure that the individual needs of pupils are usually met

		Pupils collaborate well to solve problems; debate strategies and agree choices Extremely well paced lessons where time is used very well	Pupils collaborate to solve problems and debate strategies Well paced lessons	Pupils share ideas and communicate well Aspects of the lesson are well paced
	School specific	School specific	School specific	School specific
Promote a love of learning and children's intellectual curiosity	As for enhanced	A positive climate for learning is created and all pupils are interested and engaged, and motivated to participate	A positive climate for learning is created and most pupils are interested and engaged, and motivated to participate	A positive climate for learning is created and pupils are interested and engaged, and motivated to participate
	School specific Pupils are involved in designing their own learning opportunities	School specific Use of thinking skills evidences high levels of engagement and enthusiasm	School specific Use of thinking skills evidences good levels of engagement and enthusiasm	School specific Use of thinking skills evidences levels of engagement and enthusiasm
Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired	As for enhanced	Appropriate homework is set to match individual needs accurately and extend the knowledge and understanding pupils have acquired exceptionally well Curriculum (out of class) provides memorable experiences and rich opportunities for high quality learning to consolidate and extend prior knowledge and understanding	Appropriate homework is set to match individual needs well and extend the knowledge and understanding pupils have acquired well Curriculum (out of class) provides well organised, imaginative and broad range opportunities for learning to consolidate and extend prior knowledge and understanding	Appropriate homework contributes reasonably well Curriculum (out of class) provides organised, imaginative and broad range opportunities for learning to consolidate and extend prior knowledge and understanding
	School specific As for enhanced plus teachers are aware of the most impactful homework strategies	School specific Homework planned that inspires, motivates and enthuses pupils All visits/visitors are inspirational Opportunities for outdoor learning are maximised	School specific Homework planned to enhance school learning Visits/visitors enhance the curriculum Opportunities for outdoor learning are regular	School specific Homework set in line with school SOP Visits/visitors support the curriculum Opportunities for outdoor learning are planned
Reflect systematically on the effectiveness of lessons and approaches to teaching	As for enhanced	Consistently high quality, critically reflective marking and constructive feedback ensures pupils make rapid and sustained progress Teacher lesson evaluations show a deep understanding of the effectiveness of the lesson for individual pupils and key groups	Good quality marking and constructive feedback ensures pupils make good progress Teacher lesson evaluations show a good understanding of the effectiveness of the lesson for individual pupils and key groups	Quality marking and feedback is supporting pupils' to make expected progress Teacher lesson evaluations show an understanding of the effectiveness of the lesson for pupils and groups

		<p>Pupils' understanding is systematically and effectively checked throughout the lesson and any intervention notably improves and impacts upon the quality of learning</p> <p>Questioning promotes reasoning and higher order thinking. Pupils generate their own questions with confidence</p>	<p>Pupils' learning and progress is assessed regularly and accurately, with teachers observing carefully and skilfully questioning pupils to reshape tasks and explanations to improve learning. Pupils know how well they have done and how to improve</p> <p>Questioning probes knowledge, skills and understanding.</p> <p>Misconceptions/errors are skilfully turned into learning opportunities</p>	<p>Pupils' work is monitored during lessons, with general misconceptions picked up and teaching adjusted, with varying levels of success</p> <p>Questioning develops appropriate knowledge and understanding. General misconceptions are addressed.</p>
	School specific Teachers give real value to the time spent reflecting on practice and pedagogy, particularly in light of new initiatives and developments	School specific Teachers beginning to understand the importance of deeper reflection in order that they can make subtle but significant improvements to their own practice	School specific Teachers reflect on their practice and evaluate the impact and outcomes, identifying and implementing improvements	School specific Teachers reflect on their practice and evaluate the impact and outcomes. With support improvements are identified
Contribute to the design and provision of an engaging curriculum within the relevant subject area(s)	As for enhanced	Lessons are planned to enable pupils to learn exceptionally well across the curriculum. This enables pupils to deepen their knowledge and understanding, and develop a wide range of skills across the curriculum.	Lessons are planned to enable pupils to learn well across the curriculum. This enables pupils to deepen their knowledge and understanding, and develop a range of skills across the curriculum.	Lessons are planned to enable pupils to learn across the curriculum. This enables pupils to deepen their knowledge and understanding, and develop skills across the curriculum.
	School specific	School specific	School specific	School specific

5 Adapt teaching to respond to the strengths and needs of all pupils	Majority of teaching is outstanding	Teaching is consistently good with regular outstanding teaching	Teaching is consistently good with some outstanding features	Teaching is sometimes good (and never less than satisfactory)
	Upper Practice	Enhanced Practice	Established Practice	Minimum Practice
Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively	As for enhanced	Excellent knowledge of when and how effective learning can be differentiated to enable all pupils to be taught very effectively	Good knowledge of when and how learning can be differentiated to enable pupils to be taught effectively	Secure knowledge of when and how effective learning can be differentiated to enable pupils to be taught effectively
	School specific As for enhanced	School specific Detailed understanding of pupil analysis	School specific Good understanding of pupil analysis	School specific An understanding of pupil analysis

		Pupil data used to plan consistently and appropriately differentiated learning experiences	Pupil data used to plan appropriately differentiated learning experiences	Pupil data referred to whilst planning
Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these	As for enhanced	Excellent understanding of how to adapt teaching to overcome potential factors that inhibit pupils' ability to learn	Good understanding of how to adapt teaching to overcome potential factors that inhibit pupils' ability to learn	Secure understanding of how to adapt teaching to overcome potential factors that inhibit pupils' ability to learn
	School specific As for enhanced plus the ability to refine, adapt and select strategies that will have the greatest impact	School specific Teaching takes into account a range of personalized information about pupils (e.g. home factors, behavioural, self development, language, medical, etc) and uses this to personalize teaching and learning	School specific Teaching takes into account a range of personalized information about pupils (e.g. home factors, behavioural, self development, language, medical, etc) and uses this to impact upon teaching and learning	School specific Teaching takes into account a range of personalized information about pupils (e.g. home factors, behavioural, self development, language, medical, etc)
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	As for enhanced	Imaginative and often inspirational teaching approaches match the pupils' physical, social and intellectual development accurately	Effective teaching approaches match the pupils' physical, social and intellectual development	The ability to support pupils' learning at different stages of development is developing
	School specific As for enhanced plus the ability to refine, adapt and select strategies that will have the greatest impact	School specific Teaching takes into account a range of personalized information about pupils (e.g. home factors, behavioural, self development, language, medical, etc) and uses this to personalize teaching and learning	School specific Teaching takes into account a range of personalized information about pupils (e.g. home factors, behavioural, self development, language, medical, etc) and uses this to impact upon teaching and learning	School specific Teaching takes into account a range of personalized information about pupils (e.g. home factors, behavioural, self development, language, medical, etc)
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	As for enhanced	Imaginative and often inspirational teaching approaches that, together with sharply focused and timely support and intervention, match individual needs accurately	Effective teaching approaches that, together with appropriately targeted support and intervention, match most pupils' individual needs	Teaching approaches ensure that the individual needs of pupils are usually met
	School specific As for enhanced plus the ability to refine, adapt and select strategies that will have the greatest impact	School specific Teaching takes into account a range of personalized information about pupils (e.g. home factors, behavioural, self development, language, medical) and their learning (e.g. strengths/weaknesses, MI, learning styles, memory skills, etc) and uses this to personalize teaching and learning	School specific Teaching takes into account a range of personalized information about pupils (e.g. home factors, behavioural, self development, language, medical, etc) and their learning (e.g. strengths/weaknesses, MI, learning styles, memory skills, etc) and uses this to impact upon teaching and learning	School specific Teaching takes into account a range of personalized information about pupils (e.g. home factors, behavioural, self development, language, medical, etc) and their learning (e.g. strengths/weaknesses, MI, learning styles, memory skills, etc)

Making/taking the time to listen to and find out about pupils so that we know them inside out: frequent and regular improving of knowledge and understanding about every pupil.

6 Make accurate and productive use of assessment	Majority of teaching is outstanding	Teaching is consistently good with regular outstanding teaching	Teaching is consistently good with some outstanding features	Teaching is sometimes good (and never less than satisfactory)
	Upper Practice	Enhanced Practice	Established Practice	Minimum Practice
Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements	As for enhanced plus support colleagues with their assessments	Assessments are carried out effectively, and excellent knowledge of statutory assessment is demonstrated	Assessments are carried out effectively, and good knowledge of statutory assessment is demonstrated	Assessments are carried out effectively, and a developing knowledge of statutory assessment is demonstrated
	School specific Teachers organise and arrange moderation within school	School specific Teacher assessments are accurately levelled (based on a triangulation of factors) and reported upon, within the agreed timescale	School specific Teacher assessments are accurately levelled and reported upon, within the agreed timescale	School specific With support teacher assessments are accurately levelled and reported upon, within the agreed timescale
Make use of formative and summative assessment to secure pupils' progress	As for enhanced	Formative and summative assessments are used effectively to secure progress for all pupils	Formative and summative assessments are used effectively to secure progress for most pupils	Formative and summative assessments are used to secure progress for pupils
	School specific Extended writing books	School specific Extended writing books	School specific Extended writing books	School specific Extended writing books
Use relevant data to monitor progress, set targets, and plan subsequent lessons	As for enhanced	Relevant data is used successfully to monitor progress, set challenging targets and plan effective lessons for all pupils	Relevant data is used to monitor progress, set targets and plan effective lessons for all pupils	Relevant data is used to monitor progress, set targets and plan effective lessons for pupils
	School specific	School specific	School specific	School specific
Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback	As for enhanced	Marking and constructive feedback from teachers and pupils is frequent and of a consistently high quality, leading to high levels of engagement and interest by pupils	Pupils' progress is checked regularly and accurately. Feedback is shared so that pupils know how well they have done and what they need to do to improve	Pupils are informed about the progress they are making and how to improve further through marking and dialogue with adults
	School specific Teachers and pupils engage in consistently high quality dialogue	School specific Teachers and pupils engage in high quality dialogue	School specific Teachers and pupils engage in regular dialogue	School specific Teachers and pupils engage in dialogue

7 Manage behaviour effectively to ensure a good and safe learning environment	Majority of teaching is outstanding	Teaching is consistently good with regular outstanding teaching	Teaching is consistently good with some outstanding features	Teaching is sometimes good (and never less than satisfactory)
	Upper Practice	Enhanced Practice	Established Practice	Minimum Practice
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	As for enhanced	Pupils' behaviour in and outside lessons is almost always impeccable, as pupils are highly adept at managing their known behaviour. Pupils' pride in the school is shown by their excellent conduct, manners and punctuality Pupils are familiar with the language of safety Clear systems are in place to ensure that all pupils are aware of how to keep themselves and others safe Pupils are calm, orderly and considerate when moving around school Clear, systematic and consistent approaches are applied	There is a positive ethos in the school, pupils consistently behave well, attend regularly, have good manners and are punctual to lessons Pupils are familiar with the language of safety Clear systems are in place to ensure that all pupils are aware of how to keep themselves and others safe	There is a positive ethos in the school, pupils behave well, attend regularly, have good manners and are punctual to lessons Clear systems are in place to ensure that all pupils are aware of how to keep themselves and others safe
	School specific Be Well	School specific Be Well	School specific Be Well	School specific Be Well
Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly	As for enhanced	Parents, pupils and staff are unreservedly positive about both behaviour and safety Behaviour management is highly skilled and consistent Pupils are fully aware of different forms of bullying and actively try to prevent it from occurring	Pupils' attitudes to learning are consistently positive Behaviour is managed consistently well Pupils have a good awareness of different forms of bullying.	Pupils' attitudes to learning are positive Behaviour is managed well Pupils are aware of bullying and respond appropriately
	School specific House Points Texting parents In class rewards – stickers/praise etc	School specific House Points Texting parents In class rewards – stickers/praise etc	School specific House Points Texting parents In class rewards – stickers/praise etc	School specific House Points Texting parents In class rewards – stickers/praise etc
Manage classes effectively, using approaches which are appropriate to pupils' needs in order to	As for enhanced	Pupils' attitudes to learning are exemplary, excellent and enthusiastic Skilled and highly consistent behaviour management by all staff makes a strong contribution to an	Pupils' attitudes to learning, the teacher and each other are consistently positive	Pupils respond promptly to the teachers' direction and work cooperatively with each other Behaviour is managed well

involve and motivate them		exceptionally positive climate for learning Pupils are highly considerate and very supportive of each other in lessons, with no interruptions	Behaviour is managed consistently well through range of appropriate strategies Pupils behave considerately towards each other, with good levels of engagement and the lessons flowing smoothly	
	School specific Support is given to colleagues as appropriate	School specific Support is given to colleagues as appropriate	School specific Support is given to colleagues as appropriate	School specific
Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary	As for enhanced	Positive relationships with pupils contribute to an exceptionally positive climate for learning while maintaining an appropriate level of authority	Positive relationships with pupils are established and sustained while maintaining an appropriate level of authority	Positive relationships with pupils are established while maintaining an appropriate level of authority
	School specific Positive, fair and valued relationships underpin all decisions	School specific Positive, fair and valued relationships underpin all decisions	School specific Positive, fair and valued relationships underpin all decisions	School specific Positive, fair and valued relationships underpin all decisions

8 Fulfill wider professional responsibilities	Majority of teaching is outstanding	Teaching is consistently good with regular outstanding teaching	Teaching is consistently good with some outstanding features	Teaching is sometimes good (and never less than satisfactory)
	Upper Practice	Enhanced Practice	Established Practice	Minimum Practice
Make a positive contribution to the wider life and ethos of the school	As for enhanced	Actively seeks to promote the schools mission statement and ethos Liaises effectively with parents, Governors and other members of the school community Fully involved in the life of the school	Promotes the schools mission statement and ethos. Liaises effectively with parents and Governors Fully involved in the life of the school	Model the schools mission statement and ethos Liaises effectively with parents, Fully involved in the life of the school
	School specific Participate in activities and events beyond the classroom/school day e.g. clubs, PTFA events, residential, social activities etc	School specific Participate in activities and events beyond the classroom/school day e.g. clubs, PTFA events, residential, social activities etc	School specific Participate in activities and events beyond the classroom/school day e.g. clubs, PTFA events, residential, social activities etc	School specific Participate in activities and events beyond the classroom/school day e.g. clubs, PTFA events, residential, social activities etc

Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support	As for enhanced	Develop effective professional relationships with all colleagues Proactively seeks advice and readily offers support to colleagues Acts upon feedback promptly	Develop effective professional relationships with all colleagues Seek advice and offer support to colleagues as appropriate Acts upon feedback promptly	Develop effective professional relationships with all colleagues Seek advice Acts upon feedback promptly
	School specific Understand and adhere to the staffing structure and the line management system Regular, frequent and clear communication with colleagues	School specific Understand and adhere to the staffing structure and the line management system Regular, frequent and clear communication with colleagues	School specific Understand and adhere to the staffing structure and the line management system Regular, frequent and clear communication with colleagues	School specific Understand and adhere to the staffing structure and the line management system Regular, frequent and clear communication with colleagues
Deploy support staff effectively	As for enhanced	Support staff are very effectively deployed to target identified pupils, and impact on learning is evident Support staff feedback is an integral part of the assessment process and has a positive impact upon future planning	Support staff effectively deployed to target pupils, and impact on learning is evident Support staff feedback is an integral part of the assessment process	Support staff deployed to target pupils Support staff feedback is a part of the assessment process
	School specific Highly successful partnership between teacher and support staff resulting in accelerated pupil progress	School specific Fully utilise the expertise, experience and talent of support staff to impact on pupil progress	School specific Utilise the expertise, experience and talent of support staff to impact on pupil progress	School specific Begin to utilise the expertise, experience and talent of support staff to impact on pupil progress
Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues	As for enhanced	Actively seeks advice and feedback and engages positively with professional development meetings and CPD opportunities Adapts own practice as a result of critical self appraisal	Engages positively with professional development meetings and CPD opportunities Regularly adapts own practice as a result of professional development and self evaluation	Engages positively with professional development meetings and CPD opportunities Adapts own practice as a result of professional development and self evaluation
	School specific As for enhanced	School specific With a greater emphasis on specificity, plan for CPD opportunities e.g. PE specialist, CPD release time, subject leader release time to improve previously identified areas of development	School specific Planning for CPD opportunities e.g. PE specialist, CPD release time, subject leader release time to improve previously identified areas of development	School specific Utilising CPD opportunities e.g. PE specialist, CPD release time, subject leader release time to improve practice.

Communicate effectively with parents with regard to pupils' achievements and well-being	As for enhanced plus proactive in developing relationships	Highly committed to working in partnership with parents with regard to pupils' achievements and well-being	Communicates effectively with parents in line with agreed school policy and practice	Communicates in line with school policy
	School specific Complete annual reports for parents/carers Undertake two parents evenings Daily open door policy	School specific Complete annual reports for parents/carers Undertake two parents evenings Daily open door policy	School specific Complete annual reports for parents/carers Undertake two parents evenings Daily open door policy	School specific Complete annual reports for parents/carers Undertake two parents evenings Daily open door policy

Appendix 3

Performance Management – teacher appraisal

Teacher Appraisal – Final Review Meeting for previous academic year (Sept)	Teacher Appraisal – Initial Review Meeting for current academic year (Sept)
Prior to the Meeting	Prior to the Meeting
<ul style="list-style-type: none"> - Check through any evidence and reflect upon your progress towards meeting each of your objectives. - Consider your progress and achievements in all aspects of school life. Consider what have been the key reasons for your level of success. - Look at your teacher standards assessment grid. - Prepare evidence to bring with you to the meeting. 	<p>Think about:</p> <ul style="list-style-type: none"> - Your pupil progress objectives will be linked to progress in reading, writing and maths - Your L&M objective will be linked to your leadership role and the quality mark - Your quality of interaction (strengths and weaknesses) - Teachers Standard Assessment Grid – check your pay scale against the criteria to help evaluate where you are.
During the Meeting	During the Meeting
<p>We will:</p> <ul style="list-style-type: none"> - Discuss progress towards each objective and identify whether objectives have been met. - Look specifically at the progress of your pupils (% that are making expected progress and more than expected progress) - Look through and discuss all evidence available/presented. <p>- Discuss eligibility for consideration for pay progression?</p>	<p>We will:</p> <ul style="list-style-type: none"> - Agree objectives - Identify actions required by you and school to ensure you meet your objectives - Identify success criteria for each objective. This will be relevant/linked to your level of experience/pay. (Progress measures are linked to your experience)
Before the meeting ends	Before the meeting ends
<p>Ask yourself:</p> <ul style="list-style-type: none"> - Do you agree with the outcomes of the meeting? - Are you clear about the outcomes? 	<p>Ask yourself:</p> <p>Are my objectives a reflection of what I'm driven by?</p> <p>Are my objectives achievable?</p> <p>Is there anything else that school or I could do that will help me achieve my objectives?</p>
Following the Meeting	Following the Meeting

<ul style="list-style-type: none"> - The recommendation for pay progression will be shared and discussed with the governing body. - Written statement of appraisal will be given to you. 	<ul style="list-style-type: none"> - Your objectives will be printed off and put in your pigeon hole. - Read through and check, then sign and return to your reviewer by the end of Sept. - Put your objectives somewhere prominent - they will be an integral part of your day to day working. - Consider whether you need to share your objectives with anyone else (because they will help you achieve them) - Look at your objectives at least fortnightly, and ensure that you have collected some evidence each time (even if this is as simple as making a note of something a pupil said or feedback from a parent etc) - Compile evidence throughout the year.
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*The more experienced/paid and further up the grid you are, the higher the expectation – are you clear about what you do more than someone lower down than you?

Teacher Appraisal – End of term Review Meetings (Jan + Apr)	
Prior to the Meeting	
<ul style="list-style-type: none"> - Check through your ongoing evidence and reflect upon your progress towards meeting each of your objectives. - Consider how integral your objectives are to your day to day working. - Consider the actions that have been taken by you and school, and what needs to happen now (to ensure your objectives are met by the end of the year) <p>Consider your thoughts about your role, responsibilities and career aspirations beyond the end of this academic year.</p>	
During the Meeting	
<p>We will:</p> <ul style="list-style-type: none"> - Discuss progress towards each objective. - Look specifically at the progress of your pupils – are they on track? - Identify <u>next</u> actions required by you and school to ensure you meet your objectives 	
Before the meeting ends	
Ask yourself: Are you clear about what you've got to do next?	
Following the Meeting	
<ul style="list-style-type: none"> - Your appraisal notes will be printed off and put in your pigeon hole. - Read through and check, then sign and return to your reviewer. - Continue to ensure objectives and actions are an integral part of day to day working. - Continue to compile evidence - Continue to highlight criteria 	

Example of proforma to be completed during appraisal meetings

Appraiser HT/DHT Appraisee Blank Year 2025-26

Initial meeting: week beginning 15th September 2025.

1st review and new target meeting: week beginning 12th January 2026.

2nd review and new target meeting: week beginning 27th April 2026.

<u>AREA:</u> Curriculum Leadership	<u>ANNUAL TARGET:</u> To achieve at least the Bronze/Silver/Gold Ladybridge Curriculum Quality Mark for subject.	
<u>Agreed Actions:</u> -	<u>Ongoing notes:</u>	<u>Formal review notes:</u>

<u>AREA:</u> Achievement	<u>TERMLY TARGET:</u> To maintain the numbers of pupils working at ARE+ (from the end of the summer term) in writing, reading and maths in your class by end of autumn. To accelerate the progress of at least 4 (UPS), 3(T4-6) or 2 (T2-3) pupils by the end of the autumn term.	
<u>Agreed Actions:</u> -	<u>Ongoing notes:</u>	<u>Formal review notes:</u>

<u>AREA:</u> Developing Teaching	<u>TERMLY TARGET:</u> Increase the quality and quantity of interactions ('The Power of 1')	
<u>Agreed Actions:</u>	<u>Ongoing notes:</u>	<u>Formal review notes:</u>

Signed: Appraiser _____ Appraisee _____ Date _____

Pay recommendation _____

Head Teacher performance management review

APPENDIX 4

Record of meeting with appointed Governors and Head Teacher
Name of School
Name of Head Teacher
Names of appointed Governors
Names of appointed External Advisers
Date of visit

Objectives for current academic year

Objective	Success criteria	Monitoring arrangements

Signed	
Signature of Reviewee	Date
Signature of Reviewer	Date

	I will...
Support Staff	Deliver... (1:1/small group) Remove barriers (1:1/small group) and impact upon (1:1/small group) by... Organise resources/materials... Support the teacher/colleagues by... Be a positive role model for pupils and colleagues by...
ECTs	Plan, deliver and evaluate... Remove barriers (ind/group/class) and impact upon (ind/group/class)... Organise and communicate with support staff, to ensure... Ensure that 75% of pupils make expected progress in... Identify evidence of the impact of intervention... Seek support from experienced staff and engage with external agencies... Direct support staff to raise pupil progress in... Implement whole school strategies by...
T2-T6	As for ECTs, plus: Consistently plan, deliver and evaluate... Make action plans for children not on track... Implement and promote whole school strategies by...
UPS	As for T2-T6, plus: Coach and mentor less experienced teachers/colleagues... Lead whole school strategies...
SBM	As for UPS (although not classroom specific statements), plus: Monitor, Evaluate and make judgements about the effectiveness of... Identify appropriate actions from self-evaluation outcomes...
TLR	As for UPS, plus: Model/Lead teaching staff to raise pupil progress... Monitor the standards of teaching and learning of a core subject by... Evaluate the standards of teaching and learning of a core subject by... Make judgements about the standards of teaching and learning of a core subject ... Identify appropriate actions from self-evaluation outcomes... Carry out roles across school.
DHT/HT	As for TLR, plus: Reflect upon, summarise and prioritise... Ensure actions taken promote the ethos/mission statement... Set the strategic direction/development of the school in line with priorities... Monitor overall teaching and learning standards... Lead and manage staff in... Be accountable for... Ensure efficient and effective deployment of staff/resources...
Governors	Ask questions to check my understanding of... Challenge and question... Visit school and... Develop awareness of...

OBSERVATION PROTOCOL

Introduction

1. This governing body is committed to ensuring that classroom observation is developmental and supportive and that those involved in the process will:
 - carry out the role with professionalism, integrity and courtesy;
 - seek to reach agreement in advance on classroom observation to be carried out;
 - evaluate objectively;
 - report accurately and fairly; and
 - respect the confidentiality of the information gained.
2. In accordance with these principles, the head teacher will:
 - consult staff on the pattern of classroom observation which teachers can expect annually and seek agreement with the teachers and their recognised organisations on these arrangements;
 - ensure that there will be a reasonable amount of time between classroom observations, irrespective of the purpose of those observations;
 - ensure that classroom observation will be undertaken solely by persons with qualified teacher status and the appropriate training and professional skills. Neither pupils nor governors will undertake observations; and
 - ensure that as far as possible, the results of observations are used for multiple purposes, in order to restrict the number of observations carried out.
3. During observations, the observers may take this opportunity to scrutinise books/work, the environment and talk to pupils.
4. The purpose of visits by head teachers and senior staff to classrooms will be made clear before they occur.

Preparations for observations

5. In keeping with the school governing body's commitment to supportive and developmental classroom observation, the date and time of observations conducted for the purposes of performance management or for the evaluation of standards of teaching and learning (or for both purposes) will be fixed at least five working days in advance. Every effort will be made for observation to be conducted at an agreed time.

Feedback and records

6. Oral feedback from classroom observation at a pre-arranged time for the purposes of performance management will be given as soon as possible after the observation and no later than the end of the following working day. Sufficient time will be allocated within the school day to enable participants in classroom observations to discuss and agree the arrangements for the observations. In addition, release time within the school day will be provided, as soon as possible, to enable the reviewer and reviewee to organise time for discussion on the outcomes of classroom observation. Time for preparation and feedback for classroom observation for performance management purposes will be made available in addition to PPA time.

7. Written feedback will be provided within five working days of the observation taking place. The reviewer will be given sufficient time within the school day to put in written form the conclusions agreed with the reviewee on the outcomes of the classroom observation.
8. The written record of feedback will include the date on which the observation took place, the lesson observed and the length of the observation. The reviewee will be able to append written comments to the feedback document. No written notes in addition to the written feedback will be kept.
9. Teachers will have access to all written accounts of the observation after their lessons (see performance records)

DROP-IN PROTOCOL

1. We welcome drop-ins (sometimes referred to as 'on the hoof') as a way to share and observe 'best' practice and provide a window on everyday teaching and learning (that a more formally organised observation may not)
2. These are at the HT's discretion.
3. As 'drop-ins' are an accurate representation of everyday teaching and learning, we recognise that they can provide very useful and supportive evidence of teachers' performance. As such, we have agreed with staff to use evidence from drop-ins as part of the performance management process
4. It is important that drop-ins do not become excessive.
5. Drop-in visits may include:
 - Monitoring the progress of a school strategy.
 - Monitoring the consistency of application of school policy.
 - Accompanying visitors around school - school improvement partners, parents, students.

APPENDIX 8

SPECIFIC WORK ISSUES WHICH REQUIRE FURTHER ACTION / SUPPORT

Areas of concern	Standards required	Agreed action to meet requirements	Timescale for improvements	Support required

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APPENDIX A

Annual performance management planning statement

Review Details				
Name		Position		Date
Reviewer			Review Period	

Objective	How will it be achieved? task involved / support / development needed	Success/performance criteria including timescales	Monitoring arrangements / evidence requirements

Objective	How will it be achieved? task involved / support / development needed	Success/performance criteria including timescales	Monitoring arrangements / evidence requirements

Arrangements for classroom observation (where included in monitoring arrangements/evidence requirements)

Classroom observations for the specific purpose of appraisal will be completed in (insert date/timescale):

(amend/delete as appropriate)

Autumn term 1 – notice to be provided in accordance with school protocol

Spring term 2– notice to be provided in accordance with school protocol

Summer term 2 - notice to be provided in accordance with school protocol

What element of performance will be observed:

e.g.

Quality first teaching in Numeracy, Literacy & Topic lessons

Pupils awareness of next steps learning

Pupils ability to peer and self-assess as part of this process

Level of Numeracy and Literacy for a Top Middle and Lower band

Child in each term – Child to be identified and followed through the year.

Reviewee comments (to be completed after receipt of the draft statement and/or receipt of the final statement)

Signed (reviewee)

Date

Signed (reviewer)	Date
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Learning development annex

Continuous professional development and other support sought for the forthcoming year
Rationale for CPD/support and outcomes sought
Outline of CPD opportunities and support to be provided
Resource implications

Continuous professional development and other support sought for the forthcoming year

A copy of this Annex should be passed to the person who co-ordinates professional development in the school.

Annual performance management review statement

Review Details		
Name	Position	Date
Reviewer	Review Period	

1. Review of performance against agreed performance objectives	
Objective	Summary of progress / tasks completed
Evidence of Impact / Achievement	
Final evaluation and feedback (details the extent to which criteria have been met and why)	
Objective met / not met (to be completed by reviewer)	

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2. Continuous professional development

Impact of advice, support, and training provided during review period.

Brief description of activity	Duration or Dates	Impact on performance

3. Further professional development

Areas agreed for further development.

Brief description of need	CPD suggestions to meet need

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4. Summary of other achievements and progress (overall performance) during review period

5. Comments about role, responsibilities, career aspirations.

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Signed (reviewee)
Signed (reviewer)

APPENDIX B

Head Teacher performance management review

Record of meeting with appointed Governors and Head Teacher
Name of School
Name of Head Teacher
Names of appointed Governors
Names of appointed External Advisers
Date of visit

Objectives for 2024-25

Objective	Success criteria	Monitoring arrangements

Objective	Success criteria	Monitoring arrangements

Signed	
Signature of Reviewee	Date
Signature of Reviewer	Date

APPENDIX C

Specific work issues that require further action or support

Areas of concern	Standards required	Agreed action to meet requirements	Timescale for improvements	Support required

