



The Robert Carre Trust

Performance Development Policy

(Formerly Appraisal Policy)

Contents

1	Introduction	1
2	Scope and purpose of this policy	2
3	The performance development period.....	2
4	Appointing reviewers.....	3
5	Setting objectives.....	3
6	Reviewing performance	4
7	Evidence	6
8	Annual assessment.....	6
9	Transition to capability	7
10	General principles underlying this policy	7
11	Review of policy	8

1 Introduction

- 1.1 The Robert Carre Trust is committed to providing high quality teaching and learning. Through our workforce we aim to provide opportunities for all our students, whatever their ability. Each employee will, therefore, be given support to ensure that they are able to develop the skills they need to carry out their role, to help them continually improve their performance and develop to their full potential which will in turn help improve outcomes for our young people.
- 1.2 Having an effective performance development process in place is one of the ways we can support our employees and deal with performance matters as they arise. This involves effective day-to-day supervision, carrying out performance development, providing development opportunities and operating a fair and reasonable capability process.

- 1.3 This Performance Development Policy has been developed to comply with current legislation including the Education (School Teachers' Appraisal) (England) Regulations 2012 (the Appraisal Regulations) that apply to teachers in all maintained schools. The Robert Carre Trust has decided to follow the principles of these Regulations in developing and implementing this policy. This policy will also apply to support staff employed within the Robert Trust, to ensure consistency across all employees.
- 1.4 This policy does not form part of any employee's contract of employment and may be amended at any time.

2 Scope and purpose of this policy

- 2.1 The purpose of this policy is to set out the framework for a clear and consistent assessment of the overall performance of all employees, and for supporting their development within the context of the Robert Carre Trust's plan for improving educational provision, performance, and the set standards expected of each employee. The policy links to the Capability Policy and the Pay Policy in relation to pay progression. Robert Carre Trust employees will normally progress unless there have been performance issues identified during the performance development cycle.
- 2.2 The Robert Carre Trust regards the Department for Education Teachers' Standards¹ as the baseline of expectations for the professional practice and conduct of teachers, from the point of qualification.
- 2.3 In implementing this policy, the Robert Carre Trust will ensure that performance development is managed in a way that minimises any increase in workload for all parties concerned, for example, reviewing the number and frequency of meetings and observations, and ensuring the process for collecting evidence is always proportionate.
- 2.4 This policy applies to all employees of the Robert Carre Trust, including the Executive Headteacher, Headteacher, teachers and support staff, and centrally employed staff within the Trust, except those on contracts of less than one term, those undergoing statutory induction (i.e., Early Career Teachers - ECTs) and those who are subject to the Robert Carre Trust's Capability Policy. It does not apply to agency workers.
- 2.5 Employees within a probationary period are subject to the Performance Development Policy.
- 2.6 Where an employee is not covered by this policy as set out in 2.4 and 2.5 above, then performance will be managed through regular supervision, feedback, and any other applicable Robert Carre Trust policies.

3 The Performance Development period

- 3.1 The performance development period will run for twelve months from September to August.
- 3.2 Employees who are employed on a fixed term contract of less than one year, but more than one term, will have their performance managed in accordance with the principles

¹ <https://www.gov.uk/government/publications/teachers-standards>

underpinning this policy. The length of the period and teacher's objectives will be determined by the duration of their contract.

4 Appointing Reviewers

- 4.1 The Executive Headteacher will be appraised by the Robert Carre Trust Board. This has been delegated to a sub-group of three, which consists of a Member, a Trustee and a Local Governor. In assessing the performance of the Executive Headteacher, the sub-group must consult a suitably skilled and/or experienced external advisor appointed by the Trust Board for that purpose. Executive Headteacher will be appraised by the Executive Headteacher and the Chair of the Local Governance Tier.
- 4.2 The Executive Headteacher and Headteacher of the respective schools will decide who will appraise all other employees.
- 4.3 Employees will be notified of who their reviewer will be, before or as soon as practicable after the start of each performance development period.

5 Setting objectives

All employees

- 5.1 Objectives for each employee will be set before, or as soon as practicable after, the start of each performance development period. The objectives will be Specific, Measurable, Achievable, Realistic and Time-bound (SMART) and will be fair, reasonable, and appropriate to their role and level of experience. The reviewer and member of staff will seek to agree the objectives but, if that is not possible, the line manager will determine the objectives. The Executive Headteacher's objectives will be set by the Trust Board after consultation with the external adviser. The Robert Carre Trust has a duty to have a regard to the work life balance of all employees and the objectives will reflect this.
- 5.2 Objectives and performance management discussions for teachers will not be based on teacher generated data and predictions, or solely on the assessment data for a single group of students. Objectives can be set in relation to robust assessment data; however, these will not be used in isolation and other factors will also be considered when making decisions about pay progression.
- 5.3 Objectives may be revised if circumstances change during the performance development period.
- 5.4 The objectives set for each employee will, if achieved, contribute to the Robert Carre Trust's plans for improving educational provision and performance and improving the education of students. The Executive Headteacher and Headteacher, together with the senior leadership teams, will be responsible for quality assuring objectives set across their respective schools against the respective school development plan.
- 5.5 Except for those who are qualified teachers by virtue of holding and maintaining Qualified Teacher Learning and Skills (QTLS) status, all teachers must be assessed against the set of standards contained in the document called 'Teachers' Standards' published in July 2011.

- 5.6 For teachers who are qualified teachers by virtue of holding QTLS status, it is for the Executive Headteacher to decide which standards are most appropriate.

6 Reviewing performance

Observation

- 6.1 The Robert Carre Trust understands the importance of carrying out observation of classroom practice and other responsibilities of all staff. Observation assesses performance to identify strengths and areas for development but also provides a way of gaining useful information which can inform improvements in the Robert Carre Trust more generally and enabling staff to learn from each other and collaborate.
- 6.2 In this Trust, performance will be regularly observed but the amount and type of classroom observation will depend on the individual circumstances of the employee and the overall needs of the Trust. Responsibilities outside the classroom will also be observed and assessed where appropriate. Observation will be in line with the observation protocol which is reviewed annually. All observations will be carried out in a supportive fashion and not add to workload. Classroom observations for teachers will be carried out by those with QTS and for teaching assistants by those with QTS or a HLTA.
- 6.3 In addition to formal observation, leaders with responsibility for teaching standards may 'drop in' to evaluate the standards of teaching and classroom practice and to check that high standards of professional performance are established and maintained. The length and frequency of 'drop in' observations will vary depending on specific circumstances. 'Drop ins' can be used to provide feedback to teachers as part of the ongoing supportive nature of the performance development process but are not part of the formal observation process.

Development and support

- 6.4 Our process is supportive and is used to inform and decide continuing professional development which improves performance. The Trust encourages a culture in which all employees take responsibility for improving their performance in their role and extending their depth of knowledge through appropriate professional development. Agreed training and professional development will be linked to the school and Trust development priorities and, where possible, to the ongoing professional development needs and priorities of individuals. We are committed to supporting appropriate and reasonable development which not only assists the employee in their role but also leads to improvements in performance across the Trust. The process will also be used to determine decisions on pay progression for those crossing the pay threshold or moving up the upper pay scale.

Feedback

- 6.5 Within this Trust, employees will receive constructive oral and written feedback on their performance throughout the year and as soon as practicable after a lesson visit or quality assurance check has taken place (where applicable) or other evidence has come to light. Feedback should highlight areas of strength as well as any areas that require further development. Often this can resolve issues without the need for any formal action.

- 6.6 Feedback will also be sought from relevant employees within the Trust, for example, a teacher may be asked to provide feedback on a teaching assistant who works with them.
- 6.7 Where there are concerns about any aspects of an employee's performance the line manager will meet the member of staff to:
- 6.7.1 give clear feedback about the nature and seriousness of the concerns;
 - 6.7.2 give the member of staff the opportunity to comment and discuss the concerns;
 - 6.7.3 find out if there are any issues (both in or outside of work) that are affecting their performance that the line manager can assist with or provide support;
 - 6.7.4 set clear objectives for the required improvements and how these can be achieved;
 - 6.7.5 agree any support (for example coaching, mentoring, training, structured observations, observing others in a similar role etc.), that will be provided to help address those specific concerns;
 - 6.7.6 make clear how, and by when, the line manager will review progress either by setting new and clear objectives for required development which will be assessed during the review period or by revising current objectives, allowing sufficient time for improvement; the amount of time for this should reflect the seriousness of the concerns. This will be an informal review period and will be confirmed in an Action Plan;
 - 6.7.7 explain the implications and process if no - or insufficient - improvement is made during the informal review period, for example, impact on pay progression and potential move to formal capability.
- 6.8 This meeting can happen at any time during the performance development period. It is designed to be a supportive meeting to address issues early to avoid the matter escalating, giving the employee the opportunity to improve. At the meeting, the line manager or senior leader will present evidence collected that indicates that the employee's performance is not up to the required standard. There is no right to be accompanied to this meeting. Although this is part of an informal process, a note of the meeting will be made and a copy given to the employee so that they are clear about the support they will be given, what improvements need to be made and the timescales.
- 6.9 An informal review period will follow this meeting; the length will be determined by the reviewer based on the individual circumstances of the situation, but it should not be unduly long. During the informal review period, regular meetings should take place to ensure progress is being made.
- 6.10 At the end of this informal review period when progress is reviewed, if the line manager is satisfied that the employee has made, or is making, sufficient improvement, the performance development process will continue as normal, with any remaining issues continuing to be addressed through that process. If performance is improving and the reviewer feels that further time is required to monitor improving performance, the reviewer can decide to extend the informal review period, but it should not be unduly long. If no or insufficient improvement is being made, then the process set out below

(section 10) should be followed. It will be for a senior leader to decide which procedure will be followed.

7 Evidence

Evidence supports the performance development process. The range and level of evidence collected for this and pay determination purposes will always be proportionate and minimise workload.

All employees

- 7.1 During the performance development period, each employee has a responsibility for providing and/or identifying evidence of their progress throughout the year for them to identify any strengths or areas for further development at the interim and annual review meetings. The line manager adds to the performance development review paperwork and makes an assessment in the final performance development report.

Teachers

- 7.2 In addition, a range of evidence should be available to the line manager on a teacher's performance as part of the Trust's quality assurance processes. Evidence may include but is not limited to:

- 7.2.1 lesson visits
- 7.2.2 work scrutiny
- 7.2.3 questionnaires (student or parent - where obtained)
- 7.2.4 planning scrutiny
- 7.2.5 student feedback (where obtained)
- 7.2.6 tracking data of student's progress
- 7.2.7 progress of individuals/groups
- 7.2.8 evidence of meeting Standards
- 7.2.9 assessment of TLR

8 Annual assessment

- 8.1 Performance and development priorities will be reviewed and addressed throughout the process and an interim meeting will take place at the mid-point of the cycle to review performance and progress towards objectives. Any concerns will be noted, and an appropriate support plan will be put in place for the remainder of the cycle. The support plan will set out what improvement is required and what support will be provided.

- 8.2 Each employee's performance will be formally assessed in respect of each performance development period. In assessing the performance of the Executive Headteacher, the Trust Board must consult the external adviser. An annual assessment is the end point to the annual performance development cycle and will formally assess each employee's performance in respect of that cycle. The report should be completed by 31 October, and the member of staff can comment on it in writing. The performance development report will be a summary of the performance during the year and set out what the employee's development needs are for the next year. The report will include:

- 8.2.1 details of the objectives for the period in question;

- 8.2.2 an assessment of performance of their roles and responsibilities against their objectives and any relevant standards;
 - 8.2.3 a summary of observation findings, if applicable;
 - 8.2.4 an assessment of training and professional development needs and identification of any action that should be taken to address them;
 - 8.2.5 a recommendation on pay if relevant. This will be in accordance with criteria set out in the Pay Policy, which will include reference to sources of evidence that may be used in assessment of pay progression.
- 8.3 The assessment of performance and of professional development needs from each individual performance development will inform the planning process for the following performance development period for the whole Trust.

9 Transition to Capability

Performance development is an ongoing process. If an employee demonstrates underperformance and has not responded to support provided within the performance development process, the employee will be notified in writing that the performance development process will no longer apply and that their performance will be managed under the Capability Policy, and will be invited to a formal capability meeting.

10 General Principles Underlying This Policy

Confidentiality

- 10.1 The process will be treated confidentially. However, the desire for confidentiality does not override the need for the senior leaders, Local Governance Tiers, and the Trust Board to quality-assure the operation and effectiveness of the performance development system. In this Trust, the Executive Headteacher and Headteacher, in conjunction with the senior leadership team, is responsible for reviewing objectives and written performance development records, in order to check consistency of approach and expectation between different line managers.

Consistency of Treatment and Fairness

- 10.2 The Robert Carre Trust is committed to ensuring consistency of treatment and fairness. It will abide by all relevant equality legislation, including the duty to make reasonable adjustments for disabled employees. The Trustees are aware of the guidance on the Equality Act 2010 issued by the Department for Education.

Monitoring and Evaluation

- 10.3 The Trust Board, Executive Headteacher and Headteacher will monitor the operation and effectiveness of the performance development arrangements. In developing, applying, and evaluating this policy we will monitor the impact on different groups of people with protected characteristics in line with the Trust's Equal Opportunities Policy and our Staff Privacy Notice. This will ensure that what we do is done fairly.

Retention and data protection

- 10.4 The Executive Headteacher and Headteacher will ensure that all written records are retained in a secure place. It is the line manager's responsibility to ensure that the Executive Headteacher and Headteacher have a copy of all relevant documents. As part of the application of this policy, the Trust may collect, process and store personal data in accordance with our data protection policy. We will comply with the requirements of Data Protection Legislation (being the UK General Data Protection Regulation and Data Protection Act 2018) and any implementing laws, regulations and secondary legislation, as amended or updated from time to time. Records will be kept in accordance with our Staff Privacy Notice and our Records Management Policy. and in line with the requirements of Data Protection Legislation.

11 Review of policy

This policy is reviewed annually by the Trust in consultation with the recognised trade unions. We will monitor the application and outcomes of this policy to ensure it is working effectively.

Adopted at the meeting of the Board on 26 September 2023

Next Review Date: July 2024 (annually)

12 Associated Policies

Pay Policy
Staff Code of Conduct

13 Appendices

- A Guidance on Performance Development
- B Performance Development Record
- C Performance Development UPS Application Form
- D Performance Development UPS Evidence
- E Performance Development Exemplar teaching staff
- F Performance Development Exemplar support staff
- G Provision of Additional Support Where National Standards Are Not Met

Guidance on Performance Development

Guidance on Preparing for the Planning Meeting

- Set dates well in advance and provide enough notice for the member of staff to be able to prepare for the meeting (usually 5 days);
- Choose a meeting place which is private, quiet and where there are no distractions;
- Ensure that all mobile phones are switched off and that telephone calls are diverted;
- Have comfortable chairs at the same height for both people;
- Ensure both parties are relaxed, comfortable and understand the process;
- Be fully aware of, as a backdrop to the discussions, the standards which apply to their current career stage and those to which they might progress, and, for teachers where there is a potential impact on pay progression, the relevant criteria for pay progression

Planning and Review Meeting - Review of the Last Cycle Objectives

- Set expectations for meeting at the outset including time allocations (meeting should take about an hour in total);
- Allow and expect both the line manager and member of staff to bring in and refer to relevant information as appropriate;
- Reflect on colleague's achievement in the last performance management cycle, including against the performance criteria recorded in the planning and review statement;
- Ensure that the colleague receives copies of all relevant documentation and evidence;
- Identify any issues that have affected their performance, positively or negatively;
- Consider any issues about the planned support they needed/received;
- Assess impact of the engagement in professional development, both their own and, as appropriate, their support for the professional development of others, recognising that it can take time for benefits to be realised fully;
- Reflect on how far they have met the agreed performance criteria;
- Where appropriate, make a recommendation on the teacher's pay.

Planning and Review Meeting - Setting Objectives

The Executive Headteacher/Headteacher has a duty to ensure that these procedures and

processes are applied fairly and consistently across the school and with regard to equal opportunities considerations. The Executive Headteacher/Heads of School needs to have in place procedures for monitoring and moderating the plans for the forthcoming cycle. As part of this Executive Headteacher/Headteacher may review written records within 10 days of completion.

The setting of objectives needs to be realistic, and it would be appropriate to recognise, and record in the performance development records, factors outside of the member of staff's control that might significantly affect success.

Where a teacher has been awarded an allowance in line with STPCD, then it may be appropriate that more than three objectives are set; however, any additional objectives should still meet the framework of Specific, Measurable, Achievable, Realistic and Time-bound, and reflect the need for a satisfactory work/life balance.

Some objectives may be achievable within the performance development cycle. Others may require a longer time span, in which case the record of objectives should show the milestones towards that objective to be achieved in the current cycle. Individuals should not be held accountable for progress towards objectives in cases where promised support has not been forthcoming, unless that support has been offered but not taken up by the member of staff.

Teachers should be assessed against the Teachers' Standards. Where other sets of standards published by the Secretary of State are used, these should be clearly referenced in the performance development records. Other sets of standards that might be applicable include:

- SENCO
- Lead Practitioner
- Excellent Teacher

o

Good practice in setting objectives

- Follow the Trust policy on number of objectives set – as possible approach is
 - o Leadership and management objective (for those with management responsibility)
 - o Whole school objective (translated into personal contribution by the member of staff to those objectives)
 - o Team or departmental objective (translated into personal contribution by the appraisee to those objectives)
 - o Personal development objective (which should focus on teaching and learning practice inside the classroom)
- Remember objectives have to relate to the development of pedagogy for teachers
- Objectives should be S.M.A.R.T. (specific, measurable, achievable, relevant and time related). They should be challenging, but achievable, and need to reflect the

need for a satisfactory work/life balance;

- After each objective has been agreed, ensure that performance criteria are written to describe success;
- Agree actions to be taken across the year for monitoring progress against these objectives and put dates down on paper;
- Agree CPD or professional development opportunities to support the achievement of these objectives using in school CPD provision rather than external provision wherever possible. Requests for external courses should only be considered by the line manager when all internal solutions have been discounted;
- Summarise and feedback key decisions made to seek agreement;
- Every effort should be made to agree the objectives, but where a joint determination cannot be made the reviewer will make the determination.

Post Meeting

- Ensure CPD Co-ordinator receives copy of each member of staff's CPD requirement
- Within five working days of the meeting taking place line manager finalises a draft planning and review statement which includes the written recommendation for pay progression where appropriate;
- Copy passed to member of staff;
- Within a further 10 working days line manager prepares and signs the final version after the member of staff has had the chance to add any comments;
- Line manager submits the signed statement to Executive Headteacher/ Headteacher;
- Within 10 working days of receipt of the statement Executive Headteacher/ Headteacher may review the statement, and may instruct the line manager to make changes.

Possible Sources of Evidence Relating to Performance Development Performance Objectives

- Data, both internal and external, on subject standards achieved;
- Written feedback from specific individuals who have direct professional knowledge of the member of staff's work;
- QA booklets;
- Feedback notes and subsequent follow up work;
- Evidence about the member of staff's engagement in professional development;
- Feedback on the contribution the member of staff has made to the development of others.

Work Observation

- There should always be a clear rationale and focus for any observation;
- All observations should be undertaken in accordance with the regulations and the school's agreed protocol for the conduct of classroom observations as stated in the Teacher Performance Development Policy.
- Wherever possible, observations agreed should be proportionate, multi-purpose, and should provide monitoring information for a range of other necessary purposes, such as school self evaluation or a school improvement programme, as well as performance development;
- Classroom observation is likely to be undertaken by the line manager, but may include others who have appropriate professional expertise;
- All observations of teachers must be carried out by observers with QTS (Qualified Teacher Status);
- Observers should have received preparation and possess the appropriate skills to provide constructive oral and written feedback and support;
- Observers should be given sufficient time to feed back verbally as soon as possible. This should be immediate, but if not no later than the end of the following school day;
- For lesson visits of more than 30 minutes the observer will provide a short written record of observation with feedback with the space and opportunity for the visited teacher to add their own comments in response
- If concerns arise during the review cycle or the member of staff's circumstances change, there is scope, following appropriate discussion, to visit more lessons and observe teaching and learning for longer periods of time

Lesson Observation Protocol

This should be read in conjunction with the Performance Development Policy.

The Robert Carre Trust is committed to ensuring that lesson observation is developmental and supportive and that those involved in the process will:

- Carry out the role with professionalism, integrity and courtesy;
- Evaluate objectively;
- Report accurately and fairly;
- Respect the confidentiality of the information gained.

There should always be a clear rationale and focus for lesson visits.

All short visits or longer observations should be undertaken in accordance with the regulations and the schools' agreed protocols for the conduct of lesson observations as stated in this Appendix.

- The written record of feedback also includes the date on which the visit took place, the lesson visited and the length of the observation. The teacher has the right to append written comments on the feedback document. No written notes in addition to the written feedback will be kept. Written feedback will be provided for lesson visits of more than 30 minutes duration. Verbal feedback can be provided for shorter visits.
- Information gathered during lesson visits will be used, as appropriate, for a variety of purposes including informing school self-evaluation and school improvement strategies in accordance with the school's commitment to streamlining data collection and minimising bureaucracy and workload burdens on staff.
- The Executive Headteacher / Headteacher has a duty to evaluate the standards of teaching and learning and to ensure that proper standards of professional performance are established and maintained.
- In the Trust, 'drop in' observations will be undertaken by the Executive Headteacher/ Headteacher supported by the appropriate and designated leadership team members and/or Subject Leaders/Second in Departments. 'Drop in' observations will inform the Performance Development process.

Performance Development Record

Performance Development Self Review Form

Staff Name:

Line Manager/Reviewer Name:

Date:

Evaluation of last academic year	
What has gone well this year?	
What factors have helped you?	
What has gone less well this year?	
What factors have hindered you?	
How is your wellbeing supported in your role?	
What advice have you taken, or what strategies have you adopted, to support your own wellbeing?	
To what extent were last year's agreed objectives achieved?	
How would you like your role and expertise develop in the longer-term?	
Are there any other comments that you would like to make?	

Comments by Reviewer/Line Manager			
Reviewer/Line Manger		Date	
Reviewee		Date	

Pay Progression (Teaching staff only)

	Eligible	Recommended
UPS1		
UPS2		
UPS3		

PERFORMANCE DEVELOPMENT PLANNING RECORD

Name:

Name of Reviewer/Line Manager:

Starting Date: **To be completed and saved by 20 October**

Objective focus	Proposed actions to achieve objective with timescales	Links to DDP/SDP	Success criteria i.e., how are you going to measure if you have achieved it?	Evidence e.g., classes to be observed, feedback from others, etc...	CPD to be undertaken	Other support
Objective 1 Developing Pedagogy (teachers) Developing Professional knowledge and skills (support staff)						
Objective 1b: Leadership Developing Leadership and Management skills (to be completed by teachers with TLRs or on the Leadership Spine and Support Staff Managers or Leads only)						

<p>Objective 2: Supporting students' personal development</p> <p>Developing your contribution to the wider school e.g., as a tutor, through extra-curricular provision. By developing your classroom management skills, as a HOY or tutor</p>					
<p>Objective 3: Your own Professional Development</p>					

<p>Reviewee</p>		<p>Date</p>
<p>Line Manager/ Reviewer</p>		<p>Date</p>

N.B All teaching staff must meet the national standards [Teachers' standards - GOV.UK \(www.gov.uk\)](http://www.gov.uk). If any of these standards are not met, they should be turned into objectives in the first instance and entered under Professional Development on this for PERFORMANCE DEVELOPMENT 2023-24

Name:

Name of Reviewer/Line Manager:

INTERIM REVIEW – To be saved by 7 March 2024

Progress/revised action/further training or resources required?	
Objective 1	
Objective 2	
Objective 3	

Reviewee			Date
Line Manager/ Reviewer			Date

PERFORMANCE DEVELOPMENT 2022-2023 feedback sheet

Use this sheet to provide evidence from colleagues that you have worked towards/met your objectives. Use a separate sheet for each member of staff you are asking for feedback. For example, you may choose to ask your Head of Year, a member of your department or another colleague you have been working with this year.

Objective	Feedback

PERFORMANCE DEVELOPMENT END OF YEAR REVIEW

Name:

Name of Reviewer/Line Manager:

To be completed and saved by 20 October 2023

Objective	Evidence referred to e.g., feedback from others, etc...	Evaluation of objective	Other comments
Objective 1			
Objective 2			
Objective 3			

Further Comments by Reviewer/Line Manager:

Signature:

Date:

Signature of Line Manager /Reviewer:

Date:

N.B All staff must meet the national standards. If any of these standards are not met, they should be turned into objectives in the first instance and entered under Professional Development for the following year.



UPS Application Form (Threshold)

Name: _____

Current pay position: _____

I have two consecutive successful annual reviews

I meet the teacher standards

I attach a record of my staff development demonstrating a thorough and up-to-date knowledge of my teaching subject

I attach data to demonstrate that my students achieve well relative to the students' prior attainment making progress as good or better than similar students nationally

I attach example(s) of the standard of marking and assessment that I consistently carry out with all students' work

I attach lesson observations showing my teaching is at least "good"

I understand that I am responsible for using a range of appropriate strategies for classroom management and for dealing with behavioural issues

Please indicate how you meet teaching standard 1.8 (1)

"Make a positive contribution to the wider life and ethos of the school".

Other supporting evidence for your application

I understand that I am expected to maintain the key standards at UPS as listed below:

- (i) Develop myself professionally to keep my teaching knowledge up-to-date
- (ii) Mark and assess students' work regularly (in-line with school policies) providing effective feedback for students to make further progress
- (iii) Ensure my students achieve well in relation to their prior attainment, making progress as good or better than similar pupils nationally
- (iv) Ensure good classroom management and oversee behavioural issues
- (v) Plan lessons to meet the needs of individual students
- (vi) Teach at a level that is at least "good"
- (vii) Make a positive contribution to the wider life and ethos of the school

Your appraisal and other monitoring will include an assessment of you meeting the UPS standards each year. Staff failing to maintain these standards, after support, will be moved to M6.

I understand and agree to the terms of the UPS application:

Name: _____ **(please print)**

Signed: _____

Date: _____

Contributing to the wider life of the school

Some examples

Examples might include:

- Running a sports team
- Taking a lunch time club
- Supporting school trips outside of school time
- Lunch time duty
- Taking on after-school clubs
- Working with D of E students
- Working on a school production after school
- Contributing to a staff working party
- Running extra teaching sessions after school or at lunch time
- Organising extra revision sessions after school or at lunch time
- Acting as a mentor for new staff
- Supporting a departmental or year group initiative
- Acting as unpaid co-ordinator for SEN within a department
- Undertaking liaison with external organisations and agencies



UPS Evidence

Please indicate that each of the following standards have been maintained:

STANDARDS	MAINTAINED ✓	EVIDENCE
Professional Development		
Marking and Assessment		
Student progress/attainment		
Classroom management		
Lesson planning		
Teaching and learning observation grade		
Contribution to the wider life of the school		

**PERFORMANCE DEVELOPMENT PLANNING RECORD
Exemplar – Teaching Staff**

Name:

Name of Reviewer/Line Manager:

Starting Date: **To be completed and saved by 20 October**

Objective focus	Proposed actions to achieve objective with timescales	Links to DDP/SDP	Success criteria i.e., how are you going to measure if you have achieved it?	Evidence e.g., classes to be observed, feedback from others, etc...	CPD to be undertaken	Other support
<p>Objective 1</p> <p>Developing Pedagogy (teachers)</p> <p>Develop teaching to help students ‘know more and remember more’ within the curriculum.</p>	<p>1. Ensure I fully understand the full sequence of the curriculum (regardless of which years I am actually teaching), so that I understand the core knowledge that is being covered now, and how it supports learning in the future. What core knowledge have students ‘learnt’ previously in their course? (Oct 2022)</p> <p>2. When I deliver lessons, make sure</p>	2	<p>At the end of term 2 and 4 I am going to collect some student voice from my classes to see if the developments in my practice are working. I want to establish:</p> <ol style="list-style-type: none"> 1. Do students know what they are learning, why they are learning it and why now? 2. Do they understand how what they are learning fits into 	<p>Classes: 7B, 9L, 10A, 11C, 12A, 13D</p> <p>Ask my line manager to come a visit a range of lessons, just for the first 10 minutes of the lesson or to see a specific strategy in place</p>	<p>Research further the key ideas shared in the EEF ‘Cognitive Science approaches in the classroom’.</p> <p>Read/watch webinar on Cognitive Science</p> <p>Attend Reading Group</p>	

	<p>the sequencing of learning is explicit in every lesson for students. Why are we learning this? Why now? (All year)</p> <p>3. Experiment with different approaches to 'retrieval practices', Interleaving and spaced learning - observe colleagues who are effective in this practice. (All year)</p> <p>4. Request support from xxxxxxx, who can work alongside me to give me feedback on the approaches I am trialling (Dec 22, Feb 23, April 23)</p>		<p>the broader curriculum?</p> <p>3. What core knowledge do they remember from their learning in term one? What supported them in understanding and retaining this knowledge</p> <p>Evidence will be clear in our short knowledge tests where students are regularly demonstrating that they have understood and remembered core knowledge covered.</p>			
--	---	--	---	--	--	--

<p>Objective 1b: Leadership</p> <p>Developing Leadership and Management skills</p> <p>(to be completed by teachers with TLRs or on the Leadership Spine only)</p> <p>Empower my team to ensure that everyone develops their skills in the classroom/ curriculum design</p>	<ol style="list-style-type: none"> 1. Complete the HA Subject leaders award. 2. Encourage and support staff to lead sections of department meetings to share expertise. 3. Delegate enquiries/schemes of learning to appropriate staff. 4. Make links with another Head of Department and observe how they run department meetings/delegate roles to develop team members 	<p>1, 2</p>	<ol style="list-style-type: none"> 1. Team feels valued and that they are learning. 2. Delegation of schemes of work across the team and schemes of work updated/improved in line with department intent. 3. Line manager can see development of my leadership skills. 	<ol style="list-style-type: none"> 1. Schemes of work 2. Team feedback 3. Line manager feedback 	<p>HA Subject leaders' course</p>	<p>Discussion of progress in each line management meeting.</p>
--	---	-------------	---	--	-----------------------------------	--

<p>Objective 2: Supporting students' personal development</p> <p>Developing your contribution to the wider school e.g., as a tutor, through extra-curricular provision, by developing your classroom management skills, as a HOY.</p> <p>Develop extra-curricular opportunities to enrich the taught curriculum in History</p>	<ol style="list-style-type: none"> 1. Set up a KS3 History club and plan a coherent activity schedule and promote in History lessons/form time. (Sept 2022) 2. Advertise the HA Big Debate to GCSE/A Level students and hold a preliminary Big Debate to select entrant. (Oct half term 2022) 	4, 6	<ol style="list-style-type: none"> 1. History Club running and well attended by KS3 students 2. Students taking the initiative to plan future activities 3. Enter a student in the HA Big Debate. 	<ol style="list-style-type: none"> 1. Head of department to visit History Club and give feedback 2. Big Debate 	<p>Heritage England training on researching local History</p> <p>Training on how to produce an audio map.</p>	<p>Financial support to purchase resources e.g., books/subscriptions to ancestry.co.uk</p>
<p>Objective 3: Your own Professional Development</p> <p>Undertake and successfully complete HA Subject Leaders' course</p>	<ol style="list-style-type: none"> 1. Attend webinars (as specified) 2. Complete modules and tasks (complete all by May 2023) 3. Submit assignment (May 2023) 	2,3	<ol style="list-style-type: none"> 1. Completion of all modules 2. Pass the assignment 	<ol style="list-style-type: none"> 1. Feedback from line manager on tasks 2. Feedback from department team on impact 3. Feedback from HA course leaders 	Webinars	Cover for training

Reviewee		Date
Line Manager/ Reviewer		Date

N.B All staff must meet the national standards [Teachers' standards - GOV.UK \(www.gov.uk\)](http://www.gov.uk). If any of these standards are not met, they should be turned into objectives in the first instance and entered under Professional Development on this form

**PERFORMANCE DEVELOPMENT PLANNING RECORD
Exemplar – Support Staff**

Name:

Name of Reviewer/Line Manager:

Starting Date: **To be completed and saved by 20 October**

Objective focus	Proposed actions to achieve objective with timescales	Links to DDP/S DP	Success criteria i.e. How are you going to measure if you have achieved it?	Evidence e.g. classes to be observed, feedback from others, etc...	CPD to be undertaken	Other support
<p>Objective 1</p> <p>Developing Professional knowledge and skills (support staff)</p> <p>Develop time management skills so that workload feels manageable</p>	<ol style="list-style-type: none"> 1. Create a Gantt chart of key role responsibilities throughout the academic year. 2. Identity the weeks where work demands create bottlenecks. 3. Identify tasks that can be tackled earlier of later in the year. (Sept 22) 4. Plan a revised schedule (using a Gantt chart or alternative schedule) that show tasks and 	<p align="center">1</p>	<ol style="list-style-type: none"> 1. Workload more manageable. 2. Amount of Toil reduced 3. All holiday days taken 4. Contracted hours worked 	<ol style="list-style-type: none"> 1. Wellbeing discussion with line manager 2. Review in July 23 		<p>Support from line manager esp. to consider which tasks can be reduced eliminated or delegate.</p>

	<p>deadlines. Link to delegation tasks above.</p> <p>5. Consider which tasks can be tackled more efficiently (new software, delegation of task, moved to a different team) (Oct 22)</p>					
<p>Objective 1b: Leadership</p> <p>Developing Leadership and Management skills</p> <p>(to be completed by Support Staff Managers or Leads only)</p> <p>Empower my team through delegation</p>	<p>5. Consider which tasks can be delegated and to which members of the team. Use these development points to construct appraisal targets for team members. (Oct 22)</p> <p>6. Train staff for new roles (Sept- Nov 22)</p> <p>7. Review success of delegation tasks (July 23)</p>	1	<p>1. Jobs delegated appropriately and successfully.</p> <p>2. Succession planning in place.</p> <p>3. Workload across team more manageable.</p> <p>4. Team feels valued and empowered.</p>	<p>1. Feedback from team.</p> <p>2. Feedback from line manager.</p>	<p>https://www.futurelearn.com/courses/people-management-skills</p> <p>Training from X on Y (Oct 22)</p>	<p>Training time built into fortnightly team meetings.</p> <p>Regular discussions with line manager</p>

Objective 3: Your own Professional Development	<ol style="list-style-type: none"> 1. Select training source (book/online tutorial) and purchase (Sept 22) 2. Spend 30 mins a week working through Bromcom training guides to identify efficiencies through the use of MIS (Oct-Feb 23) 3. Identify 2 key priorities to work through including use of MCAS for communicating with parents (Jan 23) 4. Train rest of team of use of MCAS (March 23) 	1	<ol style="list-style-type: none"> 1. Working knowledge of Bromcom improves. 2. Ways identified to put new knowledge to good use in regular admin tasks. 	<ol style="list-style-type: none"> 1. New systems in use by terms 5&6 	Webinars	Guidance on best training materials
---	--	---	--	--	----------	-------------------------------------

Reviewee		Date
Line Manager/ Reviewer		Date

N.B All staff must meet the national standards. If any of these standards are not met, they should be turned into objectives in the first instance and entered under Professional Development on this form

Appendix G

Provision of Additional Support Where National Standards Are Not Met (National Standards Support Programme)

Where national standards are found not to be met at the appropriate career stage, special arrangements will be made to ensure that the appropriate support can be provided. These may include:

- The appointment of a reviewer from the senior leadership team;
- The setting of an appropriate number of additional appraisal objectives above the school norm;
- Additional formal lesson observations, many or all of which may be unannounced.

Where information comes to light during a performance development cycle that leads Executive Headteacher/Headteacher to conclude that national standards are not met at the appropriate career stage expectation level, these new arrangements, including a change of reviewer, will come into force as soon as possible after the decision has been made

Where national standards are identified as not being met at the appropriate career stage expectation level by either means, objectives will be action planned to a much shorter timescale – typically one term, but less if Executive Headteacher/Headteacher decides the situation warrants this. At the end of each such period, progress will be reviewed – and a decision made on whether:

- To end the support programme and resume normal performance development arrangements
- To continue to provide support within performance development by setting further short-term objectives
- To pass the matter to Executive Headteacher/Headteacher.