



THE SALTERNS ACADEMY TRUST: ADMIRAL LORD NELSON SCHOOL

APPRAISAL POLICY FOR TEACHERS



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The Governing Body of Admiral Lord Nelson School adopted this policy in September 2013. The policy has been consulted on with the recognised teaching unions.

1. INTRODUCTION

Appraisal in this school will be a supportive and developmental process designed to ensure that all teachers have the skills and support they need to carry out their role effectively. It will help to ensure that teachers are able to continue to improve their professional practice and to develop as teachers.

The appraisal procedure will be used also to address any concerns that are raised about a teacher's performance. If concerns are such that they cannot be resolved through the appraisal process, there will be consideration of whether to commence the capability procedure.

All teachers should be made aware of and have access to the appraisal policy.

2. APPLICATION OF THE APPRAISAL POLICY

This policy applies to the Headteacher and to all teachers employed at the school, except those on contracts of less than one term, early careers teachers during the statutory induction period and employees on the capability procedure.

3. THE APPRAISAL PERIOD

The appraisal period will run for **12 months**, normally from September to September.

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.

Where a teacher starts their employment at the school part-way through a cycle, the Headteacher or, in the case where the employee is the Headteacher, the Governing Body shall determine the length of the first cycle for that teacher, with a view to bringing his/her cycle into line with the cycle for other teachers as soon as possible.

Where a teacher transfers to a new post within the school part-way through a cycle, the Headteacher or, in the case where the employee is the Headteacher, the Governing Body shall determine whether the cycle shall begin again and whether to change the appraiser.

4. APPOINTING APPRAISERS

4.1. Headteacher

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

The task of appraising the Headteacher, including the setting of objectives, will be delegated to a sub-group consisting of normally two/three members of the Governing Body and the CEO.

Where a Headteacher is of the opinion that any of the governors appointed by the

Governing Body is unsuitable to act as his/her appraiser, s/he may submit a written request to the Trust Board, for that governor to be replaced, stating the reasons for the request. The concerns will be carefully considered.

4.2. Teachers

The choice of appraiser is for the Headteacher. Where the teacher is of the opinion the appraiser appointed is unsuitable, s/he may submit a written request to the Headteacher for the appraiser to be replaced, stating the reasons for the request. The concerns will be carefully considered.

All appraisers of teachers will be qualified teachers who are part of the leadership structure of the school and will be suitably trained.

Where it becomes apparent that the appraiser appointed by the Headteacher will be absent for the majority of the appraisal cycle, the Headteacher may perform those duties herself/himself or delegate those duties to another teacher for the duration of that absence.

If the Headteacher appoints an appraiser who is not the teacher's line manager, the appraiser to whom she/he delegates those duties will have an appropriate leadership position in the staffing structure, together with the necessary background knowledge, skills, and training to undertake the role.

Where a teacher is experiencing difficulties or there are concerns about performance and the Headteacher is not the appraiser, the Headteacher may undertake the role of appraiser. See also the section on Teachers Experiencing Difficulties/Concerns about Teacher Performance.

5. SETTING OBJECTIVES

- 5.1. The Headteacher's objectives will be set by the appraisal sub-group of the Governing Body in consultation with the external adviser, CEO and the Headteacher.
- 5.2. Objectives will be set before, or as soon as practicable after, the start of each appraisal period. The objectives set will be Specific, Measurable, Achievable, Realistic and Time-bound and will be appropriate to the appraisee's role and level of performance. In setting the objectives, the appraiser will have regard to what can reasonably be expected in the context of roles, responsibilities and current performance standards, consistent with the school's strategy for achieving a work/life balance for all staff. Appraisees may at any point append their comments alongside their objectives.

The School may determine the nature of some, or all, of the appraisal objectives in accordance with identified School Improvement Priorities. The appraiser and appraisee will then determine the specific nature of each objective in the Annual Appraisal Review meeting.

- 5.3. The appraiser and appraisee will seek to agree the objectives. Objectives may be revised if circumstances change. Should the objectives not be agreed, the final decision on allocation of objectives rests with the Headteacher.
- 5.4. The school is committed to ensuring consistency of treatment and fairness in the operation of the appraisal process. Teachers' objectives and appraisal records will be reviewed by the Headteacher to check consistency of approach.
- 5.5. A teacher will have no more than 3 objectives.

- 5.6. 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 outcomes for students at the school.
- 5.7. Before, or as soon as practicable after, the start of each appraisal period, each teacher will be informed of the standards against which that teacher's performance in that appraisal period will be assessed. Teachers will be assessed against the appropriate set of standards contained in the document Teachers' Standards, effective from 1 September 2012 in conjunction with the Admiral Lord Nelson School 'Expected Performance' standard for Main Scale teachers (see Appendix 1) and the Progression Criteria for Upper Pay Scale teachers (Appendix 2). The Headteacher 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. For qualified teachers on the Leadership Scale, it is for the Headteacher/Governing Body to decide which standards are most appropriate.
- 5.8 Objectives may be reviewed and revised at the interim review point if deemed inappropriate during the course of the appraisal cycle by consultation with the appraiser's line manager.

6. PAY PROGRESSION

- 6.1. Where teachers are eligible for pay progression, the recommendation made by the appraiser will be based on the assessment of their performance against the agreed objectives and the Admiral Lord Nelson School Standards for Expected Performance. The decision made by the relevant decision-making body will be based on the statutory criteria and guidance set out in the School Teachers' Pay and Conditions Document (STPCD) and in accordance with the Admiral Lord Nelson School Pay Policy for Teachers.
- 6.2. The Governing Body has agreed the pay policy of the school and has considered the implications of the appraisal policy with respect to the arrangements relating to teachers' pay in accordance with the STPCD. The Governing Body will ensure that decisions on pay progression are made by 31st December for Headteachers and by 31st October for other teachers.

7. REVIEWING PERFORMANCE

7.1. Observations

The effective and efficient operation of the appraisal process requires lesson observation to be a confidential process of constructive engagement within an atmosphere of support and co-operation. (see Appendix 5: Classroom Observation Protocol).

Accordingly, observations will be carried out in a supportive fashion, with professionalism, integrity and courtesy, will be evaluated objectively and reported accurately and fairly and will take account of particular circumstances which may affect performance on the day.

At least five working days' notice of the date and time of the observation will be given. Verbal feedback will be provided no later than the end of the following working day and written feedback within 5 working days of the observation taking place, unless circumstances make this impossible.

Classroom observations will be used as evidence for Appraisal and carried out by qualified teachers with significant Leadership responsibility in the School.

For the purpose of appraisal, teachers' performance will be observed on two occasions and

will, when appropriate, be agreed by the appraiser with the appraisee based on the individual circumstances of the teacher and the overall needs of the school and will cover the full range of classes taught by the teacher. The number and duration of appraisal observations will be in accordance with the classroom observation protocol and will include provision for exceptional circumstances where concerns have been raised about a teacher's performance, or where the teacher requests additional observation visits.

Headteachers (or other leaders with responsibility for teaching and learning standards) may 'drop in' or undertake other observations to evaluate the standards of teaching and learning and to ensure that high standards of professional performance are established and maintained. The length and frequency of 'drop in' or other observations, and the notice to be given, will vary depending on specific circumstances. It will be in accordance with the classroom observation protocol.

For the purpose of professional development, feedback about lesson observations should be developmental.

The school will use the findings of each observation, including appraisal observations, for other management requirements (for example subject area reviews), thereby seeking to minimise the total number of occasions on which a teacher is observed.

Teachers (including the Headteacher) whose posts have responsibilities outside the classroom can also expect to have their performance of those responsibilities observed and assessed.

7.2. Development and Support

Appraisal is a supportive process which will be used to inform continuing professional learning and development. The school wishes to encourage a culture in which all teachers take responsibility for improving their teaching practice through appropriate professional development, through peer observation for example. Professional learning and development will be linked to school improvement priorities and to the on-going professional learning and development needs and priorities of individual teachers. All teachers will be expected to meet the Admiral Lord Nelson School Professional Learning Expectations (see Appendix 3).

The school's professional learning and development programme will be informed by the training and development needs identified as part of the appraisal process. The Governing Body will ensure in the budget planning that, as far as possible, resources are made available in the school budget for appropriate professional learning, training, and support agreed for appraisees, maintaining access on an equitable basis.

An account of the professional learning, training and development needs of teachers including the instances where it did not prove possible to provide any agreed professional learning, will form part of the Headteacher's annual report to the Governing Body about the operation of the appraisal process in the school.

With regard to the provision of professional learning and development, in the case of competing demands on the school budget, a decision on relative priority will be taken with regard to the extent to which:

- the training and support will help the school to achieve its priorities; and
- the professional learning and development identified is essential for an appraisee to meet their objectives.

The school's priorities will have precedence.

Account will be taken in a review meeting of where it has not been possible for teachers to fully meet their appraisal objectives because the support recorded in the planning statement has not been provided.

8. ANNUAL ASSESSMENT/ REVIEW MEETING

One interim review meeting will take place during each appraisal cycle in addition to the annual Appraisal Review meeting which takes place in September.

Each teacher's performance will be formally assessed in respect of each appraisal period. In assessing the performance of the Headteacher, the Governing Body must consult the external adviser.

Teachers will be required to submit their Appraisal Evidence Folder to their appraiser at the annual Appraisal Review meeting (see Appendix 4). This evidence folder will form the basis of the assessment at the meeting.

The Appraisal Evidence Folder will then be reviewed by the Headteacher alongside the initial pay recommendation of the appraiser to ensure consistency, fairness and equity of judgement for all teachers.

Where the Headteacher does not initially uphold the appraiser's recommendation for pay progression, the appraisee will be invited to meet with the Headteacher to discuss the Headteacher's concerns and to allow the opportunity for the appraisee to present additional verbal or written evidence to show they have met the required standards.

Where the Appraiser is recommended pay progression for 'exceeding ALNS expectations', the Headteacher will meet with the Appraisee to moderate the Appraisers judgement.

As soon as practicable following the end of each appraisal period, the teacher will receive and have the opportunity to comment on a written appraisal report. 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 against the relevant standards for Main Pay Scale, Upper Pay Scale and Leadership Pay Scale (see Appendices);
- an assessment of the teacher's professional development needs and identification of any action that should be taken to address them;
- a recommendation on pay (N.B. – initial pay recommendation to the Headteacher by the appraiser needs to be made by 1st October for teachers; pay recommendation, for the Headteacher needs to be made by 31st December);
- a space for the teacher's own comments

The Annual Appraisal Review meeting will take place in September **and must be completed before 30th September** to determine the content of the report and any further action required and to inform objective setting for the next cycle.

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

Teachers who have not been recommended for pay progression on Main Pay Scale or Upper

Pay Scale will have access to additional support and professional learning opportunities in the subsequent appraisal policy.

Teachers on the Upper Pay Scale who have been appraised as not meeting the Admiral Lord Nelson School Upper Pay Range Progression criteria (Appendix 3) during the previous appraisal cycle will be designated a member of the Senior Leadership Team Executive as their appraiser for the next Appraisal cycle. This appraiser will work supportively with the Appraisee so that the school provides the appropriate support and professional learning opportunities to enable the teacher to successfully meet the Upper Pay Scale Criteria in their next Appraisal cycle. If the SLT Executive Appraiser determines that the Appraisee has not met the Upper Pay Scale Criteria for a second consecutive year then formal support procedures may be invoked.

9. TEACHERS EXPERIENCING DIFFICULTIES/CONCERNS ABOUT TEACHER PERFORMANCE

When dealing with a teacher experiencing difficulties, the objective is to provide support and guidance through the appraisal process in such a way that the teacher's performance improves and the problem is therefore resolved.

Where it is apparent that a teacher is experiencing difficulties at school, support will be offered as soon as possible, without waiting for the formal annual assessment.

If an appraiser identifies through the appraisal process that the teacher is experiencing difficulties, or it is identified via another source of information that there are concerns about any aspect of the teacher's performance, the appraiser, the Headteacher, or a member of the leadership team, will, as part of the appraisal process give the teacher at least 5 working days' notice that a meeting will be held to discuss targets for improvement alongside a programme of support. The teacher will be given a copy of this policy.

The teacher is advised to contact their Trade Union or a work colleague.

The appraiser, Headteacher or a member of the leadership team will:

- give clear written feedback to the teacher about the nature and seriousness of the concerns;
- give the teacher the opportunity to comment on and discuss the concerns;
- in consultation with the teacher at the meeting, will establish an action plan with support (for example coaching, training, in-class support, mentoring, structured observations, visits to other classes or schools or discussions with advisory teachers), that will help address those specific concerns;
- make clear how progress will be monitored and when it will be reviewed;
- explain the implications and the process if no, or insufficient improvement is made.

The teacher's progress will continue to be monitored as part of the appraisal process and a reasonable time given for the teacher's performance to improve. The length of the monitoring period will depend on the circumstances of the individual case but will, in most cases, be a maximum of 15 weeks.

Appropriate support as agreed in the Action Plan will be given, in order that the aim of recovering and improving performance can be achieved. During this monitoring period the teacher will be given regular feedback on progress and arrangements will be made to modify the support programme if appropriate.

If sufficient progress is made so that the teacher is performing at a level that indicates there is no longer a possibility of capability procedures being invoked, the teacher should be informed of this at a formal meeting with the appraiser, Headteacher or member of the leadership team. Following this meeting the appraisal process will continue as normal.

If no, or insufficient, improvement has been made over this period, the teacher will be invited to a transition meeting to determine whether capability proceedings need to be commenced or the appraisal process remains in place.

The teacher may be accompanied by a Trade Union representative or work colleague and will have at least 5 working days' notice of the meeting.

10. APPEALS

Appraisees have a right of appeal to the Headteacher/Governing Body against any of the entries in the written appraisal report. Where the Headteacher has not been recommended for pay progression he/she will be informed by the appropriate governor. The Headteacher will notify any teacher who has not been recommended for pay progression of the date when the Governing Body meets to consider pay recommendations, following which the teacher (and Headteacher when the Head has not been recommended for pay progression) may exercise the right of appeal. The appeal process is contained in the Admiral Lord Nelson School Pay Policy for Teachers.

11. GENERAL PRINCIPLES UNDERLYING THE POLICY

11.1. Consistency of Treatment and Fairness

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

11.2. Confidentiality and Professional Relationships

The appraisal process will be treated with confidentiality. Only the appraiser's line manager or, where s/he had more than one, each of her/his line managers will be provided with access to the employee's written appraisal report. This will be done upon request and only where this is necessary to enable the line manager to discharge her/his line management responsibilities. Employees will be consulted on requests for access to records in the context of this policy.

The process of gathering evidence for review will not compromise normal professional relationships between teachers. The Governing Body recognises that the reviewer will consult with, and seek to secure the agreement of, the employee before seeking information from other colleagues about the work of the employee.

However, the desire for confidentiality does not override the need for the Headteacher and Governing Body to quality-assure the operation and effectiveness of the appraisal system. The Headteacher or appropriate colleague might, for example, review teachers' objectives and written appraisal records personally – to check consistency of approach and expectation between different appraisers (as described in the paragraph on setting objectives above).

11.3. **Monitoring and Evaluation**

The Governing Body and Headteacher will monitor the operation and effectiveness of the school's appraisal arrangements.

The Headteacher will provide the Governing Body with a written report on the operation of the school's appraisal policy annually. The report will not identify any individual by name.

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

11.4. **Retention**

The appraisal records will be retained for a minimum period of 6 years after leaving employment.

'Meeting ALNS Expectations' - ALNS expectations for pay progression on the main scale

The teacher meets all aspects of the Professional Standards for Teachers and meets the criteria below in each of the 3 areas:

1. **Student Outcomes** – *outcomes for the students taught by the teacher are consistently good OR nothing is inadequate, most student outcomes are consistently good and the teacher is employing an appropriate range of strategies to raise student outcomes where underperformance has been identified*

Criteria (all of which are required to be considered in forming the overall judgement):

- The majority of students taught make 'good' progress based on their starting points, as measured by exam performance and teacher assessment
 - Almost all students make 'adequate' progress based on their starting points, as measured by exam performance and teacher assessment
 - The teacher employs appropriate intervention strategies to tackle individual student underperformance, based on their starting point, and this is usually successful
 - There are no groups of students taught by the teacher who are consistently underperforming
 - Students who qualify for the pupil premium grant are given effective additional support to minimise any gap between their progress and that of their peers
2. The teacher provides extra-curricular opportunities for students to enrich and extend their learning which the majority of students engage in fully.
 3. **Quality of Teaching** – *teaching, learning and assessment consistently meets ALNS expectations **and** no serious concerns are raised.*

The quality of teaching will be judged through lesson observation across the range of classes taught in 3 key areas: namely Attitudes to Learning; Progress and Achievement; Teaching and Learning and Assessment. Each of these 3 key areas will be individually judged in each lesson observation as follows exceeds, meets or not yet securely meeting ALNS expectations. Where serious concerns are raised this is noted on the observation form.

Criteria:

The teacher has 2 lesson observations, across the full range of classes taught, and other supporting documentation demonstrating all of the following:

- The Teaching, Learning and Assessment key area is judged as meeting ALNS expectations on each observation form;
 - No serious concerns are raised regarding 'Attitudes to Learning/Behaviour for Learning' or 'Progress and Achievement';
 - Clear evidence is seen of the teacher making progress addressing agreed action points arising from each lesson observation
4. **Professional Learning** – *the teacher meets the expectations for ALNS staff as detailed in the Professional Learning and Development Expectations (Appendix 3)*

Criteria (all of which are required to be evidenced):

- The teacher participates in or leads all Professional Learning Sessions (where these fall within the within directed time allocation for the year) **and** has evidenced how their professional learning has led to positive impact on their practice and therefore on student outcomes
- The teacher actively seeks out research and best practice to enhance their own teaching
- The teacher evidences that they have engaged in reflection and professional learning activities in response to agreed action points arising from feedback on lesson observations or from other feedback on their performance from Senior Leaders or their line managers, leading to positive impact on their practice and therefore on student outcomes

The teacher can demonstrate that they have made a valuable contribution to the professional development of their colleagues. Examples would include the following, but not all are expected. The list is not exhaustive:

1. Sharing own good practice and thus developing peers in Department meetings/INSET
2. Peer observation and developmental feedback
3. Contributing to leadership or development of PD Days
4. Collaboration with partners beyond ALNS
5. Leading professional learning sessions or inset sessions
6. Coaching and/or mentoring a colleague
7. Leading an aspect of curriculum development within subject

'Exceeds ALNS Expectations' – for pay profession on the main scale and to achieve the outstanding performance reward payment

The teacher's performance significantly exceeds the criteria for meeting ALNS expectations in each of the 3 key areas.

In addition to the criteria for meeting ALNS expectations the teacher has performed as detailed below in each of the 3 areas:

Student Outcomes:

The teacher demonstrates 'outstanding' outcomes for the majority of students taught; almost all students taught are making 'good' progress. Intervention Strategies to tackle individual student underperformance are highly effective and almost always successful. The teacher has been highly effective at supporting disadvantaged students so that they are empowered to achieve the best possible outcomes. Almost all of students are highly motivated to extend and enrich their learning beyond lessons.

Quality of Teaching:

In both lessons, which cover the full range of classes taught by the teacher, two areas in each observation are judged as exceeding ALNS expectations, with no areas of concern.

Professional Learning:

The teacher demonstrates sustained and substantial commitment to their own Professional Learning which results in rapid development of their own practice. In addition, the teacher is highly committed to developing others, sharing their own excellent practice frequently so that they make a significant contribution to the professional development of many of their colleagues, going beyond the expectations of their current teaching or leadership roles.

UPPER PAY RANGE CRITERIA***'Meeting ALNS Expectations' – ALNS expectations for progression on the Upper Pay Range.***

The teacher meets the ALNS expectations criteria in all areas and is highly competent in all of the standards outlined below in sections 1-3. In addition, teachers are expected to:

1. **Professional attributes**
 - 1.1 Contribute significantly, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their implementation.
2. **Professional knowledge and understanding**
 - 2.1 Have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential.
 - 2.2 Have an extensive knowledge and well-informed understanding of the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those related to public examinations and qualifications.
 - 2.3 Have up-to-date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs.
 - 2.4 Have a more developed knowledge and understanding of their subjects/curriculum areas and related pedagogy including how learning progresses within them.
 - 2.5 Have sufficient depth of knowledge and experience to be able to give advice on the development and wellbeing of children and young people.
3. **Professional skills**
 - 3.1 Be flexible, creative and adept at designing learning sequences within lessons and across lessons that are effective and consistently well-matched to learning objectives and the needs of learners and which integrate recent developments, including those relating to subject/curriculum knowledge.
 - 3.2 Have teaching skills which lead to learners achieving well relative to their prior attainment, making progress as good as, or better than, similar learners nationally.
 - 3.3 Promote collaboration and work effectively as a team member.
 - 3.4 Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback.

To apply for progression onto the Upper Pay Range.

In addition to satisfying the above criteria in 1, 2 and 3, a teacher will also need to demonstrate that they have made a 'substantial and sustained contribution' to the school evidencing they are 'highly competent'.

- a. To demonstrate a 'sustained contribution to the development of the school', teachers will need to have successfully completed the ECT Induction Years and a minimum of four annual appraisal cycles at meeting ALNS expectations.

Teachers who successfully completed their ECT Induction Years and a minimum of three appraisal cycles at exceeding ALNS expectations will also be deemed to have made a sustained contribution to the development of the school.

- b. To demonstrate a 'substantial contribution to the development of the school', teachers will need to provide evidence of contribution to the school in each of the following areas:
 - Fulfilling a leadership role (this may be a role with TLR responsibility, leadership of PD Days, leading Professional Learning sessions, leading off-site trips, or any other projects that have required the teacher to exercise leadership at Admiral Lord Nelson School).
 - Meeting their accountability for delivering an aspect of the School Improvement Plan or Department Improvement Plan.
 - Representing the school in collaboration work with our education partners or other professional partners which has resulted in positive impact on the development of our school.
- c. To demonstrate that they are 'highly competent' the teacher will need to have evidence of the following:
 - Teaching is strong (two lesson observations with the judgement in each of the 3 key areas as being meeting ALNS expectations or exceeding ALNS expectations are required in the previous appraisal cycle).
 - Student outcomes are securely good (the annual Progress Review demonstrates good student progress for the vast majority of classes taught during the appraisal cycle).
 - A strong commitment to Professional Learning (Evidence over the past three appraisal cycles of meeting the Admiral Lord Nelson School Professional Learning Expectation).

UPPER PAY SCALE APPLICATION FORM (deadline for submission: 31st August)

NAME: _____ DATE: _____ ROLE: _____

<i>Upper Pay Scale Progression Criteria</i>	<i>Meets</i>	<i>Partly Meets</i>	<i>Evidence</i>
Contribute significantly, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their implementation beyond their own classroom.			
Have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential.			
Have an extensive knowledge and well-informed understanding of the assessment requirements and arrangements for the subjects/ curriculum areas they teach, including those related to public examinations and qualifications.			
Have up-to-date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs.			
Have a more developed knowledge and understanding of their subjects/curriculum areas and related pedagogy including how learning progresses within them.			
Have sufficient depth of knowledge and experience to be able to give advice on the development and wellbeing of children and young people.			
Be flexible, creative and adept at designing learning sequences within lessons and across lessons that are effective and consistently well-matched to learning objectives and the needs of learners and which integrate recent developments, including those relating to subject/curriculum knowledge.			
Having teaching skills which lead to learners achieving well relative to their prior attainment, making progress as good as, or better than, similar learners nationally.			
Promote collaboration and work effectively as a team member.			

	<i>Meets</i>	<i>Partly Meets</i>	<i>Evidence</i>
Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback.			

Evidence Required in support of application of progression to Upper Pay Range: in addition to satisfying the above criteria, a teacher will also need to demonstrate that they have made a 'substantial and sustained contribution' to the school that they are 'highly competent'.

To demonstrate a 'sustained contribution to the development of the school', teachers will need to have successfully completed the ECT Induction years and a minimum of four annual appraisal cycles at 'Meeting ALNS expectations' standard.		Teachers who successfully completed their ECT Induction years and a minimum of three appraisal cycles at 'Exceeding ALNS expectations' standard will also be deemed to have made a sustained contribution to the development of the school.	
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Previous Appraisal Review Forms should be attached as evidence

To demonstrate a 'substantial contribution to the development of the school', teachers will need to provide evidence of contribution to the school in each of the following areas:

	<i>Meets</i>	<i>Partly Meets</i>	<i>Evidence</i>
Fulfilling a leadership role (this may be a role with TLR responsibility, leadership of PD Days, leading a Teaching and Learning Research Hub , leading a range of Professional Learning Sessions, leading off-site trips, or any other projects that have required the teacher to exercise leadership at Admiral Lord Nelson School).			
Meeting their accountability for delivering an aspect of the School Improvement Plan or Department Development Plan.			
Representing the school in collaboration work with our education partners or other professional partners which has resulted in positive impact on the development of our school.			

To demonstrate that they are 'highly competent' the teacher will need to have evidence of the following:

	<i>Meets</i>	<i>Partly Meets</i>	<i>Evidence</i>
Teaching securely meets ALNS expectations (two lesson observations with all three key areas being judged meeting or exceeding ALNS expectations are required in the previous appraisal cycle.)			
Student outcomes are securely good (the annual Progress Review demonstrates good student progress for the vast majority of classes taught during the previous appraisal cycle).			
A strong commitment to Professional Learning (evidenced over the past three appraisal cycles of meeting the Admiral Lord Nelson School Professional Learning expectation).			

ADMIRAL LORD NELSON SCHOOL PROFESSIONAL LEARNING EXPECTATIONS

As members of a learning community, all staff are responsible, with support and guidance, for directing our own professional learning.

We expect every teacher to actively engage with research and best practice to enhance their own teaching throughout the appraisal cycle. The school will provide a range of opportunities that teachers may choose to participate in that supports them to meet this expectation.

Through ongoing coaching and mentoring, staff identify strengths and professional development needs, seeking and taking opportunities to develop their practice.

Teaching staff will be provided with a structured, published programme of professional learning opportunities, which supports colleagues' professional learning and development, and where possible, provides opportunities to support success in achieving their appraisal objectives.

The PLS programme is responsive and published termly, allowing colleagues to choose to develop their practice in response to their observation feedback. Alongside individual development, the purpose of the programme is to foster a collaborative approach, encouraging professional dialogue and shared learning.

All teaching staff, will be expected to attend and/or lead all Professional Learning Sessions that fall within the directed time allocation.

Staff ensure their personal, professional learning supports team and whole school goals, whilst reflecting an understanding of the wider educational context. Staff are committed to contributing to colleagues' learning, sharing expertise and collaboratively developing good practice.

The ECT Programme will be led by the Senior Leader: Professional Learning, supported by the Lead Practitioner: Professional Tutor working with HISP MAT. As well as external sessions with ECTs from other schools, facilitated by Salterns trust staff at Salterns schools, in-school sessions will also be provided by a range of staff. ECTs have access to a programme of high-quality mentoring, delivered by trained colleagues in school.

In addition to the internally led learning opportunities, externally led courses and learning opportunities may be resourced and discussed through the Appraisal Process and/or Line Management. Discussions regarding external courses need to be held initially with the Curriculum Leader who will then present rationale, details and costs to the Senior Leader: Professional Learning.

APPRAISAL EVIDENCE FOLDER

There will be an assumption that the Professional Standards for Teachers have been met; where concerns exist that a teacher may not be meeting teacher standards this will be addressed initially in appraisal review and if required another support process, for example Structured Managerial Support will have been implemented, and the teacher will be notified in writing.

An Appraisal Evidence Folder will be compiled annually by the teacher with written evidence in 4 sections, as detailed below:

Section 1 – Appraisal Targets

Appraisal meeting record forms; supporting action plans; evidence to support the meeting of all 3 target (3 sub-sections).

Section 2 – Quality of Teaching

Two lesson observation forms and written evidence of actions taken in response to feedback. Evidence presented clearly demonstrates progress in own practice in the identified areas.

Section 3 – Student Outcomes

- A1 annual report;
- Evidence demonstrating positive impact on student outcomes, in particular, extra-curricular enrichment and extension of students’ learning beyond the classroom.

Term 1	Your judgement on the progress made by this class so far (tick or highlight)			
	<input type="radio"/> Inadequate	<input type="radio"/> Room for improvement	<input type="radio"/> Good	<input type="radio"/> Outstanding
Rationale:				

Grade Descriptors

Achievement and Progress	
1 - Outstanding	Almost all students are making rapid and sustained progress given their starting points. This is significantly above the national average levels of progress.
2- Good	Students are making better progress than all students nationally given their starting points. They acquire knowledge quickly and are secure in their understanding.
3 – Requires Improvement	Students are progressing at least as well as all students nationally given their starting points. This includes the progress of different groups of students. Students are on track to achieve as well as similar students do nationally.
4 - Inadequate	Some groups of students are underachieving compared with the national average progress for these groups.

Judging Performance Years 7, 8 and 9.

Outstanding progress	90% of the class are On target and 30% are on track to achieve their challenge target.
Good progress	80% of the class are On target and 15% are on track to achieve their challenge target.
Progress requires Improvement	60% of the class On target.
Inadequate Progress	Less than above.

The 'expected progress' target is set from FFT Aspire and so built into this is the fact that students from different starting points make progress at different rates. This therefore does not disadvantage teachers in set subjects.

Judging Performance Years 10 and 11: The performance of classes at Key Stage 4 will be measured throughout Years 10 + 11 based upon the progress students have made according to teacher predictions and the final exam results in Year 11. Obviously the evidence behind these predictions needs to be robust, moderated and based upon assessments that reflect the assessment nature of the qualification. The data will need to be compared to the national progress data which will be made available by the school.

Quality Assurance: Where staff are making judgements about the performance of each class annually ~~termly~~, the curriculum leader or line manager of the curriculum leader needs to moderate and sign off these judgments to show that they agree with the overall judgment on progress for that class.

Extenuating circumstances:

- Individuals – It may be that individual students have complex needs or issues that will also affect their progress. Where this is the case then teachers will discuss this when reviewing their performance in appraisal reviews.
- Classes – If you inherit a class that have previously made poor progress then students may be in a position where they are now making good progress but they are still below target. If this is the case then progress can be evidenced in various ways and then the judgement for the class negotiated with the Head of Department. Progress can be shown by:
 - Performance in exams/tests – especially standardised ones
 - Work in students books
 - Performance in moderated assessments
 - Progress tracker from a digital learning platform where appropriate.

Section 4 – Professional Learning and Development

- Written evidence to demonstrate engagement in all ALNS professional learning sessions that fall within the directed time allocation, indicating positive impact on own practice.
- Evidence of engagement with research and best practice to develop own teaching practice throughout the year
- Evidence of collaboration through engagement in collaborative professional learning or other Professional Learning courses/opportunities with an indication of positive impact on own practice and, where appropriate, practice of others.

- Evidence of developing other colleagues for example through peer observation & feedback, coaching and mentoring, sharing own good practice; demonstration of positive impact on colleague's practice is required.

Appraisal Evidence Folder to be submitted by Appraisee to the Headteacher following recommendation for pay progression by Appraiser

CLASSROOM OBSERVATION PROTOCOL

The 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;
- Evaluate objectively;
- Report accurately and fairly; and
- Respect the confidentiality of the information gained.

The total period for classroom observation arranged for any teacher will not exceed three hours per cycle having regard to the individual circumstances of the teacher.

There will be a reasonable amount of time between classroom observations, irrespective of the purpose of those observations.

The arrangements for classroom observation will be included in the planning and review statement and will:

- Include the amount of observation;
- Specify its primary purpose;
- Specify any particular aspects of the teacher's performance which will be assessed;
- Specify the duration of the observation;
- Specify when the observation will take place; and
- Specify who will conduct the observation.

Where evidence emerges about the reviewee's teaching performance which gives rise to concern during the cycle, classroom observations may be arranged in addition to those recorded at the beginning of the cycle, subject to a revision meeting being held in accordance with the regulations.

Classroom observation will be undertaken solely by persons with qualified teacher status. In addition, in the school, classroom observation will only be undertaken by those who have the appropriate professional skills who will be able to undertake observation and who can provide constructive oral and written feedback and support of the reviewees.

Oral feedback from classroom observation 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.

Written feedback will be provided within five working days of the observation taking place.

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.

Teachers will have access to all written accounts of the observations after their lessons.

Visits to classrooms by head teachers or senior staff in order to support teachers or talk to students are separate from this classroom observation protocol.

A 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.

The headteacher, senior staff and leaders with responsibility for standards of Teaching and Learning have a right to drop in to inform their monitoring of the quality of teaching and learning. Drop ins will only inform the appraisal process where evidence arises which merits the revision of the appraisal objectives in accordance with the provisions of the regulations.