APPRAISAL POLICY

This policy is reviewed annually by the

SENDAT Curriculum, Standards & Provision Committee.

To be read in conjunction with but not limited to:

- SENDAT CPD policy and guidance
- Induction / Probation policy and procedure
- Capability policy and procedure
- Pay policy
- Sickness Absence Management policy
- Mental Health & Wellbeing policy

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Contents

STATEMENT OF INTENT

SENDAT is a Multi Academy Trust specialising in the care and education of young people with Special Educational Needs and Disabilities. This policy should be considered in the light of this context and the complexity of need that is accommodated within the Trust and its constituent Schools / Alternative Provisions (APs).

The SENDAT Board of Directors recognises the entitlement of a work/life balance for all staff colleagues as established in their terms and conditions of working. Consequently, this policy has been workload impact assessed (see Appendix) and SENDAT Schools/APs will organise all activities relating to this policy within normal working hours.

The SENDAT Board of Directors is committed to ensuring that this policy is applied in a way that is fair and non-discriminatory.

1.   INTRODUCTION

1.1   Appraisal for SENDAT staff colleagues will be a supportive and developmental process to ensure that all staff have the skills and support they need to carry out all aspects of their role and access to opportunities for continuous professional development (CPD).

1.2   This policy will apply to all SENDAT employees and it will run in parallel to the Trust's probationary / induction procedures (or Early Career Framework induction procedures where appropriate).

1.3   The policy aims to comply with the prevailing legislative framework and incorporate good practice. The Directors will comply with The Education (School Teachers' Appraisal) (England) Regulations 2012, concerning the appraisal of teachers. The regulations do not apply to a teacher whilst that teacher is undergoing an induction period or whilst a teacher is the subject of a formal capability procedure.

1.4   The SENDAT Trust Leadership Group (TLG) will consult with staff and school representatives of recognised unions on significant changes to the SENDAT Appraisal policy and will ensure that appraisers have the knowledge and skills to apply procedures fairly.

1.5   All policies referred to in this document may be accessed in SharePoint: https://priorysuffolksch.sharepoint.com/sites/SENDATEMPLOYEEINFORMATIONHUB/Shared%2 0Documents/Forms/AllItems.aspx?viewid=af03f71c%2D986a%2D42dd%2D86fe%2Dc63e92929 d9b&id=%2Fsites%2FSENDATEMPLOYEEINFORMATIONHUB%2FShared%20Documents%2F01% 20HR%20Finance%20S%26P%20H%26S%20policies%20%2D%20staff%20shared

2.   PURPOSE

2.1   This policy, together with the SENDAT Pay policy, provides a framework for the clear and consistent assessment of overall performance of all staff employed by SENDAT. It sets out

arrangements for supporting staff development within the Trust's plan for improving educational provision and performance.

3. GUIDING PRINCIPLES

3.1   In overseeing the appraisal system, SENDAT Directors are committed to ensuring consistency of treatment and fairness to all and in accordance with the prevailing legal framework applicable to employers.

3.2   The Headteacher / Head of School/AP will moderate a sample of the appraisal documents to check that the agreed plans are applied consistently between employees who have similar levels of responsibility and that the plans comply with this policy.

3.3   The appraisal process and the supporting documentation will be treated with strict confidentiality at all times. Access will only be granted to those who need such information to properly discharge their responsibilities as directed by the Trust. The Directors will monitor the operation of the appraisal system and review it at regular intervals.

3.4   With the exception of Newly Qualified Teachers who are subject to separate induction arrangements, all new appointments at SENDAT will be subject to a period of induction / probation training, as set in our in the SENDAT Induction / Probation policy. This appraisal process will run concurrently with the Induction /Probationary period.

4. THE APPRAISAL

4.1   Directors will appraise the performance of the CEO.   The CEO will appraise the performance of Headteachers/ Heads of School/AP.   The Headteacher / Head of School/AP is responsible for ensuring that the annual appraisal of the work performance of all other Trust employees takes place in accordance with the Appraisal policy.

4.2   The purpose of the annual appraisal meeting is to review the employee's current job role, their work performance, their training and development needs and their future career plans. More specifically, the meeting will also be an opportunity to discuss how the employee can contribute to the wider work of the Trust / School/AP and to agree and set a number of objectives. This will typically be three objectives, but there is no specified minimum or maximum number of objectives.

5. SETTING OBJECTIVES

5.1   Objectives must contribute to the Trust's plans for improving its educational provision and performance. Individual objectives will be aligned with the Trust's priorities.

Objectives should also:

a. Be CSMART (Challenging, Specific, Measurable, Achievable, Realistic and Time-bound)

b. Be clearly defined so that the appraisee and appraiser have a shared understanding of what success looks like

c. Become more challenging as staff progress up their pay range.

d. Be appropriate to the employee's role and level of experience, also considering their professional aspirations and an appropriate work life balance.

5.2   Typically for teachers, instructors, STA's and RCCO's this will be:
a. Whole school objective
b. Student progress target
c. Professional development objective
d. Senior and Middle Leaders and UPR Teachers would typically have a 4th objective related to whole school/trust responsibilities.

5.3   The "weight and complexity" of the objectives will vary between roles as appropriate. Teacher/ Instructor / HLTA targets will be more complex than other Learning Support staff objectives.

5.4   Objectives may contain specific targets where appropriate.

5.5   Non Student Facing staff (Administration, Site & Premises, Technical support):
These staff will also typically have three or four objectives, They will not have a whole school objective but may have a "whole team" objective.

5.6   The job description is a useful place to begin the process of identifying relevant objectives for each individual job holder. However, the job description is just one 'reference document' that may provide a helpful context to the process of setting and agreeing objectives. Other useful reference document' may include the school improvement plan, the school's business plan, the Ofsted School Inspection Report and the relevant professional standards for the post.

5.7   There should also be some flexibility in the setting and agreement of objectives to enable objectives to be set and agreed around priority issues that are emerging for SENDAT and its constituent schools.

5.8   Objectives should be fair and equitable when considered alongside other employees with similar roles and level of responsibility, bearing in mind that appraisal objectives will normally become more challenging and wide-ranging as the employee progresses up their pay range/grade.

5.9   The appraiser will, as soon as practicable after the start of each appraisal period, inform the employee of the standards against which their performance will be assessed and meet with the appraisee to set objectives for the appraisal period.

5.10   The objectives must aim to contribute to the improvement of a School/AP's educational provision and performance and appraisers will therefore be expected to align individual objectives with the Trust's priorities.

5.11 Every effort should be made to achieve agreement on objectives and only in the last resort should objectives and any constituent targets be imposed upon employees. All appraisers and appraisees should make every effort to agree objective but if agreement cannot be reached, the appraiser will make the final determination.

5.12 Objectives should focus on the priorities for the School/ap or individual for the duration of the appraisal cycle. Normally, staff will have three objectives but there is no minimum or maximum number and staff colleagues in a leadership role will typically have an additional objective relating to their wider responsibilities.

5.13 Objectives will be set out in a planning statement within the appraisal review documentation, along with details of any training and support which has been agreed. The planning statement should also specify the evidence or measures that will be put in place to support the action plan. This may include details of the arrangements for tasks or classroom observation, where relevant.

5.14 Objectives may be revised if circumstances change and should always be reviewed after an extended period of absence (at the end of a period of phased return where applicable).

5.15 Example objectives and constituent targets can be found at Appendix 4.

6. THE APPRAISAL PERIOD

6.1 For all employees, the annual appraisal period runs from 1 September to 31 August, in line with the academic year.

6.2 There should be a minimum of three meetings per year between Appraiser and Apprasisee.

- Planning meeting, by the end of September, to set objectives
- Mid-year review, during January/February, to review progress and, if necessary, amend objectives.
- Final review meeting by the end of June so that information may be presented to the Pay Committee of the SENDAT Board or Directors' at the meeting in early July.

6.3 Where an employee completes their induction and probationary period or moves to a new post within the Trust part way through the appraisal period, the CEO / Headteacher / Head of School/AP, or in the case where the employee is the CEO, the Directors, will determine appraisal arrangements for the remainder of the appraisal period, with a view to adjusting objectives where necessary and bringing their cycle into line with the cycle for other staff as soon as possible.

6.4 Where an employee is employed on a fixed term contract for a period less than 12 months, the length of the appraisal period following their final probationary review will be determined by the duration of the contract.

6.6 Extended absence during the appraisal period: Where any member of staff has been absent for some or all of the appraisal period, for example, as a result of long-term sickness absence or

maternity leave or for some other reason outside their control, such as self-isolation in response to a pandemic, their appraisal will be based on performance during any period of attendance and/or prior performance. Where the length of absence or maternity leave means the individual has missed the majority or all of the year under review, it may be necessary to review and reset objectives. This may include taking into account tasks/assignments completed while working from home (where applicable.)

6.7   This policy should be read in conjunction with the Trust's Pay policy which provides further information on arrangements for when a member of staff has been absent for part or all of the appraisal period.

7.   THE APPRAISERS

7.1   All appraisers, including allocated Directors, will be provided with appropriate training, as necessary. Additional guidance for Appraisers can be found in SharePoint:
[insert link to Jo P's PowerPoint and template for notes]

7.2. CEO Appraisal
a. The Full Trust Board is the collective appraiser for the CEO, and to discharge this particular responsibility on its behalf, the Board will appoint (typically) three Directors. The CEO may object to the appointment of any specific Director by raising this with the Chair of Directors, giving reasons why an appointed Director should be excluded from the appraisal process. The Chair of Directors will consider any objections, make a decision and inform the Headteacher/CEO of the outcome, in writing, explaining the reasons in full.

b. The SENDAT Board of Directors will appoint an external adviser to provide advice and support in relation to the appraisal of the CEO. The qualifications and experience required of an external adviser are not set by regulation and the Board will appoint an external adviser with appropriate professional expertise, in consultation with the CEO.

c. The external adviser will not make a recommendation to the Pay Committee on whether an increment should be paid to the CEO following the review, this is a matter for the Directors' panel. Directors should, however, ask for advice and should take account of advice offered.

7.3   Headteacher / Head of School/AP Appraisal
The CEO is the appraiser for all SENDAT Headteachers / Heads of School/APs.

7.4   Appraisal for all other Central Trust employees
The line manager is the appraiser for all other Central Trust employees

7.5   Appraisal for all other School/AP based employees

a. The Headteacher / Head of School/AP is responsible for the appraisal of all other employees but may delegate this responsibility to others who will normally have line management responsibility for those they appraise.

b. Any employee may object to the appointment of their appraiser by raising this with the Headteacher / Head of School/AP, giving reasons why an appointed appraiser should be excluded from the appraisal process. Headteacher / Head of School/AP will consider any objections, make a decision and inform the employee of the outcome, in writing, explaining the reasons in full.

c. Consideration will also be given to other arrangements (for example, additional moderation of reviews or support during review meetings) which aim to ensure fair application of the appraisal process.

8   APPRAISAL SYSTEMS

8.1   All staff appraisals will be setup on the SENDAT online system (currently School IP). This system will keep information confidential, while allowing the Appraiser and TLG and other School Leadership members as appropriate to review objectives and progress.

9.   RELEVANT PROFESSIONAL STANDARDS

9.1   The Trust's Pay policy sets out the professional standards and wider expectations against which the employee will be assessed and which will contribute to an overall assessment of performance at the end of the appraisal period.

9.2   Appraisers should ensure that all employees are clear about the standards and expectations against which they will be assessed as soon as practicable after the start of each appraisal period.

9.3   Reflective practice is an essential part continuous professional development for all staff, and self-evaluation is encouraged in all roles. Teaching staff should consider their development in relation to the Teachers' Standards and may find it helpful to complete a self-evaluation against the Teachers' Standards (see Appendix 1) in anticipation of their annual review. LSA staff may refer to the relevant professional standards or competency frameworks - see Appendix 2 (HLTA) and Appendix 3 (STA/TA).

9.4   Other support staff may refer to professional standards relevant to their role, for example:

a. Trust business management competency framework: https://www.gov.uk/government/publications/school-business-management-competency-framework

b. LACA Trusts Catering professional standards: http://laca.co.uk/school-catering-workforce-development-guidance-how-use-professional-standards .

c. Professional standards for teaching assistants: http://maximisingtas.co.uk/assets/content/ta-standards-final-june20161.pdf

d.   HLTA Standards (see Appendix 2)

e.   Teachers' standards https://www.gov.uk/government/publications/teachers-standards

9.5   In order to meet the Teachers' Standards, a teacher/instructor will need to demonstrate that their practice is consistent with the definitions set out in Part 1 (Teaching) and Part 2 (Personal & Professional Conduct).

9.6   Teachers/Instructors will also be assessed against any other set of standards relating to teachers' performance published by the secretary of state, and considered by the Board of Directors or CEO / Headteacher / Head of School/AP to be applicable.

9.7   The performance of all HLTA's, regardless of their career stage, will be assessed against the HLTA Standards which can be found Appendix 2

9.8   The performance of all STAs, regardless of their career stage, will be assessed against the TA Standards (Appendix 3).

10.   GATHERING THE EVIDENCE

10.1   As part of the overall appraisal process, it is essential that all employees who are subject to the Trust's Appraisal policy are clear about the evidence that will be required by their appraiser to enable full and fair assessment of their performance and to enable the appraiser to make a substantiated and evidence-based pay recommendation to the CEO / Headteacher / Head of School/AP.

10.2   Judgements relating to work performance should be supported by evidence, typically agreed at the beginning of the performance cycle. Evidence should show and demonstrate a contribution towards:

a.   An increasing positive impact in student progress;

b.   An increasing impact on wider outcomes for students;

c.   Improvement in specific elements of practice, e.g. lesson planning, application of procedures and processes;

d.   An increasing contribution to the work of the their team and the wider school / provision;

e.   An increasing positive impact on the performance of their team and the wider school / provision.

10.3   The evidence gathered will largely be determined by the nature and scope of the agreed objectives and standards relevant to the individual's profession. Examples of evidence may include:

a.   Classroom observations; (maximum of three 1 hour observations)

b. Task observations;

c. Professional conversations following learning walks or "drop in" sessions. For staff with roles not directly involved in the delivery of/supporting teaching and learning, this might include professional conversations regarding interactions with colleagues, students, parents and members of the Trust community and/or informal feedback on tasks undertaken.

d. Reviews of assessment results;

e. Reviews of lesson planning records;

f. Internal tracking of student progress or other progress and outcome data;

g. Moderation within and across SENDAT schools;

h. Students' Voice;

i. Parents' Voice;

j. Line manager feedback;

k. Examples of own work;

l. Professional development activities/relevant additional qualifications;

m. Evidence supporting progress against Teachers' Standards or other standards relevant to the individual's profession.

11.   OBSERVATION

11.1   The Trust believes that observation of classroom practice and other responsibilities is important both as a way of assessing the employee's work performance, including identify particular strengths and also areas of development need.   Also to gain more general useful information which can be shared with staff colleagues and lead to continuous improvement in student achievements and outcomes.

11.2   Work performance will be regularly observed and all observations will be carried out in a supportive fashion. The amount and type of observation will depend on the circumstances of the member of staff and the overall needs of the Trust. However, within the appraisal process, formal observation will not normally exceed three hours.   Classroom observations will be carried following the Classroom Observation Protocol.

11.3   Teachers (including the Headteacher / Head of School/AP) who have responsibilities outside the classroom should also expect to have their performance of those responsibilities observed and assessed. Any classroom or task observations will be carried out in accordance with the Trust's 'classroom and task observation protocol' which can be found in SharePoint.

11.4   Observation will be carried out by suitably qualified individuals. At least five working days' notice of the date and time of the formal observation will be given and verbal feedback provided by the end of the next working day in a suitable private environment. Written

feedback will be provided within five working days. The appraisee has the right to append written comments to the feedback document.

11.5   For appraisal purposes, the SENDAT Board of Directors is committed to ensuring that classroom and task 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.

11.6   The arrangements for classroom and task observation will normally be stated in the appraisal planning statement/appraisal document. As far as practicable, this will include the amount of observation, specify its primary purpose, any particular aspects of the employee's work performance which will be assessed, the duration of the observation, when, during the appraisal cycle, the observation is likely to take place and who is likely to conduct the observation.

11.7   Where evidence emerges about the appraisee's performance, which gives rise to concern during the cycle, additional observations may be arranged during the cycle.

11.8   The Directors believe that the CEO / Headteacher / Head of School/AP and other appraisers should be free to decide how much observation is necessary and what other evidence (see examples above) needs to be gathered for them to form an accurate assessment of work performance. It may not be practicable to provide advance notice of all monitoring activities related to gathering evidence of performance, as described above.

11.9   Learning walks and "drop-in" sessions may take place in order to collect evidence about teaching and learning, evidence of progress and areas for School/AP development.   They are intended to be developmental and constructive rather than judgemental, and are a whole-school improvement activity.   Learning walks and "drop-in" sessions are informal and are not part of the Trust's capability procedure.

Information gathered as part of a learning walk or drop-in session may, however, be used to inform further informal discussions with teachers and/or learning support staff where it appears that there may be an area or areas for CPD which have not previously been identified. CPD opportunities will be offered and may include:

- Observation of staff colleagues' lessons;
- Mentoring or coaching;
- Collaborative planning;
- Team teaching;
- Visits to other schools/APs;
- Informal development plans

Informal development plans are not part of the SENDAT Capability procedure.   See the SENDAT CPD policy and appendix 8 of this document for further information.

11.10   It may be necessary to share anonymised details with OFSTED if requested.

12.   DEVELOPMENT AND SUPPORT

12.1   The Trust's CPD programme will be informed by the training and development needs identified through the appraisal process and by information gathered during learning walks / drop-in sessions. The Board will ensure in the budget planning, that, as far as possible, appropriate resources will be made available for any agreed training, support and continuing professional development.

12.2   Support to meet individual or collective development needs should be provided within the context of the Trust's improvement plan.

12.3   Appraisal is a supportive process which will be used to inform continuing professional development. The Trust expects all members of staff to take responsibility for improving their teaching and other work through appropriate professional development. Professional development will be linked to Trust improvement priorities and the ongoing professional development needs/priorities of individual members of staff. In the case of competing demands on the Trust's budget for CPD, a decision on relative priority will be made taking into account the extent to which the CPD identified is deemed to be:

1. Essential for the member of staff to meet their objectives, and
2. Essential to enable the Trust to achieve its continuous improvement priorities.

12.4   Should a member of staff receive significant financial investment in their professional development and then either choose not to complete the training or leave the Trust's employment for any reason other than compulsory redundancy, the Board may require repayment of the funding on the following scale:

- Resignation within 12 months: Full fees repayable
- Resignation between 12 – 24 months: 50% fees repayable
- Resignation between 24 – 36 months: 25% fees repayable.

13.   REVIEWING PERFORMANCE AND THE ANNUAL ASSESSMENT

13.1   At the end of the appraisal period, an assessment of overall work performance will be made by the appraiser against the criteria detailed in the Trust's Pay policy and submitted to the CEO / Headteacher / Head of School/AP.

13.2   A written appraisal report will be provided at the conclusion of the Pay committee process, within the timeframes described in paragraph 6 above. The report must record the overall

performance assessment (including against the Professional Standards where relevant), a review of training and development needs/CPD and a pay recommendation i.e. no progression, progression or enhanced progression. The pay recommendation may also, where relevant, include a review of any application which has been received for Special Needs Allowance pay progression. This will usually be written by the CEO / Headteacher / Head of School/AP.

13.3   If agreement cannot be reached, especially on the outcomes of an appraisal meeting, employees may follow the informal and or formal stages of the Appeal Procedure set out in the Trust's Pay Policy.

13.4   The final version of the appraisal documentation will be recorded on the Trust's online appraisal system and a copy of their CPD made available to the TLG. The sharing of such information is governed by the data protection principles under the current Data Protection legislation (including GDPR).

14.   FEEDBACK AND DEALING WITH ANY CONCERNS ABOUT PERFORMANCE

14.1   All employees will receive constructive feedback on their performance throughout the year and as soon as practical after any observation has taken place or any other evidence has come to light. Feedback will highlight areas of strength and areas of development need as well as next steps.

14.2   Where there are concerns about any aspects of the member of staff's work performance which are over and above areas for CPD referred to in section 11 above, the appraiser or CEO / Headteacher / Head of School/AP will meet with the individual to:

• Give clear feedback to the appraisee about the nature and seriousness of the concerns and what the appraisee can do to achieve their objective or a constituent target.
• Give the appraisee every opportunity to comment on and discuss the concerns
• Agree any support (e.g. coaching, mentoring, structured observations) that will be provided to help address those specific concerns
• Make clear how and when the appraiser will review progress. (It may be appropriate to revise objectives and it will be necessary to allow reasonable period for improvement).
• Make clear that significant and sustained improvement will be required by the end of the review period and explain the implications and process if no, or insufficient improvement is made.
• Make clear that any improvement must be sustained throughout a further period of monitoring.

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

15.   STAFF EXPERIENCING DIFFICULTIES

15.1   If the evidence collected indicates that there is insufficient progress within the time specified, the individual will be notified in writing that the appraisal system will be suspended and that

their work performance will be managed under the Trust's Capability procedure. The employee will be invited to a formal capability meeting and procedures will be conducted as described in Trust's Capability Policy.

15.2 If there are other indications that the employee is experiencing difficulties at work, support and guidance will be provided through the appraisal process and, where appropriate other confidential professional discussions. Support measures will be agreed and put in place wherever reasonably practicable. See also the SENDAT Mental Health and Wellbeing policy.

15.3 If there is clear evidence that an employee's personal circumstances are leading to difficulties at work, this support should be offered at the earliest opportunity, taking account of HR and/or other professional advice as appropriate, including the SimplyHealth confidential helpline.

15.4 If long-term sickness absence appears to have been triggered by the commencement of monitoring or a formal Capability procedure (see section 15 below), the case will be dealt with in accordance with the Trust's Sickness Absence Management policy. This may include being referred to the Occupational Health service for appropriate support and advice .

16.   TRANSFER TO CAPABILITY PROCEDURE

16.1 If the appraiser identifies through the appraisal process or through other sources of information that the difficulties experienced by an employee could lead to the Capability procedure, the appraiser will, as part of the appraisal process, meet the member of staff to:

- Give clear written feedback to the employee about the nature and seriousness of the concerns;

- Give the employee the opportunity to comment on and discuss the concerns;

- Discuss targets for improvement and establish an informal programme of action, monitoring and support.

- Make clear, how progress will be monitored and when it will be reviewed;

- Explain the implications and process if no, or insufficient, improvement is made.

16.2 The employee's progress will continue to be monitored as part of the appraisal process and a reasonable time given for the employee's work performance to improve. The employee will be given regular feedback on progress during any informal programme of action, monitoring and support and arrangements will be made to modify the support programme if appropriate.

16.3 If sufficient and sustained progress is made, the employee should be informed of this at a formal meeting and the appraisal process will continue as normal. If no, or insufficient improvement has been made, the School/AP will follow the arrangements under the SENDAT Capability procedure under the guidance of the SENDAT HR team.

17. CONFLICT OF INTEREST

17.1 In any circumstances where an individual believes that their participation in any part of the appraisal process amounts or may amount to a 'conflict of interest' they should declare this to the relevant member of the TLG or SLT as applicable. The individual will then be removed from the appraisal where there is reasonable belief that a 'conflict of interest' may prevail.

18. PAY PROGRESSION LINKED TO PERFORMANCE

18.1 The Directors Pay Committee will consider annually whether or not to increase the salary of employees in accordance with the provisions set out in this policy and the Trust's Pay Policy.

18.2 All pay recommendations should be clearly attributable to the performance of an employee.

18.3 The Pay committee will decide how pay progression will be determined, subject to the following:

1. The decision whether or not to award pay progression, must be related to an employee's performance;
2. A pay recommendation must be made in writing as part of an employee's annual appraisal report.
3. Continued good work performance, as defined by the Trust's Pay policy, should give all employees an expectation of progression to the top of their respective pay ranges.

18.4 The Trust's Pay policy sets out how pay progression will be determined.

18.5 Where employees are eligible for pay progression, the recommendation made by the appraiser will be based on an assessment of work performance against agreed performance objectives and other criteria and evidence, as described in the Trust's Pay policy.

18.6 The criteria for progression (one point annually, or bi-annually in the case of teachers on the Upper Pay Range) and enhanced progression (two points annually, or bi-annually in the case of teachers on the Upper Pay Range) for all employees within their respective pay range/grade is described in the Trust's Pay policy.

18.7 The Headteacher/CEO will consult with employees and Trust representatives of recognised Trade Unions on the subsequent review of the Trust's Appraisal and Pay policies and will ensure that appraisers have the knowledge and skills to apply procedures fairly.

18.8 All employees must actively engage in the process and work with their appraisers to ensure that there is sufficient evidence to support pay recommendations. All employees will also keep records of objectives and review them throughout the appraisal period.

18.9 Progression to Upper Pay Range (Teachers) - This is detailed in the Trust's Pay Policy and accompanying guidance.

18.10 Progression to SEN2 Allowance (Teachers) – This is detailed in the Trust's Pay Policy and accompanying guidance.

19. GENERAL PRINCIPLES UNDERLYING THE APPRAISAL POLICY

19.1 **Confidentiality:** The appraisal process will be treated with confidentiality. However, the desire for confidentiality does not override the need for the CEO / Headteacher / Head of School/AP and the Board of Directors to quality-assure the operation and effectiveness of the appraisal procedures/pay decisions and to share necessary information confidentially with those involved in their administration.

19.2 **Equality**: The Board will promote equality in all aspects of Trust life, particularly as regards all decisions on advertising of posts, appointing, promoting and paying staff, training and staff development.

20. DEFINITIONS

20.1   Unless indicated otherwise, all references to "teacher" include the Headteacher / Head of School/AP.

21. MONITORING AND EVALUATION

21.1 The Board and the SENDAT TLG will monitor the operation and effectiveness of the Trust's appraisal arrangements. The CEO will provide the Board with a written report on the operation of the Trust's Appraisal policy, annually, including information on training and development needs and whether there have been any appeals or representations regarding appraisal procedures. The report will not contain any information which would enable any individual to be identified.

Teachers' Standards

PREAMBLE

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

PART ONE: TEACHING

A teacher must:

1 Set high expectations which inspire, motivate and challenge pupils

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

2 Promote good progress and outcomes by pupils

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

3 Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4 Plan and teach well structured lessons

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

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

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

6 Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

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

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

8 Fulfil wider professional responsibilities

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

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

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

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
  - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
  - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
  - showing tolerance of and respect for the rights of others
  - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
  - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.

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

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

APPENDIX 2   HLTA STANDARDS

Those awarded HLTA status must demonstrate, through their practice, that they:

Professional Attributes

1 Have high expectations of children and young people with a commitment to helping them fulfil their potential

2 Establish fair, respectful, trusting, supportive and constructive relationships with children and young people

3 Demonstrate the positive values, attitudes and behaviour they expect from children and young people

4 Communicate effectively and sensitively with children, young people, colleagues, parents and carers

5 Recognise and respect the contribution that parents and carers can make to the development and wellbeing of children and young people

6 Demonstrate a commitment to collaborative and cooperative working with colleagues

7 Improve their own knowledge and practice including responding to advice and feedback

Professional Knowledge and Understanding

8 Understand the key factors that affect children and young people's learning and progress

9 Know how to contribute to effective personalised provision by taking practical account of diversity

10 Have sufficient understanding of their area(s) of expertise to support the development, learning and progress of children and young people

11 Have achieved a nationally recognised qualification at level 2 or above in English/literacy and Mathematics/numeracy

12 Know how to use ICT to support their professional activities

13 Know how statutory and non-statutory frameworks for the school curriculum relate to the age and ability ranges of the learners they support

14 Understand the objectives, content and intended outcomes for the learning activities in which they are involved

15 Know how to support learners in accessing the curriculum in accordance with the special educational needs (SEN) code of practice and disabilities legislation

16 Know how other frameworks, that support the development and well-being of children and young people, impact upon their practice

Professional Skills

Planning and Expectations

17 Use their area(s) of expertise to contribute to the planning and preparation of learning activities

18 Use their area(s) of expertise to plan their role in learning activities

19 Devise clearly structured activities that interest and motivate learners and advance their learning

20 Plan how they will support the inclusion of the children and young people in the learning activities

21 Contribute to the selection and preparation of resources suitable for children and young people's interests and abilities

Monitoring and Assessment

22 Monitor learners' responses to activities and modify the approach accordingly

23 Monitor learners' progress in order to provide focused support and feedback

24 Support the evaluation of learners' progress using a range of assessment techniques

25 Contribute to maintaining and analysing records of learners' progress

Teaching and Learning Activities

26 Use effective strategies to promote positive behaviour

27 Recognise and respond appropriately to situations that challenge equality of opportunity

28 Use their ICT skills to advance learning

29 Advance learning when working with individuals

30 Advance learning when working with small groups

31 Advance learning when working with whole classes without the presence of the assigned teacher

32 Organise and manage learning activities in ways which keep learners safe

33 Direct the work, where relevant, of other adults in supporting learning

APPENDIX 3 TEACHING ASSISTANT STANDARDS JUNE 2016

Personal and professional conduct

Teaching assistants should uphold public trust in the education profession by:

- Having proper and professional regard for the ethos, policies and practices of the school in which they work as professional members of staff.
- Demonstrating positive attitudes, values and behaviours to develop and sustain effective
- relationships with the school community.
- Having regard for the need to safeguard students' well-being by following relevant statutory
- guidance along with school policies and practice.
- Upholding values consistent with those required from teachers by respecting individual
- differences and cultural diversity.
- Committing to improve their own practice through self-evaluation and awareness.
- Knowledge and understanding
- Teaching assistants are expected to:
- Share responsibility for ensuring that their own knowledge and understanding is
- relevant and up to date by reflecting on their own practice, liaising with school leaders, and
- identifying relevant professional development to improve personal effectiveness.
- Take opportunities to acquire the appropriate skills, qualifications, and/or experience
- required for the teaching assistant role, with support from the school/employer.
- Demonstrate expertise and skills in understanding the needs of all students (including
- specialist expertise as appropriate) and know how to contribute effectively to the adaptation
- and delivery of support to meet individual needs.
- Demonstrate a level of subject and curriculum knowledge relevant to their role and apply
- this effectively in supporting teachers and students.
- Understand their roles and responsibilities within the classroom and whole school
- context recognising that these may extend beyond a direct support role.
- Teaching and learning
- Teaching assistants are expected to:
- Demonstrate an informed and efficient approach to teaching and learning by adopting
- relevant strategies to support the work of the teacher and increase achievement of all students including, where appropriate, those with special educational needs and disabilities.
- Promote, support and facilitate inclusion by encouraging participation of all students in
- learning and extracurricular activities.
- Use effective behaviour management strategies consistently in line with the school's policy and procedures.
- Contribute to effective assessment and planning by supporting the monitoring, recording and reporting of student performance and progress as appropriate to the level of the role.
- Communicate effectively and sensitively with students to adapt to their needs and support their learning.
- Maintain a stimulating and safe learning environment by organising and managing physical teaching space and resources.

Working with others

Teaching assistants are expected to:

- Recognise and respect the role and contribution of other professionals, parents and carers by liaising effectively and working in partnership with them.
- With the class teacher, keep other professionals accurately informed of performance and progress or concerns they may have about the students they work with.
- Understand their responsibility to share knowledge to inform planning and decision making.
- Understand their role in order to be able to work collaboratively with classroom teachers and other colleagues, including specialist advisory teachers.
- Communicate their knowledge and understanding of students to other school staff and education, health and social care professionals, so that informed decision making can take place on intervention and provision.

APPENDIX 4 - EXAMPLE TARGETS

Whole Trust Target:

Student facing, teachers, STA's, HLTA, RCCO: Support the accelerated progress of students by further developing communication with parents and carers to embed transition and match outcomes to IEP/RAP targets

Admin team: Support the accelerated progress of students by further developing communication with parents and carers to embed transition.

Catering team: Support the accelerated progress of students by further developing communication and feedback with parents and carers to embed healthy, food choices and willingness to try new foods.

Caretaking and cleaning team: Support the accelerated progress of students by ensuring that the site is as safe and clean as possible.

Outreach team: Support the accelerated progress of students by further developing communication with schools and other professionals embed transition and match outcomes to impact.
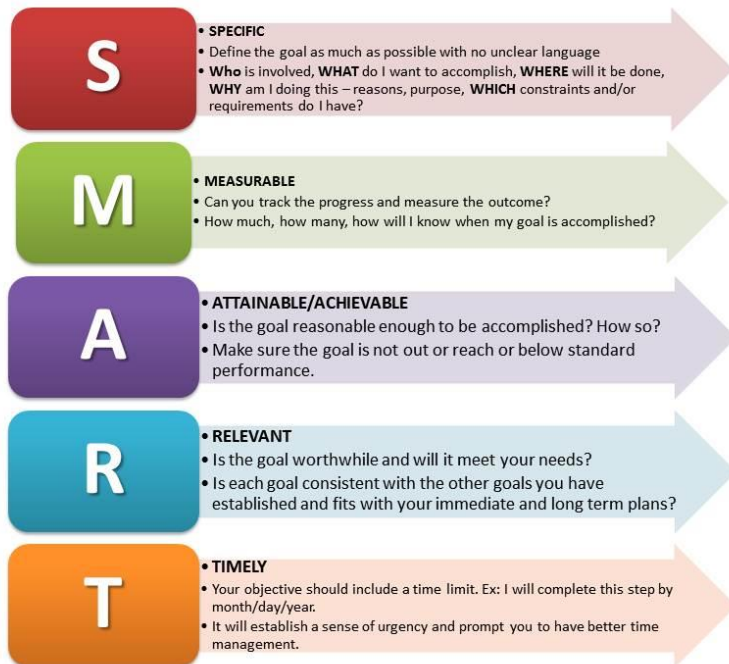
Structure of the targets

Normally targets should use these sub headings to assist with the setting of SMART targets (diagram below)

- **Desired outcome**: What is the impact or difference we will see once the target is complete?
- **The target will focus on**: Which set of students / subjects etc will the target focus on? Be very specific.
- **Evidence may include**:   List the types of evidence which MAY be used. Don't just list everything, think carefully which might be the best. These could be observation, minutes of a meeting, planning documents, samples of students' work etc.

Normally targets should use these sub headings to assist with the setting of SMART targets

	SPECIFIC • Define the goal as much as possible with no unclear language • **Who** is involved, **WHAT** do I want to accomplish, **WHERE** will it be done, **WHY** am I doing this – reasons, purpose, **WHICH** constraints and/or requirements do I have?
S	
M	• **MEASURABLE** • Can you track the progress and measure the outcome? • How much, how many, how will I know when my goal is accomplished?
A	• **ATTAINABLE/ACHIEVABLE** • Is the goal reasonable enough to be accomplished? How so? • Make sure the goal is not out or reach or below standard performance.
R	• **RELEVANT** • Is the goal worthwhile and will it meet your needs? • Is each goal consistent with the other goals you have established and fits with your immediate and long term plans?
T	• **TIMELY** • Your objective should include a time limit. Ex: I will complete this step by month/day/year. • It will establish a sense of urgency and prompt you to have better time management.

Target examples

Whole Trust Target

Support the accelerated progress and achievement of students in (specific curriculum subject, skills area or accreditation) through the use of IT.
Could include (these are suggestions not an exhaustive list),

- Purple Mash – accessing work at home
- Wizefloor – creating new resources, using with a variety of groups, track progress.
- Clicker – differentiation of materials, use of clicker at various levels to support independent work.
- Seesaw, using with a group or class over at least 2 terms and commenting on the success. .
- Mobile devices – using in the classroom to assist learning, needs to be specific about increasing independent working or supporting behaviour management by working in other areas of the site.

  o the target should specify a group of students
  o the target should specify the type of IT to be used
  o the target should suggest possible evidences

Sample teacher target (including Instructors) Desired Outcome: All of class xx will access Purple Mash to access homework and thereby improve their progress in maths.

- By 1-12-16 all students in class XX will have accessed Purple Mash at home on at least 2 occasions.

- By [insert date] all students in class xx will be accessing Purple Mash at home at least once per week.

Please note before setting such a target it would be important to contact every home and check that there is internet access at home and that there is a device to access Purple Mash on.

The Target will focus on tutor group XX
Evidence for this target may include:

- Samples of work uploaded to Purple Mash
- A "register" of students who have accessed Purple Mash
- Evidence of marking and feedback of work on Purple Mash
- Comments from Parents about the use of home work on Purple Mash

Sample STA target
It would probably be helpful for STA's to discuss targets with some of the teaching staff that are working with. The STA target will be about supporting students to use a specific IT tool. This will be much more achievable if it's an area that the class/group will be working on. Following on from the example above if an STA was working regularly with this class the target could be…..

Desired Outcome: All of class xx will access Purple Mash to access homework and thereby improve their progress in maths.

- By 1-12-16 all students in class XX will be able to logon to Purple Mash independently. And navigate to homework area.
- Remind students to complete homework, writing in diary, verbal reminders in class.
- Offering additional "help" sessions for those needing help to access Purple Mash.

Please note before setting such a target it would be important to contact every home and check that there is internet access at home and that there is a device to access Purple Mash.

The Target will focus on tutor group XX

Evidence for this target may include:

- Evidence of support given for students to log in. did you produce a help card, work 1:1 with some students? Copies of support sheets. Have you created a help sheet for parents?
- Evidence of support in help sessions or 1:1 sessions.
- A copy of any correspondence with home that you have dealt with (photo copy of diary, copy of email, screen shot of Purple Mash)

Second target

Normally this will be about student progress. It must be well defined and SMART

Example 1

Desired outcome: Further raise attainment in science.
To continue to stretch the year 11 students in science
- 100% of year 11 to achieve entry level 1 science
- 80% of year 11 to achieve entry level 2 science
- 50% of year 11 to achieve entry level 3 science
- 20% of year 11 to achieve GCSE science grade G and above
  This target will be measureable in July and August. Evidence may include end of year results, lesson observations etc

The Target group will be year 11
Evidence for this target will be the entry level and GCSE results.

Example 2

To further embed the use of phonics and differentiation into class and subject teaching.

Desired outcome: to improve the literacy of students.
The target will focus on class 9LC in literacy and Money lessons.

Evidence may include: Observations with clearly differentiated planning and resources, examples of student work (max 2) showing baseline and progress, results of assessments including phonic and reading tests.

Professional development target.
Training takes place in a number of different ways. These are all equally valid.
- Training as part of a PD day.
- Training as part of a school meeting
- Training on a course/visit to other provision.
- Training which is online.

Here is a possible list that would fit some of our current development needs. This is not exclusive (if you have an idea of something that's not on the list, we can still discuss it)
- SaLT, the Elklan course has been useful for support staff to be able to deliver SaLT programmes.
- 1st Aid, emergency aid in schools.
- Medication training – currently online.
- Sensory Programmes, understanding of sensory needs and how these can be met
- School safe, de-escalation and restraint.

- Use of mobile computers in the classroom/ residence to support learning
- Use of "communicate in print and clicker 6"
- Makaton
- Purplemash, how to use it with a class, individuals, how to set up home work
- Microsoft office, How to use outlook, mailmerge, etc
- Sims, reporting behaviour, running reports etc
- Shallow Water swimming
- How to write a risk assessment
- Minibus driving renewal or first time
- Afterschool clubs
- Report / diary / daily log writing
- Activity skills
    - Archery
    - Cycling
    - Canoeing
    - Others………….

Target should include any training requirement
- Training does not mean it has to be a course.
- Peer working, observation review
- Visits to other schools / providers
- (if cost implication this needs to be agreed with a member of SLT before it is signed, this needs to go through MT)

The Target should say when the training should be completed by.
The Target must say what the impact of the training will be. Will it enhance the curriculum area, mean that a topic needs to be rewritten etc. Just attending training is not enough!

Best practice would be to include a line about the possible evidence for this target. "Evidence for this target may include course completion certificate, copy of rewritten topic, etc evidence that the training had impact.
Example:

Desired outcome: To improve communication signing skills so that there is a reduction in behaviour incidents with students XX, YY, ZZ

To attend a Makaton training day, practice and embed these symbols into the delivery of French and tutor time with.
The focus of this target will be class8XX in French and tutor time.
Evidence may include: information about training received, planning for use, observation feedback, and video of you using signs with students etc.

Appendix 4.1 sample targets – Non Student facing staff

Outreach team

- o   Use of ROI to record progress
- o   Specific assessment tools training
- o   Others to be discussed as a team.

Admin team

- o   Use of new finance package PFS
- o   Altering/ embedding processes to support all of SENDAT
- o   Managing the move to new office space
- o   Streamlining processes, making more efficient (use of mail merge, auto contents etc)
- o

Catering team

- o   Embedding of new menus
- o   Engagement with staff/ students/ parents and carers about new menus and
- o

Cleaning team

- o   Maintain cleanliness to the facilities so as to maximise learning opportunities.
- o   COSH training for use of chemicals

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APPENDIX 5 – CLASSROOM OBSERVATION PROTOCOL

The Board is committed to ensuring that classroom observation is developmental and supportive and that those involved in the process:

• Carry out the role with professionalism, integrity and courtesy
• Evaluate objectively, acknowledging any particular circumstances which may affect performance on the day
• Report accurately and fairly
• Respect the confidentiality of the information gained. The amount and type of classroom observation will depend on the individual circumstances of the member of staff and the overall needs of the school. In keeping with the commitment to supportive and developmental classroom observation those being observed will usually be notified not less than 5 working days in advance.

Wherever practicable, the arrangements for classroom observation will be included in the appraisal plan and/or report. As appropriate, this will include the amount/duration of observation, its primary purpose, when during the appraisal cycle the observation will take place and who will conduct the observation.

 Although classroom observation will be undertaken in line with this plan, other information gathered during the observation will be used, as appropriate, for a variety of purposes including informing the School/AP's self-evaluation and Trust improvement strategies. This is consistent with the school's commitment to streamlining data collection and minimising bureaucracy and workload burdens on staff.

Where concerns about performance arise during the appraisal period it may be necessary to agree classroom observations in addition to or that vary those recorded at the beginning of the appraisal period. In these circumstances, the appraisal plan will be updated. Classroom observations will only be undertaken by those with QTS. In addition, classroom observation will only be undertaken by those who have been trained in classroom observation and in the provision of constructive and supportive feedback in the context of professional dialogue between colleagues.

The Headteacher / Head of School/AP will seek to discharge their responsibility for monitoring the quality of teaching and learning primarily through the planned classroom observations. Observers will therefore be required to make a judgement about the quality of teaching and learning based upon advice in the Trust's Teaching and Learning Policy. Please see observation form.

Verbal feedback will be given as soon as possible after the observation and normally within one working day of the observation taking place. It will be given during directed time, in a suitable, private environment. Written feedback will be provided within five working days of the observation taking place. If issues emerge from an observation that were not part of the

focus of the observation as recorded in the appraisal plan these should also be covered in the written feedback and the appropriate action taken. No written notes in addition to the written feedback will be kept. The teacher may append written comments on the feedback document.

APPENDIX 6 - TEACHERS' STANDARDS SELF-EVALUATION

Please review these standards before your target setting meeting. They should inform both the targets that are and any professional development that you may need and which should be discussed at the meeting.

Set high expectations which inspire, motivate and challenge pupils	Weak	Developing	Embedded	Strength
• establish a safe and stimulating environment for pupils • set goals that stretch and challenge all pupils • demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils				

Promote good progress and outcomes by pupils	Weak	Developing	Embedded	Strength
• be accountable for pupils' attainment, progress and outcomes • Plan teaching around pupils' capabilities and their prior knowledge • guide pupils to reflect on progress made and emerging needs • demonstrate knowledge and understanding of how pupils learn • encourage pupils to take responsibility for their studies				

Demonstrate good subject and curriculum knowledge	Weak	Developing	Embedded	Strength
• Maintain interest in the subject, and address misunderstandings • understand developments and promote the value of scholarship • promote high standards of literacy, articulacy and the English • clear understanding of systematic synthetic phonics • clear understanding of appropriate teaching strategies				

Plan and teach well-structured lessons	Weak	Developing	Embedded	Strength
• Effective use of lesson time • promote a love of learning and children's intellectual curiosity • set homework to consolidate knowledge • reflect on the effectiveness of lessons and teaching • add to the design and delivery of an engaging curriculum				

Adapt teaching to respond to the strengths and needs of all pupils	Weak	Developing	Embedded	Strength
• know when and how to differentiate appropriately • recognise factors that deter learning and how to overcome them • adapt teaching to support pupils' education • have a clear understanding of the needs of all pupils				

Make accurate and productive use of assessment	Weak	Developing	Embedded	Strength
• know how to assess the relevant subject and curriculum areas • use of formative and summative assessment to secure pupils' progress • relevant data to check progress, set targets, and plan lessons • regular feedback, both orally and through accurate marking using the organisation's Marking Policy				

Manage behaviour effectively to ensure a good and safe learning environment	Weak	Developing	Embedded	Strength
• have clear rules and routines for behaviour in classrooms • have high expectations of behaviour with a framework for discipline • manage classes using approaches appropriate to pupils' needs • good relationships with pupils and exercise appropriate authority				

Fulfil wider professional responsibilities	Weak	Developing	Embedded	Strength
• Make a positive contribution to school life and ethos • Develop effective professional relationships with colleagues • Deploy support staff effectively • Improve teaching through CPD and advice from colleagues • Effective communication with parents regarding pupils •				

APPENDIX 7

SENDAT - Lesson Observation Form

Observer:		**Teacher:**		**Subject/focus:**	
Date:		**NC Year:**	**No students:**	**Support staff:**	

From the Teachers' Standards
These examples are by no means exhaustive nor is it necessarily expected to see each in observation – October 2017

Set high expectations which inspire, motivate and challenge students	Evidence seen:
- establish a safe and stimulating environment for students - set goals that stretch and challenge all students - demonstrate consistently the positive attitudes, values and behaviour which are expected of students	*For example, we are looking for:* ☐ *Good classroom environment including displays* ☐ *Learning objective made clear* ☐ *Differentiation used in approaches with ranges of students* ☐ *Role modelling language and attitude with respect for learners*

Promote good progress and outcomes by students	Evidence seen:
- be accountable for students' attainment, progress and outcomes - Plan teaching around students' capabilities and their prior knowledge - guide students to reflect on progress made and emerging needs - demonstrate knowledge and understanding of how students learn - encourage students to take responsibility for their studies	*For example, we are looking for:* ☐ *Evidences of record keeping* ☐ *Recall of prior learning and referencing learning* ☐ *Questioning at various levels to suit student's understanding* ☐ *Student's recording in books or folders – taking a pride in their presentation, engaging in recording of ideas* ☐ *Range of methods of recording used*

Demonstrate good subject and curriculum knowledge	Evidence seen:
- Maintain interest in the subject, and address misunderstandings - understand developments and promote the value of scholarship - promote high standards of literacy, articulacy and the English - clear understanding of systematic synthetic phonics - clear understanding of appropriate teaching strategies	*For example, we are looking for:* ☐ *Students demonstrating an interest in their work* ☐ *Students can articulate what they are learning, etc.* ☐ *Marking Policy evidenced in recorded work* ☐ *Spelling promoted and various methods of breaking-down words including use of phonics* ☐ *Dealing with students individually, ranges of approaches to learning and recording*

Plan and teach well-structured lessons	Evidence seen:
• Effective use of lesson time • promote a love of learning and children's intellectual curiosity • set homework to consolidate knowledge • reflect on the effectiveness of lessons and teaching • add to the design and delivery of an engaging curriculum	*For example, we are looking for:* ☐ *Effective sections of lesson (eg. starter activity, development activities and plenary to assess learning)* ☐ *Timely and good pace to activities* ☐ *Changes of activity including movement to consolidate learning* ☐ *Review of learning (plenary)* ☐ *Mini plenary during learning* ☐ *Verbal feedback* ☐ *Prior learning* ☐ *Link to personal interests* ☐ *Transferring functional skills* ☐ *I can/self assessment* ☐ *Peer review* ☐ *Cross curricular links*

Adapt teaching to respond to the strengths and needs of all students	Evidence seen:
• know when and how to differentiate appropriately • recognise factors that deter learning and how to overcome them • adapt teaching to support students' education • have a clear understanding of the needs of all students	*For example, we are looking for:* ☐ *Good use of classroom environment including displays* ☐ *Learning objective made clear and referenced in plenary* ☐ *Differentiation used in approaches with ranges of students including materials, questioning, recording, etc.* ☐ *Awareness of barriers to learning*

Make accurate and productive use of assessment	Evidence seen:
• know how to assess the relevant subject and curriculum areas • use of formative and summative assessment to secure students' progress • relevant data to check progress, set targets, and plan lessons • regular feedback, both orally and through accurate marking using the organisation's Marking Policy	*For example, we are looking for:* ☐ *Steps of learning (LO) are clear to students* ☐ *Individual's next steps/targets are clear to students* ☐ *Evidence of record keeping* ☐ *Reference to use of data in teaching staff records* ☐ *Marking Policy used consistently by all adults* ☐ *Students' awareness of being on task in appropriate learning activity* ☐ *Self assessment*

Manage behaviour effectively to ensure a good and safe learning environment	Evidence
• have clear rules and routines for behaviour in classrooms • have high expectations of behaviour with a framework for discipline	*For instance, we are looking for:* ☐ *Clear articulation of expectations are achievable by all* ☐ *Positive discrimination* ☐ *Boundaries that are reasonable and managed fairly* ☐ *Positive language used often and fairly*

• manage classes using approaches appropriate to students' needs • good relationships with students and exercise appropriate authority	☐ *Reformative/refocus praise "Good idea, now try…"* ☐ *Repeating of instructions, expectations allowing students to correct their task or behaviours* ☐ *Use of humour and positive body language* ☐ *Management of censure*

Fulfil wider professional responsibilities	Evidence
• Make a positive contribution to school life and ethos • Develop effective professional relationships with colleagues • Deploy support staff effectively • Improve teaching through CPD and advice from colleagues • Effective communication with parents regarding students	*For instance, we are looking for:* ☐ *Reference to clubs, after school activities, etc.* ☐ *Support of colleagues with changing student behaviour* ☐ *All adults aware of role in lesson* ☐ *Clarity around changes and adaptations to support and role in lesson* ☐ *Adapting teaching following training or advice from colleagues*

Additional feedback/comment:

APPENDIX 8

LEARNING WALKS / DROP-IN SESSIONS

1. A programme of learning walks / drop-in sessions will be published in advance, so that teachers and learning support staff know the dates and focus of the learning walks and who will be conducting them, so that they can organise their classes accordingly.

2. The purpose or focus of a learning walk / drop-in session will not relate to the work performance of an individual.

3. Learning walks / drop-in sessions will be conducted with minimum disruption to teachers and students.

4. Learning walks / drop-in sessions will be undertaken in a supportive and professional manner.

5. Students will not be asked for their views of an individual teacher or member of the learning support staff during learning walks / drop-in sessions.

6. Teachers whose classes are visited will be given the opportunity to see any written records made during the learning walk / drop-in session.

7. There will be no evaluation of an individual teacher or member of the learning support staff during a learning walk / drop-in session.

8. Regular reviews of the operation of learning walks / drop-in session will be held with all teaching staff.

APPENDIX 9

WORKLOAD IMPACT ASSESSMENT CHECKLIST

CHECKLIST	YES/NO
This policy complies with and is consistent with the contractual entitlements of all staff colleagues affected by this policy, either directly or indirectly.	Yes
This policy and any related procedures was introduced following full consultation with staff and recognised TU representatives.	Yes
This policy and any related procedures include a specific statement regarding workload impact.	Yes
The impact of this policy and related procedures is that they have not added additional hours of working.	Yes
This policy does not duplicate any other existing SENDAT policy.	No
All policies are regularly reviewed in order to assess whether they are outdated and/or unnecessary.	Yes
All SENDAT Schools / APs have identified the resources necessary to support the policy, including staff time, any additional staffing and appropriate equipment.	Yes
All staff colleagues affected by this policy will be trained where necessary to ensure the policy and any related procedures will not increase workload to an unacceptable level.	Yes
This policy and related procedures are reviewed regularly to ensure that additional workload burdens have not been added over time.	Yes