Teachers, Leadership and Support Staff

Staff Performance Development Guide

"To live is to change, and to be perfect is to have changed often"

Cardinal John Henry Newman

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Vision for Staff Performance Development

St John the Baptist Catholic MAT is committed to enabling each staff member to contribute to the best of their potential and to develop that potential in each member of staff through their working career. Staff work with pupils, enabling all to **'have life and have it to the full' John 10:10.**

Why has this guide been created?

This guide has been created specifically to:

- Encourage Support and Teaching staff performance development;
- Raise awareness of Support staff and Teaching staff development opportunities and expectations;
- Align Support staff development with Teaching staff development wherever possible, recognising that Teaching staff have a larger body of CPD and historically greater opportunities for CPD, underpinned by a larger research base
- Make explicit that effective Performance Management is really an effective system of **Staff Performance Development,** of which CPD is fundamental
- Provide guidance for staff to undertake supportive Performance Development

Important Definitions

We define the following terms which are sometimes used interchangeably:

- **Appraisal** – the typically annual process of meeting, reviewing and recording which involves a Line Manager and an employee discussing performance, support, CPD and job descriptions

- **Performance Management** – includes appraisal but is wider, taking into account the organisational aims, CPD strategy, policies, pay decisions etc.

- **Staff Performance Development**- we aspire for our Performance Management processes, which include Appraisal, to be Developmental and positive experiences for all our staff, hence we prefer in our MAT to use the overarching term Staff Performance Development to include all aspects of this employer / employee relationship

Staff Performance Development vs Performance Management (including Appraisal)

Performance Management within our MAT should be referred to more correctly as **Staff Performance Development**, with the aim of aligning our systems and practice to the best available evidence on 'what works' in this area. This sees the removal of data-driven objectives in acknowledgement that complex tasks (e.g. teaching) are supported most effectively by the setting of 'do you best' goals focused on learning and behaviour of the professional.

Professional Development (CPD) is fundamental to developing effective Teacher and Support Staff performance – we want every member of staff to view the management and support of their

performance as a positive process, with aspirations to continually improve for positive reasons, and not to feel it is a management led judgemental and stressful challenge simply related to pay outcomes.

Essential Staff Performance Development Principles

SPD is rooted in evidence of what works best in supporting all staff to be the best they can be and ensuring pupils in our schools are educated by highly skilled and motivated staff

In order for us to provide an optimal and joyful learning experience we must be reflective practitioners. Each one of us acknowledges that we are never the finished product and in the same way that we might ask a child, 'what did you learn today at school today?', we should ask that same question to ourselves, perhaps multiple times in a day. **Exemplary teachers are not born great, they become great**. **Exemplary support staff are not born great, they become great**.

> "There is nothing noble in being superior to your fellow man; true nobility is being superior to your former self"
>
> **Ernest Hemingway**

As part of our Growth Mindset, we should seek to **learn from our mistakes** and where practice is already strong, seek to refine and build on this to develop marginal gains. We acknowledge that such learning and development can only occur when the culture is one of **'faith in one another'**. **Every one of us is responsible for creating a culture of love over fear**. Leadership set the tone for this, whilst everyone has a role to play, be it mentoring, coaching or line managing.

We seek to maximise the power of every conversation, defaulting to deep listening so as to achieve common understanding and empowerment of individuals. This starts by us recognising that there is **wisdom** within each of us to draw upon, which can lead to fantastic achievements for pupils and staff when it is listened to.

Staff Performance Development Model

SPD provides a formal but genuinely developmental structure to celebrate successes and to support staff improvement. It encourages learning from mistakes and building on strengths for continuous growth and development.

Within our MAT we have an **Education Endowment Foundation (EEF) Research School**, Notre Dame, and we are committed to using evidence to inform all aspects of our work, to the benefit of our pupils. We seek to **identify and apply 'best bets'** from education research, in terms of how each school is led at all levels, and specific to the processes summarised within this document, how we develop and support teaching and learning and wider support for our staff and pupils.

We aim to fully integrate three key systems which drive improvements to teaching and learning:
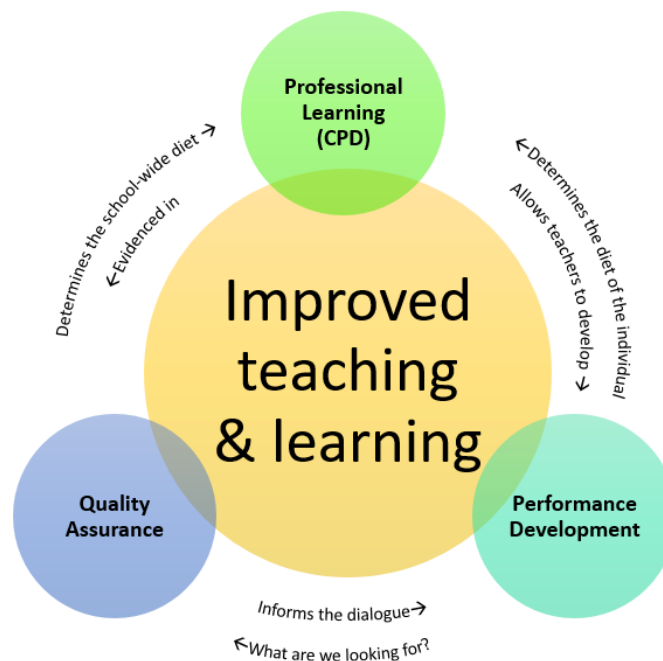
Professional Development (CPD) for teachers & support staff

Professional Development, commonly known as Continuing Professional Development (CPD) is a process of maintaining and progressing personal and professional growth to ensure you are doing your best at all times in order to reach your potential and to strive for continued improvement throughout your career.

"Effective professional development for teachers is a core part of securing effective teaching. It cannot exist in isolation, rather it requires a pervasive culture of scholarship with a shared commitment for teachers to support one another to develop so that pupils benefit from the highest quality teaching. The thousands of professional decisions that must be made every day need to be informed by the best evidence, knowledge and professional wisdom"

DfE Standard for teachers' professional development, 2016

"We know that teachers learn best from other professionals and that an 'open classroom' culture is vital: observing teaching and being observed, having the opportunity to plan, prepare, reflect and teach with other teachers. Too little teacher training takes place on the job, and too much professional development involves compliance with bureaucratic initiatives rather than working with other teachers to develop effective practice"

The Importance of Teaching, 2010

"Things turn out best for the people who make the best of the way things work out"

Art Linkletter

Performance Development Strategy

Our schools are professional learning communities, where all members of staff expect and are expected to be active learners, to reflect on and improve their pedagogical practice and by doing so enable the MAT Vision for Learning to be realised

Associated paperwork

All forms and templates referred to in this guide will be available on the MAT website and are attached as appendices

Teachers and Support Staff should familiarise themselves with these documents on the website. They are the single source for latest versions of documents.

SECTION A Performance Development of Teachers

"Instruct the wise, and they will become still wiser; teach the just and they advance in learning."

-Proverbs 9:9

1. Teacher appraisal (part of wider Performance Development)

Appraisal is a thorough yet supportive and developmental process. It is designed to ensure that pupils in our schools have highly skilled and knowledgeable teachers; that teachers feel supported in their ongoing journey of reflection; that teachers develop self-efficacy; that teachers have access to high quality CPD opportunities and are enabled to progress in their careers at the optimal rate for them.

The Evidence on best practice in appraisal:

Performance Development within the St John the Baptist Catholic MAT is rooted in the judicious use of evidence*.

We aim to:

- Divorce accountability from development.
- Develop a fair and useful process.
- Ensure that that the process is a two-way conversation that involves listening (hence PD, not PM).
- Ensure that staff are praised for what is working, that they keep doing it and enhance that practice.
- Develop a process that is a continuous chain of activity, and not a one-off meeting.
- Create implementation goals that predict potential setbacks and plan for them.
- Create goals that are directive, energise and increase knowledge.
- Be learning focussed not outcome focussed.
- Monitor progress towards goals and support through coaching and mentoring.
- Develop goals that are SMART.

*CIPD Research report – Could do better? Assessing what works in performance management, December 2016; Management in Education - Performance management in education: Milestone or millstone? Jan 2011; TDT article – Performance management in schools, 2017.

What needs to be avoided?

- A system that judges factors outside of the teachers' control.
- Overly specific numerical targets.
- Any system that overwhelmingly contributes to the 'fear culture' of a school.
- Accountability that may cause staff to 'only get done that which is measured'.
- Goals that aren't aligned to the whole school aims.

What will our assessment of performance be based upon?

Teachers are assessed against the Teachers Standards 2011**. Teachers must take responsibility for and ownership of the process of performance development and not feel it is 'done to them'. Headteachers are assessed against the Headteacher Standards 2020.

It is the responsibility of the teacher to evidence their own progress and impact across the year. Teachers should take a holistic approach to evidence collection, including completing the pre-Annual PD checklist.
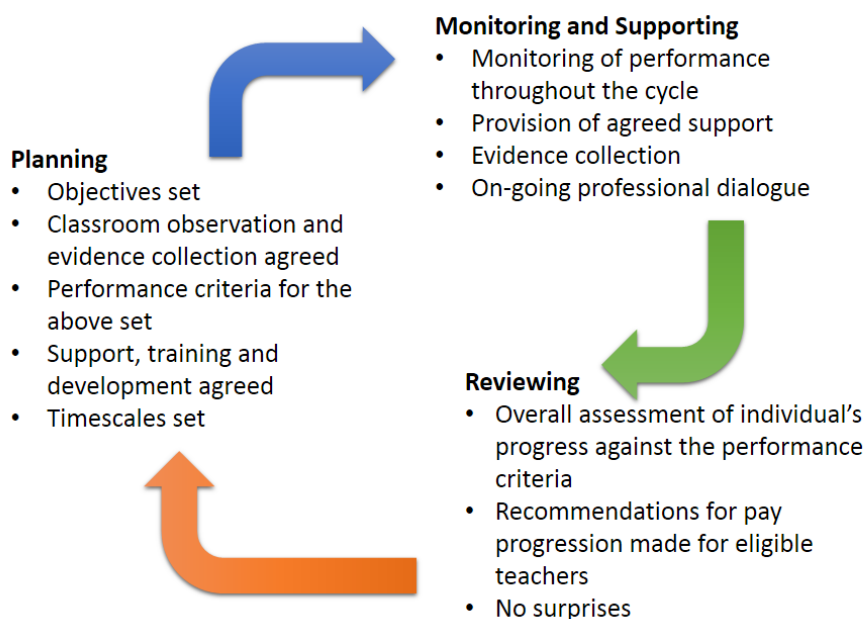
Other sources of evidence:

- Teachers should effectively maintain a CPD record or portfolio
- A summary of pupil outcomes for their groups, which may show trends over time.
- Examples of books and folders that their pupils have produced.
- Schemes of work or curriculum development they have completed.
- An annual formal observation or similar classroom observation.
- Evidence of participation in the wider life of the school.
- Any other evidence that supports the outcomes achieved against their PD goals.

Through the PD process and the dialogue between the reviewer and reviewee a best fit judgement will be arrived at in order to assess that a teacher's performance against the standards and any specific standards included within their performance goals, meets the requirements of what should be reasonably expected of them, given their current role and level of experience.

Consistently good or better teaching makes the biggest difference to young people's lives. We therefore stipulate that at least consistently good performance against the National Standards expected of teachers, alongside a strong contribution to maximising outcomes for pupils and a commitment to spiritual / ethos, personal and professional development would form the basis of a balanced annual performance development review. Professional judgement of the reviewer is central to the process.

Contributions to the wider life of the school can also be taken into account but this will be done carefully. Family life and other personal commitments can affect colleague's ability to get involved with the extra-curricular life of the school.

Performance Development Cycle

Monitoring and Supporting
- Monitoring of performance throughout the cycle
- Provision of agreed support
- Evidence collection
- On-going professional dialogue

Planning
- Objectives set
- Classroom observation and evidence collection agreed
- Performance criteria for the above set
- Support, training and development agreed
- Timescales set

Reviewing
- Overall assessment of individual's progress against the performance criteria
- Recommendations for pay progression made for eligible teachers
- No surprises

2. The role of the line manager

In our MAT we are committed to providing high quality training and support to all line managers who have responsibility for the performance development (appraisal) of teachers or support staff.

As a line manager, given our statutory duties with regard to performance development and the link to pay progression, it is very important that you read and make sure you understand the MAT's pay policy as well as the standards and how they will affect your role, and the roles of employee who you line manage.

Line managers are responsible for assessing the performance of the members of their team and for making sure that all team members are aware of the performance criteria, as set out in the MAT pay policy, as well as the standards and their implications.

**Teachers are to be judged by the definition of values and behaviours set out in the Preamble, the 8 Standards for Teaching set out in Part 1 and the standards of Personal and Professional Conduct set out in Part 2.

3. Key principles when setting goals

All performance development goals must contribute to improving the education of our pupils. The goals for each teacher will contribute to each school's plans for improving the educational provision and performance of pupils at that school.

The goals set for each teacher, will be SMART:
- Specific, Measurable, Achievable, Realistic and Time-bound

Additionally, the goals set:
- will be appropriate to the teacher's role and level of experience.
- will ideally be reached through discussion and agreement between the appraiser and teacher. Where agreement cannot be reached, the appraiser will determine the goals.
- may be revised if circumstances change. PD termly interim review meetings are a suitable mechanism for this, if required.

Each year, some the goals to be set for teachers may be explicitly defined for line managers by the individual school, to reflect school improvement plans. Refer to the 'what PD goals to set' section below.

4. Career progression

"SJB CMAT is committed to creating an equitable, developmental and motivating working environment, which values and empowers people at all levels" (**SJB Secondment policy**).
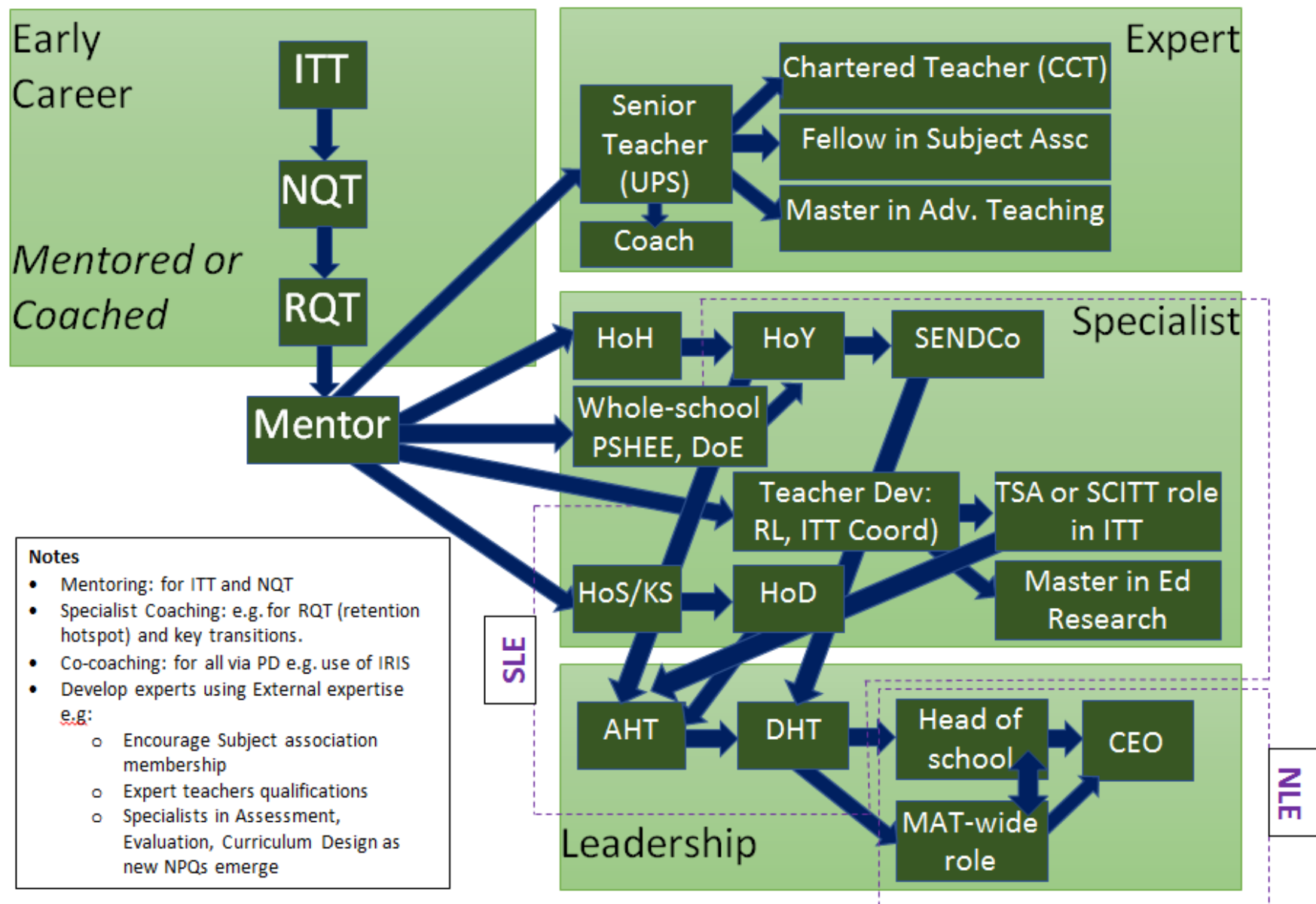
Supporting and encouraging those who we line manage to progress their careers in teaching, is an important aspect of the role of line manager. Discussions about career aspirations are a key feature of our remodelled teacher appraisal process. To support these discussions we have:

- developed a SJB teacher career progression 'map' (see below, N.B. this tries to combine Primary and Secondary schools so there are some aspects more relevant to each phase);
- reviewed for and mapped 'good' CPD programmes to the career progression map;
- established mechanisms for secondments: available via our partnerships with other schools

It is notable that there is no nationally recognised career progression map for those employed in the school education system. Often, where attempts have been made, documented pathways focus primarily on progression of teachers into leadership roles (with CPD programmes to match – for example NPQs). That said, with the creation of the Chartered College of Teaching (CCT), there are now attempts being made to define more nuanced options for progression which enable teachers to remain in the classroom. The following sources have been studied in seeking to develop our progression map:

- https://chartered.college/qts-consultation-response
- https://getintoteaching.education.gov.uk/life-as-a-teacher/career-progression
- https://www.ambitionschoolleadership.org.uk/
- https://ift.education/courses/
- https://www.ice.cam.ac.uk/course/mst-advanced-subject-teaching
- http://www.skillsforschools.org.uk
- Various TSA websites

Teacher career progression map

Early Career

Mentored or Coached

- ITT
- NQT
- RQT
- Mentor

Expert

- Senior Teacher (UPS)
  - Chartered Teacher (CCT)
  - Fellow in Subject Assc
  - Master in Adv. Teaching
  - Coach

Specialist

- HoH → HoY → SENDCo
- Whole-school PSHEE, DoE
- Teacher Dev: RL, ITT Coord) → TSA or SCITT role in ITT
- HoS/KS → HoD
- Master in Ed Research

SLE

Leadership

- AHT → DHT → Head of school → CEO
- MAT-wide role

NLE

Notes
- Mentoring: for ITT and NQT
- Specialist Coaching: e.g. for RQT (retention hotspot) and key transitions.
- Co-coaching: for all via PD e.g. use of IRIS
- Develop experts using External expertise e.g:
  - Encourage Subject association membership
  - Expert teachers qualifications
  - Specialists in Assessment, Evaluation, Curriculum Design as new NPQs emerge

5. Pay Progression

Since September 2020 teachers in the MAT on pay scales M1 to M5 receive an automatic increase in their pay level (as long as a capability procedure has not been invoked). Further information is in the SJB CMAT's Pay Policy.

Applying for post threshold assessment (UPS1-3) is a voluntary process and entirely a matter of choice for individuals. **Teachers are responsible for applying for assessment and they must apply in writing to the Head teacher of the school at which they are employed to teach, by the deadline for submission of annual PM review reports (typically 31st October each year).**

Crossing the threshold gives access to the pay scale for post-threshold teachers (this is often called the upper pay scale) to teachers who are on M6.

Please ensure that your Line Manager is aware of your application and contact the Head teacher in writing. Briefly state a request for assessment against post threshold standards. Exemplar descriptors for post-threshold assessment are contained within Annexe 6 of the SJB CMAT's Pay Policy.

It is excellent practice to use the Teacher Self Audit Tool to audit your skills and identify any areas for development prior to application. This can be carried out by the applicant and the applicant's Line Manager at a PM review meeting.

NB If any teacher consistently fails to meet any of the teachers' standards, or consistently fails to maintain the post-threshold standards they have so far achieved, they are liable to face capability procedures. Therefore, any concerns about the performance of any individual teacher should be discussed with the teacher as soon as possible. Line managers should raise such concerns with their own line manager through the regular meetings. We all have a duty to inform colleagues who are at risk of consistently underperforming so that they can be given support to address problems. In an ideal world capability would never be an issue. In the real world we can do our best to minimise it through early and supportive intervention but we cannot ignore it.

6. Performance Development step-by-step approach

*[All **emboldened** documents are on the MAT website]*

Step 1: Arrange a suitable time/place to meet.

Line managers are expected to schedule these meetings as a priority. There is a statutory requirement to complete the annual review by **31st October** of the year in question.

Step 2: Prepare for the meeting (Sept)

> Refer to the **Teacher PD Doc 1 *'Planning and Review Meeting Agenda'***. Plan what you want to discuss in terms of:
> - Successes/achievements
> - Progress towards objectives/goals, including relevant evidence (see above)
> - Performance against your job description
> - Performance against the Teacher Standards
> - Factors which have impacted on effectiveness, including training over the last year
> - Identification of future key areas for goals linked to job role and experience
> - Career aspirations
> - Future training and development needs

Step 3: Complete the Annual Review meeting, referring to the **Teacher PD Doc 1** *'Planning and Review Meeting Agenda'* and completing all parts of the **Teacher PD Doc 2** *'PD Annual Review Report'*-**:**

- Review current job description
- Review objectives set in the previous appraisal, including a review of the CPD record or portfolio
- Review Teacher Standards met
- Discuss key contributions, successes and achievements
- Discuss any areas for improvement that are required in light of the previous appraisal period
- Discuss Career aspirations
- Agree goals for the new appraisal period, linked to the school priorities, job role/additional responsibilities and experience
- Document Training & Support needs: in light of any areas for improvement, or in order to support towards new goals set

Step 4: Submit the **Teacher PD Doc 2** *'PD Annual Review Report'* to the Headteacher (in many schools the Head is the appraiser) **by the deadline highlighted above**

- This is the responsibility of the line manager
- The appraisee should retain a signed copy in their own record or CPD portfolio
- Please note all documentation will be confidential

Step 5: Monitoring

Your appraiser will monitor performance, using:
- Quality Assurance tools and internal tracking data.
- Discussions with yourself and other line managers, if applicable to the agreed goals.

Any evidence from monitoring will be shared and discussed with you. There should be 'no surprises' for either party.

Step 6: At least one mid year interim review meeting but ideally termly interim review meetings (completing **Teacher PD Doc 3** *'PD Interim review'*- proforma):

- Progress against agreed goals or amend them, for example if your role changes
- Review the records or CPD portfolio
- Overall performance against your role and relevant professional standards
- Development and support opportunities are being provided
- Any issues arising during the year and evidence in support of the final annual review

Step 7: Submit the **Teacher PD Doc 3** *'PD Interim review'* to the Headteacher (in many schools the Head is the appraiser) **within two weeks of the meeting(s)**

- This is the responsibility of the line manager
- The appraisee should retain a signed copy in their records or CPD portfolio
- Please note all documentation will be confidential

7. What PD goals to set?

The majority of teachers will be set three PM objectives:

- **Goal 1**: **Ethos or Spiritual development**

    Understanding the school ethos or developing the spiritual formation of each member of staff in our MAT is fundamental to our overall mission. Some staff are of Catholic Faith, most are not. That said to work within a Catholic school requires at least an openness to understanding ethos

or developing spirituality and certainly a commitment to supporting the development of the Catholic ethos of the school. Each of us is at a different point in our journey but the following goal aims to invite each of us to grow deeper in our own understanding of how to live the mission of the school or to develop a deeper understanding of the school ethos.

- o The goal should enhance the individuals understanding of their own spirituality or understanding of the ethos in the school or more widely.
- o The goal should aim to develop an understanding of how to support the mission of our Catholic Schools.
- o All teaching staff are expected to actively participate in the school's Catholic ethos through: Leading prayer and reflection in Assembly, Class or Form time; Leading prayer at the start of meetings they chair; Leading prayer in a staff briefing or meeting. The goal, therefore, should be to develop the individual's understanding or practice beyond that which they already do or are.

- **Goal 2: A focus on improving Teaching and Learning within the teacher's class, subject or area of responsibility**.
    - o Will be agreed with the appraisee during their own PD annual review meeting, in light of progress / assessment data analysis and other indicators of areas for development.
    - o Will have a teaching and learning focus that has been selected from the school's pedagogical model
    - o Multiple teachers within a school could share this goal.
    - o Will enshrine whole-school areas for development, but can be tailored to the individual appraisee's needs in light of the Teachers Standards

- **Goal 3: Choice aligned to SIDP or similar (School Improvement & Development Plan / Aims)**.

    - o The appraisee and appraiser will work together to identify this goal.
    - o Where possible, the SLT / Leadership Team will identify a goal that all teachers can have as a focus, as identified in the SDIP or Implementation Plans
    - o The contribution to / link to a specific whole school aim(s) will be identified.
    - o UPS teachers, or those aspiring to UPS, will use this goal to drive their contribution to their class/ subject / faculty or to the whole school.
    - o Potential leaders may use this goal to support experience and development towards leadership
    - o Exemplar goals that might be used for a teacher's third objective are given below.

a. Goal 1 examples – Ethos or Spiritual Development

The following are exemplars. There is the opportunity to develop your own goal in liaison with your appraiser. These should fit the definition offered above.

Goal	Time scale	Success Criteria	Monitoring and evidence (inc. observations)
Help to coordinate pupil leadership activities, for example the school council, pupil leadership, an Environmental group, Mini Vinnies, CAFOD young leaders, HCPT, a pupil prayer group *Servant Leadership, Vocations, Pupil Leadership, Ethos*	1 year	Successful set up/enhancement of the group so that there is a regularity of meeting. Strong attendance. A purposeful atmosphere. Clear opportunities for pupils to lead outside of the classroom. The development of moral purpose	Timeline of what, when and who attended. An outline of achievements. Positive feedback from pupils involved. Potential plans for sustained development of the group. Your own reflections
Develop your own prayer life and that of your class or form. Consider how you can renew and refresh the prayer life of your class or form. Develop a new system that involves pupils, which enhances the existing practise. *Prayer, Pupil leadership, Ethos*	1 year	Feedback from pupils is positive. Evidence from observations comment positively about the prayer life of the pupils. The ownership of prayer life within the class or form is distributed.	Records of the prayers and reflections used. Records of who delivered the prayers/reflections. Feedback from pupils. Your own reflections
Increase your contribution to school collective worship through involvement with music, prayer, the management of pupil contributions, leading assemblies, becoming a Eucharistic minister or reader. *Servant Leadership, Ethos*	1 year	Support of Mass, assemblies or other services across the year.	A record from the Head or Chaplain of your involvement across the year. Your own reflections
Coordination of activities that supports the ethos of the school, for example on Holocaust memorial day, Refugee week, a sponsored activity *Servant Leadership, Ethos, Charity*	1 year	Propose and run an activity to enhance the specific event you have chosen. Evaluate the activity and consider how it may be developed further.	Record of the activities. Feedback from pupils. Your own reflections
Spiritual or ethos reading: Chose a text that will enhance your spirituality or help develop an understanding of ethos. This will ideally have applications for the school but may simply develop your own spiritual well-being, which in turn benefits others. Write a review of the text so that others may consider reading the text. Recommendations may be offered by the School Chaplain/ Lay Chaplain / Head of RE *Ethos*	1 year	Read and review the text. Submit a review...	A review of your reading. Your own reflections

b. Goal 2 examples – T&L development

Pedagogical focus	Goal	Links (TS, Evidence)	Time scale	Success Criteria	Monitoring and evidence
Literacy	Identify, implement and evaluate an evidence-informed Literacy strategy, for example: • Methodical vocabulary introduction. • Modelling of and high expectations of formal language and convention. • The use of challenging reading and structured approaches to reading. • Writing for purpose and the teaching of domain specific writing conventions.	TS1,2,3,4,5 EEF Toolkit +6/+5/+5 months effect size (i.e. multiple strands)	Year-long	For a specific pupil group [NAME IT HERE], as agreed with line manager: • Plan and utilise methods for introducing and re-visiting new vocabulary, e.g. the Frayer Model and low stakes testing. • Explicit teacher use of tier 2 and tier 3 language. Planned opportunities for oracy for pupils and 'live writing' by the teacher to model convention. • Carefully select reading materials that provide challenge for all. Pre-empt language/text that might need structured teaching. Utilise tools such as skimming and summarising. • Encourage and model formal writing, scaffold its use, feedback using M4.	
Metacognition	Identify, implement and evaluate an evidence-informed Metacognitive strategy, for example: • Critiquing worked examples • Planned teacher-modelling of metacognitive talk • Group metacognitive talk • Documenting the plan-monitor-evaluate cycle for complex tasks with a choice of Cognitive approaches e.g. long multiplication • Collaborative goal-setting	**TS:** 1,2,3,4,5,6,7,8 **EEF Toolkit:** +7 months effect size (Extensive evidence)	Year-long	For a specific pupil group [NAME IT HERE], as agreed with line manager: • Plan and deliver explicit opportunities for pupils to plan, monitor or evaluate specific aspects of their learning • Scaffold and model metacognitive approaches, before planned reduction in support leading to independent working • Pitch metacognitive tasks at an appropriate level of challenge for pupils • Promote and develop (e.g. model it, provide sentence stems) metacognitive talk in the classroom	• CPD portfolio or record including action plans, exemplar work & peer observation notes • Lesson observation and work scrutiny • Schemes of work modified to embed effective practice where identified • Minutes of meetings show that you have shared your work with colleagues • Your own pupils surveys
Memory	Identify, implement and evaluate an evidence-informed **Cognitive Science strategy**, such that pupils are effective in memorizing knowledge. For example: • Systematically minimising Extraneous Cognitive Load • Systemically aiding storage into and retrieval from long term memory e.g. space practice, spaced testing, low-stakes retrieval practice • Systematically increasing Germaine load in your lessons • Development of threshold concepts	**TS:** 1,2,3,4,5,6,7,8 EEF Toolkit +7 months effect size (closest match - METACOG) Weinstein et al (2018) offers a good overview of the evidence	Year-long	For a specific pupil group [NAME IT HERE], as agreed with line manager: • Design of lessons and resources is informed by Cognitive Science and therefore results in pupils being more effective in storing knowledge in and retrieving knowledge from their long-term memory • Design of lessons combats pupil misconceptions via activities planned to generate cognitive conflict • Develop and sustain use of / embed a technique with linked resources for overcoming Cognitive barriers to learning Plan desirable difficulties into lesson sequences, as defined by Robert Bjork	

c. Goal 3 examples - Supporting the Whole School Aims

a. Set high expectations which inspire, motivate and challenge pupils

A performance objective could focus on how the teacher creates a learning environment that challenges pupils to engage more in their learning.

b. Promote good progress and outcomes by a specific group of pupils

Schools always need to focus on pupil progress. An objective could refer to current rates of progress for pupils taught by the teacher, perhaps focusing on a specific group of concern, such as SEN, EAL or Pupil Premium children.

Objective:
Implement strategies to improve the performance of pupil premium pupils so that they make the expected progression in line with career progression criteria.

Success criteria:
- Effective plans are in place to support those not making the expected levels of progress
- By the end of Key Stage 2, most pupils achieve in line with school expectations and…" *

Monitoring arrangements and evidence:
- Termly data monitoring shows the progress that pupils are making and identifies the percentage making the expected progress
- End of year exam results (where available)
- Scrutiny of work to show: assessment feedback is identifying areas for improvement; evidence this feedback is being acted upon; literacy marking guidelines are being used consistently and regularly
- Monitoring of lesson observations to show that pupils are making effective progress

*differentiated outcome according to career stage

c. Demonstrate good subject and curriculum knowledge

An objective could focus on the teacher's personal subject leadership. It could also refer to the school's current curriculum priorities. An example might be enabling pupils to become more independent learners.

d. Plan and teach well-structured lessons

Schools could use this section of the standards document to inform an objective on quality. This would also fit well with the new Ofsted framework, with its focus on quality of teaching. The objective could focus on the pace of learning, lesson structure, or how the teacher uses specific CPD to make an impact on day-to-day teaching.

e. Adapt teaching to respond to the strengths and needs of all pupils

The reviewer could also relate this area of the standards to pupil progress. The objective could focus on how the teacher adapts planning and delivery of learning opportunities to better meet the needs of pupils. For example, assessing whether more 'scaffolding' or more open-ended activities are appropriate.

f. Make accurate and productive use of assessment

A focus here would also be appropriate if the individual teacher needs to fine-tune pupil assessment to have a clearer impact on outcomes. The objective (below) is an example that could be used:

Objective:
Provide regular and effective feedback* to pupils, through both verbal and written means so that they understand, know and can articulate how they are currently performing, and understand what they can and need to do in order to improve their work and performance.

*Formative and summative feedback should be given every half term

Success Criteria:
- Feedback from pupils indicating that they receive feedback regularly on their work and value it, that they know their current performance and how to improve
- Teachers give written and verbal formative and summative feedback to each pupil on how to improve
- Teaching is judged as good or outstanding and none is inadequate.
- Pupil progress: evidence from teacher assessment, which is subject to internal quality control (moderation) and/or external examination results shows that a group of pupils (identified and agreed between the reviewer and reviewee at the initial meeting) have made good* progress during the year as a result of the good teaching and feedback they have received
- *good means that their progress is at least in line with their individual minimum targets

Monitoring arrangements and evidence:
- Lesson observation(s) which can specifically comment on this objective. In the lesson observation, teaching is judged as good or outstanding and none is inadequate.
- Scrutiny of pupils' work, during observation(s) and moderation, which shows constructive comments on how the pupil can improve their work
- Discussions with and/or surveys of pupils indicating that they receive feedback regularly on their work and value it, that they know their current performance and how to improve
- **Termly data monitoring shows the progress that pupils are making and identifies the percentage making the expected progress**

g. **Manage behaviour effectively to ensure a good and safe learning environment**

An objective in this area could cover how the teacher uses the school's behaviour policy in practice. This could involve looking at how the teacher identifies systems, rewards, sanctions, etc. to engage pupils better and to result in improved learning outcomes.

h. **Fulfil wider professional responsibilities**

The review could consider a variety of objectives related to this area of the standards. For example, how the teacher develops his or her work with teaching assistants – greater involvement in planning, focus groups, taking greater ownership of teaching, etc.

i. **Personal and professional conduct**

The second part of the standards document, on personal and professional conduct, would provide a useful backdrop for further discussion. Where required, the reviewer could focus on a specific aspect of the standards (e.g. punctuality).

SECTION B Support staff appraisal (part of wider Performance Development)

Appraisal is a thorough yet supportive and developmental process designed to ensure that all staff have the skills and support to carry out their role effectively. We have similar systems and documentation to guide Support Staff Professional Development and Appraisal.

The Research which underpins our approach to Teacher Appraisal also underpins our approach to Support Staff Appraisal.

What will our assessment of performance development be based upon?

Staff are appraised against their job description, and their contribution towards whole school key aims within the SIDP. Staff should take ownership of the process of development and not feel it is 'done to them'.

It is the responsibility of the individual to evidence their own progress and impact across the year, with a holistic approach encouraged.

Other sources of evidence:

- Evidence of impact in the workplace of courses attended (internally or externally).
- Evidence of internal training led by the member of staff.
- Evidence of participation in the wider life of the school.
- Any other evidence that supports the outcomes achieved against their Appraisal goals.

Through the Appraisal process and the dialogue between the reviewer and reviewee a best fit judgement will be arrived at in order to assess that the appraisee meets the requirements of what should be reasonably expected of them, given:

- Their job description.
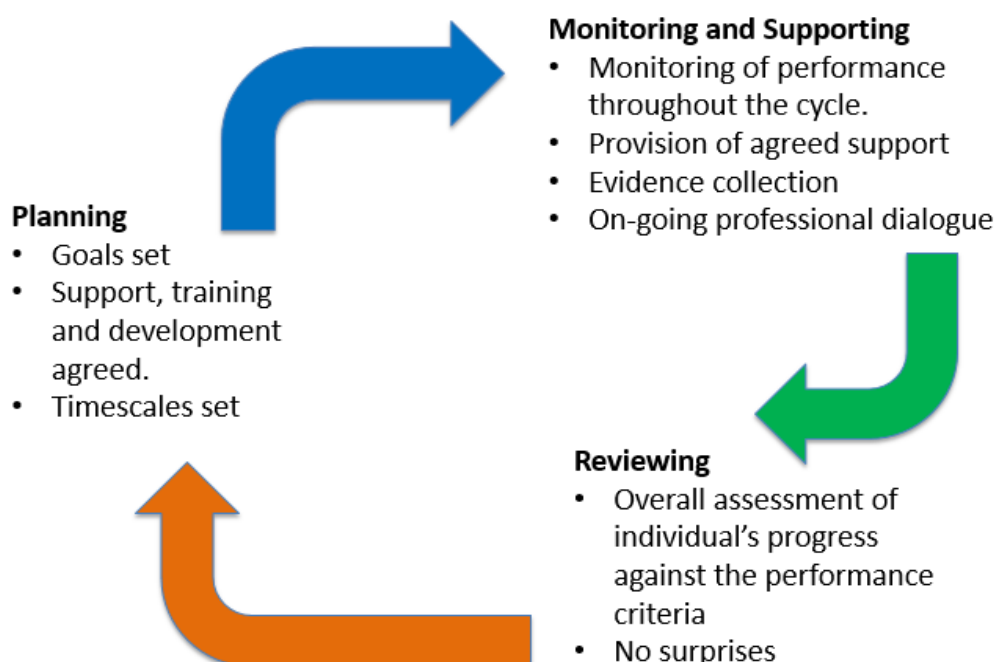- Level of experience.
- Previously agreed goals.

Contributions to the wider life of the school can also be taken into account but this will be done carefully. Family life and other personal commitments can affect colleague's ability to get involved with the extra-curricular life of the school.

1. The Role of the line manager

We are committed to providing high quality training and support to all line managers who have responsibility for the performance development and appraisal of staff.

Line managers are responsible for assessing the performance of the members of their team in line with the processes and procedures documented both in this guidance, and the related MAT policies. They are required to adhere to the key deadlines documented in the Appraisal timeline. They are also responsible for making sure that all team members are aware of these processes, procedures and policies.

2. Support staff Appraisal cycle

Planning
- Goals set
- Support, training and development agreed.
- Timescales set

Monitoring and Supporting
- Monitoring of performance throughout the cycle.
- Provision of agreed support
- Evidence collection
- On-going professional dialogue

Reviewing
- Overall assessment of individual's progress against the performance criteria
- No surprises

3. Support staff Appraisal timeline

Time Line	Related actions
By December	**Conduct support staff annual appraisals:** • Identify goals to be included in line with spiritual goals, key aims of the school, job description and career progression. • Deadline for paperwork is **End of Autumn Term**.
Six months after date of annual appraisal meeting	**Conduct Interim appraisal review (30mins):** • Timing of this meeting dependant on date of annual appraisal meeting. • The focus of these meetings is to look at the short term progress that has been made in reaching the longer term goals. To consider any support that may be required. To consider how the mid to long term goals will be achieved. • A coaching conversation is the preferred model for these meetings • Line manager responsible for retaining a written record of any issues / actions arising.

4. Appraisal Steps

All emboldened documents are on the MAT website and in appendices

Step 1: Arrange a suitable time/ place to meet.

Line managers are expected to schedule these meetings as a priority. There is a requirement to complete the annual review by the **Christmas break**.

Step 2: Prepare for the meeting

Refer to the **Support Staff PD Doc 1** *'Planning and Review Meeting Agenda'*. Plan what you want to discuss in terms of:
- Success/ achievements
- Progress towards objectives/ goals, including relevant evidence (see above)
- Performance against job description
- Factors which have impacted on effectiveness, including training over the last year
- Identification of future key areas for goals linked to job role and experience
- Career aspirations
- Future training and development needs

Step 3: Complete the Annual Review meeting, referring to the **Support Staff PD Doc 1** *'Planning and Review Meeting Agenda'* and completing all parts of the **Support Staff PD Doc 2 '*Appraisal Annual Report'***:
- Review current job description
- Review objectives / goals sent in the previous appraisal
- Discuss key contributions and achievements
- Discuss any areas for improvement that are required in light of the previous appraisal period
- Discuss career aspirations
- Agree goals for the new appraisal period, linked to school priorities, job role/ additional responsibilities and experience
- Document training and support needs: in light of any areas for improvement, or in order to support towards new goals set

Step 4: Submit the **Support Staff PD Doc 2 '*Appraisal Annual Report'*** to **the Headteacher (in many small schools the Headteacher will also be the Appraiser)** by the deadline highlighted above.
- This is the responsibility of the line manager
- The appraiser and appraisee should each retain a signed copy
- Please note all documentation will be confidential

Step 5: Monitoring

Your appraiser will monitor performance. Any evidence from monitoring will be shared and discussed with you. There should be 'no surprises' for either party.

Step 6: Six-monthly review meetings (completing **Support Staff PD Doc 3** *'Appraisal Interim review'* proforma):

- Progress against agreed goals or amend them, for example if your role changes
- Overall performance against your role and relevant professional standards
- Development and support opportunities are being provided
- Any issues arising during the year and evidence in support of the following year's appraisal

Step 7: Keep a record of the **Support Staff PD Doc 3** *'Appraisal Interim review'*

- This is the responsibility of the line manager
- The appraisee should also retain a signed copy (Please note all documentation will be confidential

5. Key principles when setting appraisal goals

All Appraisal goals must contribute to improving the school. The goals for each member of staff will contribute to the school's plans for improving the educational provision and performance of pupils at our school.

The goals set for each member of staff, will be **SMART**:

- **Specific, Measurable, Achievable, Realistic and Time-bound**

Additionally, the goals set:

- will be appropriate to the job description and level of experience.
- will ideally be reached through discussion and agreement between the appraiser and appraisee. Where agreement cannot be reached, the appraiser will determine the goals.
- may be revised if circumstances change. Interim review meetings are a suitable mechanism for this, if required and will be conducted in the summer term.

6. What goals to set for Support Staff?

The majority of support staff will be set three appraisal goals:

- **Goal 1: Spiritual development or developing an understanding of Ethos**
  Some of our staff are of Catholic Faith, most are not. That said to work within a Catholic school requires at least an openness to developing spirituality or understanding the ethos and certainly a commitment to supporting the development of the Catholic ethos of the school. Each of us is at a different point in our journey but the following goal aims to invite each of us to grow deeper in our own understanding of how to live the mission of the school.
  - o The goal should enhance the individuals understanding of their own spirituality, or consider how to understand the ethos of the school.
  - o The goal should aim to support the mission of each School.
  - o The goal should be to develop the individual beyond that which they already do or are.

- **Goal 2: Choice aligned to SIDP (School Improvement & Development Plan)**
  - o The appraisee and appraiser will work together to identify this goal.
  - o The contribution to / link to a specific SIDP aim(s) will be identified.

- **Goal 3: Linked to job description.**
  - o The appraisee and appraiser will work together to identify this goal.
  - o The choice of goal is best made following a joint review of the appraisee's current job description.

A. Goal 1 wording – Spiritual Development

The following are exemplars. There is the opportunity to develop your own goal in liaison with your appraiser. These should fit the definition offered above.

Goal	Time scale	Success Criteria	Monitoring and evidence (inc. observations)
Help to coordinate student leadership activities, for example the school council, an Environmental group, Mini Vinnies, CAFOD young leaders, HCPT, a student prayer group *Servant Leadership, Vocations, Student Leadership, Ethos*	1 year	Successful set up/enhancement of the group so that there is a regularity of meeting. Strong attendance. A purposeful atmosphere. Clear opportunities for students to lead outside of the classroom. The development of moral purpose	Timeline of what, when and who attended. An outline of achievements. Positive feedback from students involved. Potential plans for sustained development of the group. Your own reflections
Increase your contribution to school collective worship through involvement with music, prayer, the management of student contributions, becoming a Eucharistic minister or reader. *Servant Leadership, Ethos*	1 year	Support of Mass or other services across the year.	A record from the lay chaplain of your involvement across the year. Your own reflections
Coordination of activities that supports the Catholic ethos of the school, for example on Holocaust memorial day, Refugee week, a Sponsored walk or similar *Servant Leadership, Ethos, Charity*	1 year	Propose and run an activity to enhance the specific event you have chosen. Evaluate the activity and consider how it may be developed further.	Record of the activities. Feedback from students. Your own reflections
Spiritual reading: Chose a text that will enhance your spirituality. This will ideally have applications for the school but may simply develop your own spiritual well-being, which in turn benefits others. Write a review of the text so that others may consider reading the text. Recommendations may be offered by the School Chaplain/ Lay Chaplain *Ethos*	1 year	Read and review the text. Submit your review to Lay Chaplain.	A review of your reading. Your own reflections
Lead a prayer within meetings. Support your line manager by making a substantial contribution to the prayer life of your team. Take the lead on prayers, ensuring they are well thought out, timely and develop the spirituality of others in the team. *Servant Leadership, Ethos*	1 year	Positive feedback on the choice/development of prayer within the meeting group. Consistent and timely prayer/reflection use.	Feedback from the meeting group. Evidence of the prayers and reflections collated. Your own reflections

7. Career progression discussions

> "SJB CMAT is committed to creating an equitable, developmental and motivating working environment, which values and empowers people at all levels" (**SJB Secondment policy**).

Supporting and encouraging those who we line manage to progress their careers, is an important aspect of the role of line manager. **Discussions about career aspirations are a key feature of our remodelled appraisal process**. To support these discussions we have:

- amended the appraisal report to prompt and capture discussion;
- developed a SJB support staff *indicative* career progression 'map' for each work area (see below);
- identified and mapped 'good' CPD programmes to career progression maps;
- established mechanisms for secondments: available via our partnerships with other schools
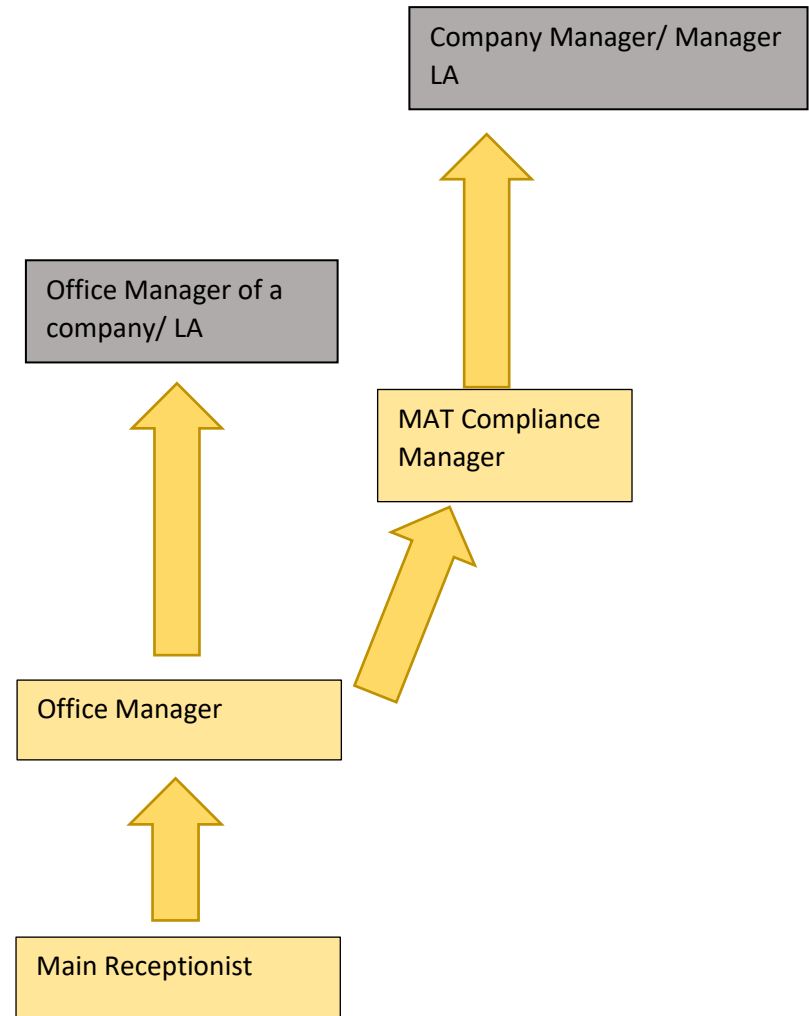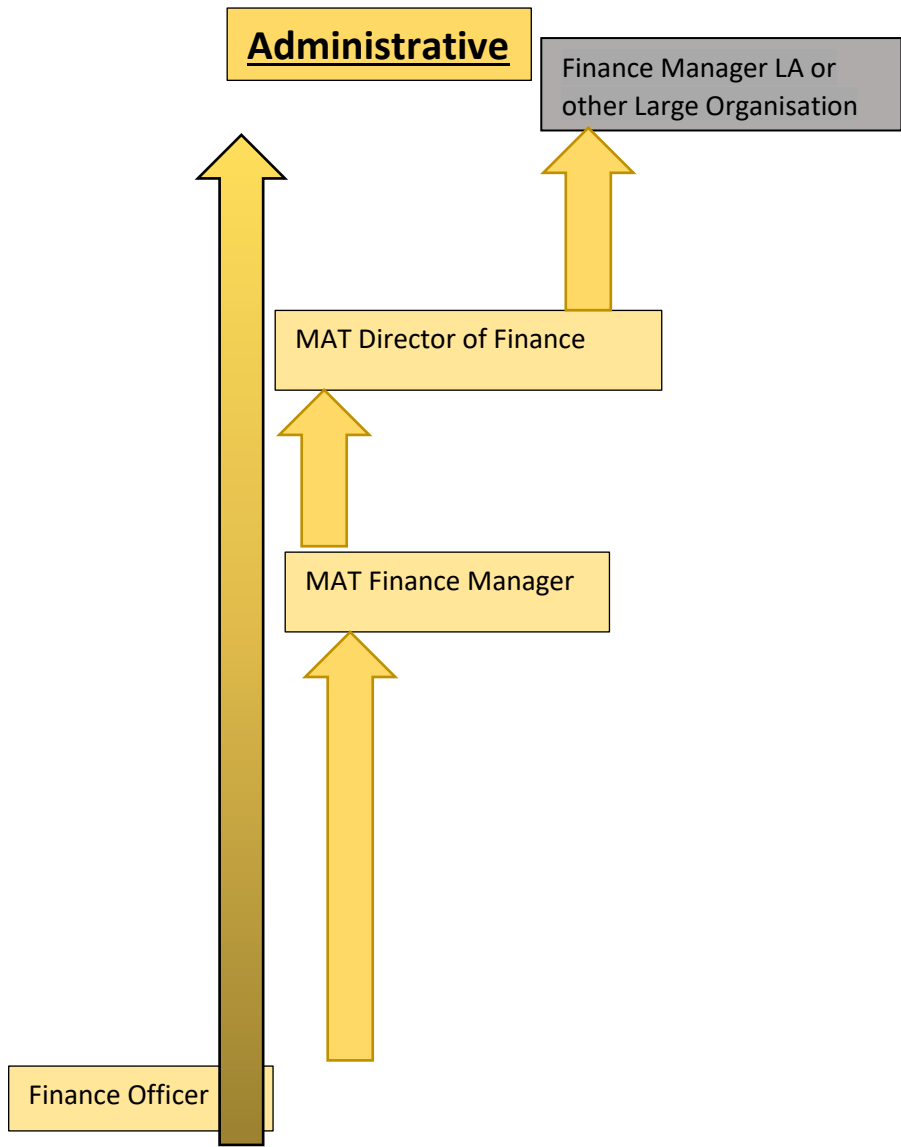
8. Career progression maps

The following career progression maps are indicative of career progression moves in schools generally within support staff roles. **These are designed to stimulate discussion of possible career progression.** Some important points about the 'maps' include:

- They are based on the work of UNISON, see: http://www.skillsforschools.org.uk/roles-in-schools/ for more information, including latest training and development suggestions.
- The named roles within may vary between schools.
- The maps and related roles are not a statement of seniority or an indicator of pay. They are advisory rather than prescriptive: other moves are possible from one role to another.

Associated 'role profiles' are also available from the website, with the following caveats from the National Joint Council for Local Government Services:

- **Profiles are:**
  - Indicative.
  - Intended to aid discussion of career progression and CPD.

- **Profile are not:**
  - Intended to replace existing job descriptions.
  - Statements of what ought to be done in schools.
  - Requirements or recommendations on how employers should organise schools staff.
  - Intended as 'ready reckoners' that allows a read across from points' scores into grade boundaries. Pay structures are a separate issue.

Administrative

The career progression MAPS are indicative of career progression moves in schools generally. They are not statements of seniority or indicators of relative pay

Finance Manager LA or other Large Organisation

MAT Director of Finance

MAT Finance Manager

Finance Officer

Company Manager/ Manager LA

Office Manager of a company/ LA

MAT Compliance Manager

Office Manager

Main Receptionist

Facilities

Trust Facilities Manager for a larger MAT/ Organisation

Trust Facilities Manager

Caretaker

Facilities Officer

Cleaner

Midday Supervisor and Hospitality Assistant
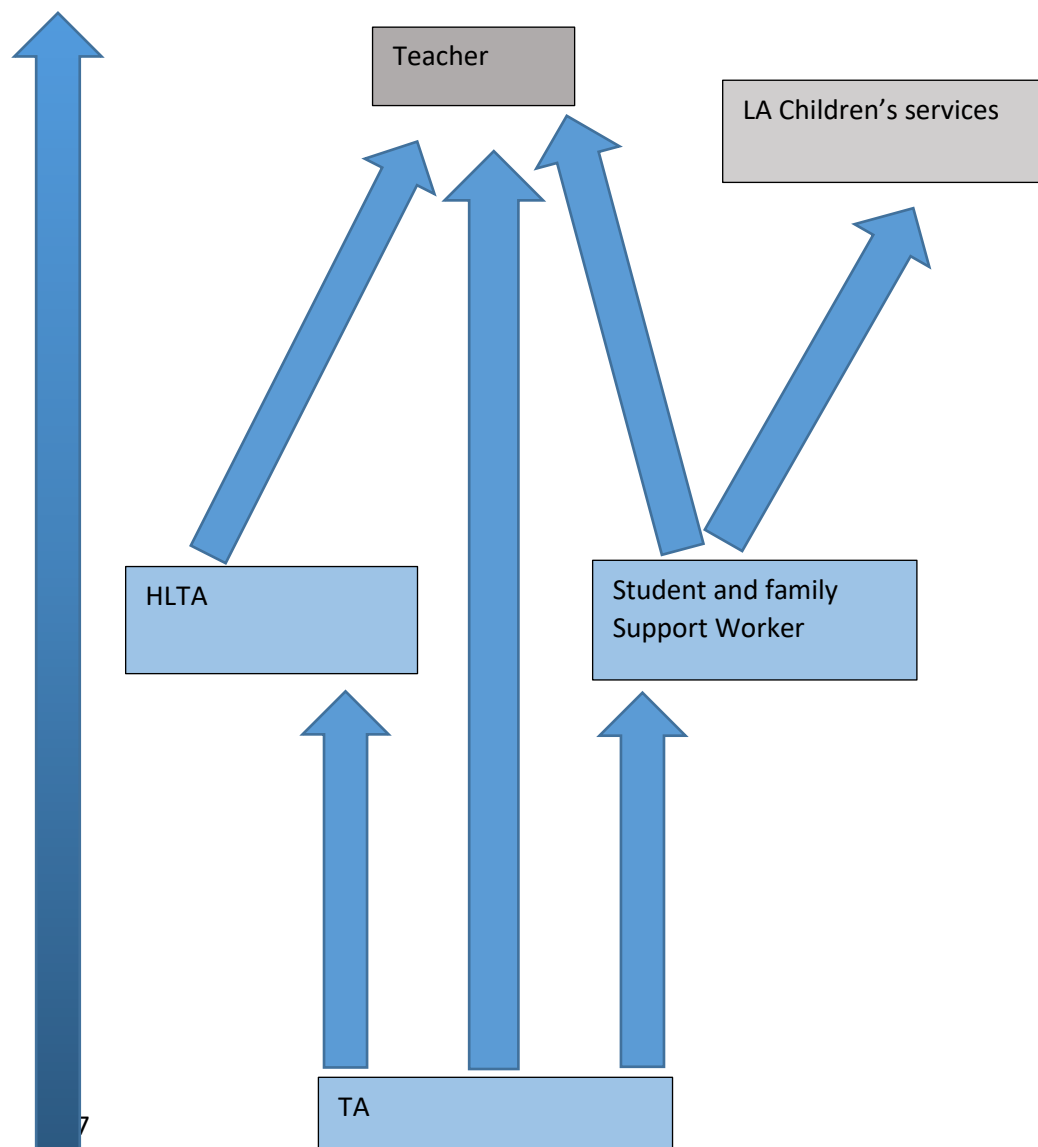
Pupil Support and Welfare

The career progression MAPS are indicative of career progression moves in schools generally. They are not statements of seniority or indicators of relative pay

Teacher

LA Children's services

HLTA

Student and family Support Worker

TA

Acknowledgements

- Shaun Allison and Andy Tharby, "Making every lesson count" (Crown House 2015)
- John Tomsett, "This much I know about love over fear" (Crown House 2015)
- Justin McClain, "Called to teach" (Ave Maria Press 2016)
- Carol Dweck, "Mindset" (Robinson 2012)
- EEF / Sutton Trust T&L Toolkit
- CIPD Research Report (2016) "Could do better?" Assessing what works in performance management
- Management in Education - Performance management in education: Milestone or millstone? (Jan 2011)
- TDT article – Performance management in schools (2017).
- Raymond Friel "How to survive in leadership in a Catholic School" (2014)

Let another praise you, not your own mouth; a stranger, not your own lips.

Proverbs 27:2

"When people-couples, coaches and athletes, managers and workers, parents and children, teachers and pupils – change to a growth mindset, they change from a judge-and-be-judged framework to a learn-and-help-learn framework. Their commitment is to growth, and growth takes plenty of time, effort and mutual support".

Carol Dweck, Mindset, 2012

Appendix A: Additional guidance for Teacher Performance Development

Example evidence for each Teaching Standard

Evidence for Teachers Standards 1

Standard 1: Set high expectations which inspire, motivate and challenge pupils

1a) Establish a safe and stimulating environment shown by:
- making good use of rewards and sanctions, including celebration of good work.
- creating a positive atmosphere - pupil talk shows confidence to take part in discussions and respect for others' opinions.
- demonstrating the ability to work with parents/carers to establish positive behaviour.
- enabling active learning through engaging resources and activities.
- applying motivating learning objectives /outcomes.
- giving positive pupil feedback.
- developing independent learning.
- ensuring that planning and delivery is designed to enthuse and inspire.
- demonstrating positive relationships with pupils.

1b) Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions by:
- ensuring that pupils know their targets and how to reach them
- consistently using next steps marking
- applying medium term objectives
- embedding AFL
- supporting and carrying out intervention to meet targets
- using motivating learning objectives /outcomes
- monitoring progress
- demonstrating evidence of pupils meeting/exceeding targets
- using effective tracking / analysis of data to close gaps
- showing awareness of and cater for the needs of SEND, G&T, PP and EAL pupils
- demonstrating good quality lesson planning, showing clear and appropriate differentiation
- planning lessons and schemes for a range of Key Stages and tiers
- carrying out effective interventions
- demonstrating awareness of vulnerable children / groups
- using support staff effectively
- using resources effectively

1c) Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils by:
- modelling the behaviour, respect, politeness expected in and outside class, to children, colleagues and visitors
- giving constructive and regular feedback to pupils
- following school's behaviour code consistently, including sanctions and rewards

Evidence for Teachers Standards 2

Standard 2 - Promoting Good Progress and Outcomes by Pupils.

2a) Be accountable for pupils' attainment, progress and outcomes:
- pupil progress meetings – including teachers' own analysis of data, impact & progress of vulnerable group
- intervention & impact – evidence of interventions in place. Even if outcomes or progress is limited, is there evidence of actions
- learners' views, pupil knowledge of target
- parents'/ carers' views – evidence of meetings
- IEP reviews, Personal Support Plans
- progress against targets - teacher tracking
- pupils' responses to written feedback
- case studies for individual pupils or groups
- book scrutiny; marking in books & indicating next steps
- planning scrutiny - planning that reflects gaps analysis/data interpretation
- pupil voice: 'I have met my target'

2b) Be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these:
- impact of intervention
- use of assessment to inform planning
- understanding of tracking documents/ systems in school & demonstration of using them
- key questions identified in planning
- baseline assessments
- use of school pastoral systems, e.g. attendance
- parents, including home visits
- other professionals who are involved, e.g. speech therapists, etc.
- discussion with pupils/pupils – pupils planning
- work scrutiny; quality of marking in books

2c) - Guide pupils to reflect on the progress they have made and their emerging needs:
- lesson observations
- pupil voice (process – not one-off conversation)
- peer evaluation; AfL
- IEP reviews
- response to marking and feedback
- class environment promoting space for reflection
- journals and diaries
- pupil awareness of development target
- marking to success criteria; pupils select own success criteria
- target setting
- learning conversations with pupils

2d) Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching:
- lesson planning – for EAL, SEN, PP
- pupil voice
- CPD/ staff training (and evidence of CPD in appropriate areas)
- varied and creative teaching styles e.g. paired work, team teaching (i.e. not a single approach all lesson)

- evidence of independent learning tailored to pupils' preferred learning style
- good balance of teacher talk & independent work
- feedback from, or providing for, lesson observations
- curriculum planning/skills progression

Examples of <u>evidence</u> could include the following:
- Use of seat plans inc. identification of vulnerable children
- Results analysis
- Interventions e.g. extra lunchtime sessions
- Target setting/tracking in books, self-assessment, mentoring
- Participation in parent's evenings
- Evidence of marking and assessment
- Use of AfL, differentiation etc.
- Completion of Progress & IEP reviews
- Displays in classrooms/corridors
- Varied use of mark schemes to assist pupil progress
- Participation in inset activities
- Planning informed by knowledge of different learning styles
- Evidence of independent learning tasks in lessons
- Contribute to department schemes of work/resource banks
- Exam and test outcomes
- Creation of learning journals
- Lesson observation formative feedback and post-observation
- Annotated lesson plans (including differentiation)
- Observations
- Transition information

Evidence for Teachers Standards 3

Standard 3: Demonstrate good subject and curriculum knowledge.

- Marking and feedback in lesson books/homework
- Support/liaise with colleagues
- Communication with parents/carers
- Observations from learning walks.
- Work samples
- Use of TAs / LSA's
- Questioning
- Class room environment
- Lessons observation feedback forms:
  - show differentiation and appropriate challenge
  - evidence of good subject knowledge being observed
  - use of school literacy focus observed
  - teacher encouraging positive articulation of ideas and correct pronunciation of vocabulary observed
  - teacher checking of comprehension and addressing misunderstandings observed
- Lesson plans:
  - showing clear knowledge of curriculum content
  - planned literacy focus
  - extension activities/engaging homework – promoting extended interest in the subject
- Personally developed schemes of work and resources
- Personally adapted departmental schemes of work

- Extra curricula subject based involvement – trips, clubs etc.
- Marking and feedback in lesson books/homework
- Support/liaise with colleagues
- Communication with parents/carers
- Observations from learning walks
- Work samples
- Questioning
- Classroom environment

Evidence for Teachers Standards 4

Standard 4: Plan and teach well-structured lessons

- Lesson observations with measurable outcomes to gauge progress (show high level of productivity & engagement)
- Lesson plans (which reflect progression); well-planned/thought through questioning
- Use of LSAs for effective learning
- Learning environment; encouraging children's questions/ideas and opportunities for deep questioning and curiosity to be aroused
- Evidence that children's ideas have fed into topics
- Promotion of love of books/reading
- Pupil voice/feedback
- Personal enthusiasm
- Engagement in wider activities, e.g. World Book Day
- Parental responses
- Positive behaviour observed
- Classroom displays
- Appropriate and motivating homework; homework record
- Marking/feedback
- Feedback from parents
- Visits/visitors used to enhance learning; school trips & associated work
- Progress made between lesson observations (teacher progress) & response to targets
- Completion of peer observations
- Contribution/participation in CPD activity to improve teaching
- Annotated planning
- Lesson evaluations
- Minutes of meetings
- CPD showing impact in classes
- Adapt/ develop SoW
- Participation in enrichment activity linked to subject e.g. running visit/ trip/ CPD event
- Review of resources, e.g. text books, online materials
- Planning and scrutiny – curriculum areas; pupil voice

Evidence for Teachers Standards 5

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

- Lesson plans show explicit differentiation /SOW's
- Children's work, provision of differentiated resources
- Learning Conversations
- Decision making processes with support staff, deployment of additional adults, appropriate use of LSAs,
- Appropriate learning outcomes

- Use of Bloom's Taxonomy/thinking skills
- Lesson observations, assessment records.
- Differentiated questioning informed by data
- Seating plans; appropriate groupings, IEPs
- Pupil voice
- Evidence of differentiated learning styles
- Use of Pupil Profile SEN information + strategies
- Use of opportunities to promote Literacy, Numeracy, ICT
- Diary notes of meetings with SENCO, IEP, pupil progress meetings all show personalisation
- Training records
- Use of referral to internal and external agencies
- Knowledge of and application of up to date teaching pedagogies
- Application of appropriate strategies
- Written feedback and pupil/ parent meetings show understanding of different needs
- Appropriate methods of assessment and next steps
- G&T opportunities promoted throughout

Evidence for Teachers Standards 6

Standard 6: Make accurate and productive use of assessment

- Accurate use of assessment to identify gaps and plan next steps
- Moderation (external, internal)
- Lesson observation (and feedback)
- Contributions in staff meetings, training records show outcomes of training
- Work sampling
- Outcomes of moderation and pupil progress meetings
- Pupil voice, pupil questionnaires, personalised questioning
- Planning reflects assessment outcomes/medium and short term
- Data
- Book/work scrutiny and quality of marking – Next steps
- Interventions including more able and other vulnerable groups
- Deployment of other adults
- Pupil progress meetings influence future planning
- Learning environment
- Knowledge of school data
- Mentor/Tutor group time
- Children show evidence they can articulate targets

Evidence for Teachers Standards 7

Standard 7: Manage behaviour effectively to ensure a good & safe learning environment

7a) 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:
- Line up and greet at door
- Observation(s) of pupil behaviour
- Discussions with pupils
- CMIS evidence/detention/warnings/Time Out data
- Lesson observations
- Seating plans

- Clear, visible classroom rules; evidence of class agreement on rules; rewards
- Teacher engaging with pupils in and out of classroom time
- Duty

7b) Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly:
- Behaviour management display
- Evidence of positive behaviour management/ school rewards/merit system
- Pupil voice
- Classroom observations
- CMIS events log
- Staffroom discussions; discussions with pupils
- Teacher behaviour – modelling to pupils
- Teachers' communication with pupils, colleagues and all in school
- Detentions/ exclusions
- Adhering to school policy/ethos; school policies & 'non-negotiables' are actioned consistently
- Follow up of behaviour outside of class
- Department policy

7c) Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them:
- Lesson observations and drop in
- IEPs; pupil voice; parent voice; SEN lists
- Quality of work in books; differentiated tasks and evidence of pupil improvement/response
- Classroom environment and displays; layout of classroom; seating plans; haps/maps/laps
- Feedback from cover supervisor/supply teacher
- Conflict resolution techniques
- different learning styles in planning
- Deployment of other adults; support staff; use of resources
- Subject specific risk assessment

7d) Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary:
- Record keeping by teacher – behaviour
- Mentor/tutor
- Situation where decisive action is taken/incident reports/best interests of pupil(s)
- Lesson observations
- Adherence to school behaviour policy
- Informal mentoring; pupil voice
- Staff modelling appropriate behaviour and actively promote good behaviour, build relationships and respect
- Consistency when dealing with poor behaviour
- Peer mentoring
- Restorative justice meeting
- Working through channels/HoY/HoD

Evidence for Teachers Standards 8

Standard 8: Fulfil wider professional responsibilities

8a) Make a positive contribution to the wider life and ethos of the school:
- Supporting school at Parents Evenings
- Leading staff training sessions
- Peer mentoring/coaching
- Developing and contributing to development of SoW, policies
- Engaging in enrichment activities – planning/leading/organising – to include after-school activities, residentials, whole school events, home/school events, clubs, fairs, community and charity events
- Mentoring trainees
- Involvement with governors; PTFA
- Being a team player and taking ownership of the environment you 'live in'
- Supporting Catholic life of the school, e.g. morning prayer, charity and social justice campaigns

8b) Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support:
- Changing practice in light of feedback from lesson observations
- Taking responsibility for own and group CPD
- Being prepared to participate in trials, new pedagogies e.g. team teaching/lesson study, etc.
- Playing active part in staff meetings/ INSET
- Coaching & peer mentoring
- Team meetings
- Multi-agency working
- Lesson study
- Seeking support when appropriate
- Performance management
- Email messages (tone…)
- Evidence of team leadership/ collaborative work on specific projects
- "Walking the talk"
- Maintaining confidentiality in and out of school

8c) Deploy support staff effectively:
- Lesson observations
- IEP/ Intervention
- Feedback from LSAs/support staff (either lesson based or in support staff meeting)
- Pupil progress/assessment
- Planning evidence and book scrutiny
- Team meetings
- Engagement in planning
- Support staff appraisals
- CPD – requesting, attending, leading; ensuring support staff have appropriate CPD and resources to deliver learning effectively

8d) Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues:
- Acting on feedback – what's changed?
- Subject leadership/staff CPD
- Regular reflection on practice e.g. journal, further professional study, leading a staff group, disseminating new learning to colleagues
- Peer observation and mentoring
- Showing and sharing good practice

- PM reviews – mid and end of year; contributing own targets for development
- Lesson observations
- Requesting CPD
- Being thoroughly up to date with pedagogy and practice
- Understanding and working to maintain and improve on the professional responsibilities and progression in these standards

8e) Communicate effectively with parents with regard to pupils' achievements and well- being:
- Reporting
- Parents evenings
- Parent feedback/parents' meetings/ 1:1 conversations with parents
- Parent voice
- Open-door sessions
- Following up actions/concerns, giving hard messages, celebrating successes etc.
- Home/School liaison – planners, etc.

Appendix B: Documents for use in meetings

Teacher PD Doc 1
'Teacher PD Doc 1' Performance Development ANNUAL REVIEW

Teaching staff: meeting agenda

Steps in meeting	Potentially helpful questions to ask
Review current role Confirm the job description reflects the key responsibilities of the reviewee and is still relevant.	• Please confirm your current pay scale and length of service. • Have your responsibilities changed in the last year? • Have you taken on new roles and responsibilities which are not covered in your current job description? • Which aspects of your work do you enjoy?
Review and evaluation of the past year (**report parts A & B**) Review overall performance against job description and professional standards Review and evaluation of outcomes, successes and achievements of the last review period. **Ensure that you cover:** • Whether objectives have been achieved, the evidence this is based on, and the impact for pupils. • The employee's CPD portfolio. • Performance against pay progression criteria, based on the employee's current or eligible pay scale. • Whether support/learning and development have been effective and the impact this has had on practice. • Possible areas for improvement and whether any merit an additional objective. • Recommendation on pay to eligible teachers.	• What have you achieved over the last year that you are particularly proud of? • To what extent have your objectives been achieved? • What skills, knowledge, strengths have helped you achieve your objectives? • How do you think this has benefited the pupils and the school? • How do you feel that you have performed against the pay progression criteria for Pupil Progress? • What evidence is there to support this judgement*? • Have you completed the self-audit for Teacher Standards? What has this highlighted to you? • How do you feel that you have performed against the pay progression criteria for Professional Development? • Are there ways in which you could be using your skills and knowledge more effectively? • Has anything been difficult or disappointing for you this year? What caused these difficulties/disappointments? • How helpful was the support and professional learning you received?
Planning for the year ahead (report part C) Discuss possible areas for improvement and set objectives	• What are your career aspirations? (see additional prompts embedded in the annual report template) • What do you want to achieve in the next year? • Are there any aspects of your work you would like to improve or develop?
Support and development (report part C) Agree a development plan including relevant development activities	• What knowledge and skills do you need to gain? • How will this be useful to you in your work? • What support / professional learning would help you achieve your objectives?

*POSSIBLE ADDITIONAL QUESTIONS TO ASK RELATED TO PUPIL PROGRESS

- Which pupils or groups of pupils have made or exceeded the progress target? What strategies or interventions contributed to this?
- Which pupils or groups of pupils have not made enough progress? What might be the possible reasons for this?
- Are there any external circumstances that could have affected the rate of pupil progress?
- For each pupil are there any specific factors that could have affected the amount of progress he/she made?
- Are there or have there been any barriers to your teaching that have prevented you from meeting your objectives? If so, are they associated with anything specific, for example, lack of support from your line manager or inadequate resources?

Teacher PD Doc 2

Teaching staff Performance Development ANNUAL REVIEW REPORT

Name		Role	
Pay Eligibility (circle):	No Yes	If yes, Pay Scale (i.e. M2/4/6, UPS 1/2/3 etc.)	
PERIOD COVERED BY REVIEW		From: October 20__	To: October 20__

Part A: Review of previous objectives

Assessment against Objectives	Related to JD or Teacher Standard	Met / In Part / Not Met	Summary of success/achievements through the year (record of evidence)
❶			
❷			
❸			
Additional if used			

Part B: Performance against Pay Progression Criteria & summary of performance (refer to '**Career Stage Pay Progression Criteria**' and **Pre appraisal self-review audit**)

Pay Progression Criteria	TS Link	Met / In Part / Not Met	Record of Evidence
Quality of Teaching	*Part 1* Nos. 1 to 7		*(Refer to Pre-appraisal self-review audit plus available Quality Assurance here):*
Pupil Progress	*Part 1* No. 2		*Refer to Part A Objective 1 of previous year here (plus year before that if applying for post-Threshold assessment):*
Professional Relationships	*Part 1* Nos. 8a,b,c		*(Refer to Pre-appraisal self-review audit here):*
Professional Development	*Part 1* No. 8d		*(Should include engaging in full with school CPD programme - review employee's CPD portfolio or record here):* .
Professional Conduct	*Part 2 + Part 1* No. 8e		*(Refer to directly to Teachers' Standards here):*

Key strengths / contributions by the employee to acknowledge / celebrate

Areas of performance to improve (where concerns exist over performance)				
Area(s) for development / improvement	**Success criteria**	**Required CPD / bespoke support** [attach course details if available]	**Review progress by when?**	*In the case of continued concerns regarding performance, detail of further support will be discussed and formalised in the review meeting.*

Pay progression recommendation (if relevant)		Yes	No			
Review completed by		Date		Appraisee signature		Date

Part C: Goals for the new review period

Name		Role	

Career progression aspirations (please refer 'Teacher career progression map' in Performance Development Guidance)

- Key points from studying the Career progression map: does it stimulate ideas? • Where does the employee see themselves in (a) 1 year (b) 3 years (c) 10 years?
- What 'on the job' professional development opportunities exist? • Are related professional development programmes appropriate at this time?
- How else might the school support aspirations?

Goals (please refer to Performance Development Guidance, Teachers' Standards, Career Stage Pay Progression Criteria).

Goal	JD or Standard	Timescale	Success Criteria	Monitoring and evidence (inc. observations)
❶ *Relating to Spiritual Development / Ethos*				
❷ *Relating to Teaching and Learning*				
❸ *Relating to SIDP*				

Required CPD to enable new goals(s) and / or Career aspirations (if relevant)			
Linked P.M goal (number)	**Nature of required CPD / support** [External course / Twilight CPD session / Bespoke internal support package]	**Details of required CPD / support** [Please provide course details if available]	**Examples of application** (How this will add value to the role. How it impact be measured?)

Space for general comments by Line manager or appraisee

Line Manager Signature		Date		Appraisee signature		Date	

Teacher PD Doc 3

Teaching staff Performance Development **INTERIM REVIEW RECORD**

Name		Role	

Part A: Status of current goals (as set in annual review meeting)

ID	Still relevant to role?	Evidence of progress against the agreed goal (responsibility of the appraise)	On track / Not on track	Notes from meeting [suggested prompts include: *What have been the challenges and how have you overcome these? What are likely to be the challenges going forwards, and how do you plan to overcome them? How has your work to date for this goal developed you professionally / spiritually? Where do you expect to be, come the summer review meeting?*]
❶				
❷				
❸				

Part B: Any required actions identified

What?	Who?	By when?

Line Manager Signature		Date		Appraisee signature		Date	

Support Staff PD Doc 1
Performance Development ANNUAL REVIEW

Support staff: meeting agenda

Steps in meeting	Potentially helpful questions to ask
Review current role Confirm the job description reflects the key responsibilities of the reviewee and is still relevant.	• Please confirm your current pay scale and length of service. • Have your responsibilities changed in the last year? • Have you taken on new roles and responsibilities which are not covered in your current job description? • Which aspects of your work do you enjoy?
Review and evaluation of the past year (report parts A & B) Review overall performance against job description and professional standards Review and evaluation of outcomes, successes and achievements of the last review period. **Ensure that you cover:** • Whether objectives / goals have been achieved, the evidence this is based on, and the impact for pupils / the school. • Performance against the job description. • Whether support/learning and development have been effective and the impact this has had on practice. • Possible areas for improvement and whether any merit an additional goal.	• What have you achieved over the last year that you are particularly proud of? • To what extent have your objectives / goals been achieved? • What skills, knowledge, strengths have helped you achieve your objectives? • How do you think this has benefited the pupils and the school? • How do you feel that you have performed against your job description? • What evidence is there to support this judgement*? • Are there ways in which you could be using your skills and knowledge more effectively? • Has anything been difficult or disappointing for you this year? What caused these difficulties/disappointments? • How helpful was the support and professional learning you received?
Planning for the year ahead (report part C) Discuss possible areas for improvement and set goals **Ensure that you cover:** Ideas for how the employee can contribute to the school achieving its Key aims for the year ahead.	• (Referring to Cornerstone) Which Key Notre Dame aims are most relevant to your role? How might you contribute towards the school achieving these aims? • What are your career aspirations? (see additional prompts embedded in the annual report template) • What do you want to achieve in the next year? • Are there any aspects of your work you would like to improve or develop?
Support and development (report part C) Agree a development plan including relevant development activities	• What knowledge and skills do you need to gain? • How will this be useful to you in your work? • What support / professional learning would help you achieve your objectives?

Support Staff PD Doc 2

Support staff Performance Development **ANNUAL APPRAISAL REPORT**

Name		Role	
PERIOD COVERED BY REVIEW	From: October 20__	To: October 20__	

Part A: Review of previous objectives

Assessment against Objectives	Related to JD or Teacher Standard	Met / In Part / Not Met	Summary of success/achievements through the year (record of evidence)
❶			
❷			
❸			
Additional if used			

Key strengths / contributions by the employee to acknowledge / celebrate

Areas of performance to improve (where concerns exist over performance)

Area(s) for development / improvement	Success criteria	Required CPD / bespoke support [attach course details if available]	Review progress by when?	*In the case of continued concerns regarding performance, detail of further support will be discussed and formalised in the review meeting.*

Review completed by		Date		Appraisee signature		Date	

Part B: Goals for the new review period

Name		Role	

Goals (please refer to Key Systems Handbook)

Goal	JD or Standard	Timescale	Success Criteria	Monitoring and evidence (inc. observations)
❶ *Relating to Spiritual Development or Ethos*				
❷ *Relating to SIDP*				
❸ *[if required]*				

Required CPD to enable new goals(s) and / or Career aspirations (if relevant)			
Linked P.M goal (number)	**Nature of required CPD / support** [External course / Twilight CPD session / Bespoke internal support package]	**Details of required CPD / support** [Please provide course details if available]	**Examples of application** (How this will add value to the role. How it impact be measured?)

Space for general comments by Line manager or appraisee

Line Manager Signature		Date		Appraisee signature		Date	

Support Staff PD Doc 3
Support staff Performance Development **INTERIM REVIEW RECORD**

Name		Role	

Part A: Status of current goals (as set in annual review meeting)

ID	Still relevant to role?	Evidence of progress against the agreed goal (responsibility of the appraise)	On track / Not on track	Notes from meeting [suggested prompts include: *What have been the challenges and how have you overcome these? What are likely to be the challenges going forwards, and how do you plan to overcome them? How has your work to date for this goal developed you professionally / spiritually? Where do you expect to be, come the summer review meeting?*]
❶				
❷				
❸				

Part B: Any required actions identified

What?	Who?	By when?

	Date		Appraisee signature		Date	

LSA Performance Development Rubric – can be used by Teacher and LSA to inform PD

	Examples	WAGOLL (What a Good One Looks Like)	WABOLL (What a Bad One looks Like)
Practical Tasks	• Laminating. FH •	• Cut out/trimmed. Centrally placed. Smooth lamination. Well-sealed edges. Carefully cut round with equal border.	• Unequal placing in the laminating pouch. Bumpy lamination. Cut out so there are no sealed edges. Cut out jagged and/or uneven. FH
Support for Pupils	•	•	•
Support for Teachers	•	•	•
Professional Conduct	•	•	•
Wider School	•	•	•