ATLP Appraisal Policy

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Contents

(Note: Where reference in this policy is to "Manager", this will mean: CEO, Director of Education, Executive Team member or Head Teacher.)

Introduction

1. The Arthur Terry Learning Partnership (ATLP) is committed to providing high quality teaching and learning. Through its workforce it aims to provide opportunities for all of its pupils, whatever their ability. Each employee will therefore be provided with support to ensure that they have the skills they need to carry out their role, to help them continually improve their performance and develop to their full potential, which will in turn help improve outcomes for our young people.

2. Having an effective performance management process in place is one of the ways the ATLP can support its employees and deal with performance matters as they arise. This involves effective day-to-day supervision, carrying out appraisals, providing development opportunities and operating a fair and reasonable capability process.

3. This appraisal policy has been developed to comply with current legislation including the Education (School Teachers' Appraisal) (England) Regulations 2012 (the Appraisal Regulations), that apply to teachers in all maintained schools. The ATLP has decided to follow the principles of these Regulations in developing and implementing this policy. This policy also applies to support staff employed within the Trust, to ensure consistency across all employees.

4. This policy has been shared with the recognised trade unions.

5. This policy does not form part of any employee's contract of employment and may be amended at any time.

Scope and purpose of this policy

6. The purpose of this policy is to set out the framework for a clear and consistent assessment of the overall performance of all employees, and for supporting their development within the context of the /School/Service/Trust's plan for improving educational provision and performance, and the set standards expected of each employee. This policy links to the capability policy and the pay policy.

7. This Trust regards the Department for Education Teachers' Standards[1] as the baseline of expectations for the professional practice and conduct of teachers from the point of qualification. This includes teachers who are qualified teachers by virtue of holding QTLS status. To support teachers at different stages of their careers, there is an additional document detailing each standard and what is expected at each different level of development. This Trust regards the Head Teachers' Standards[2] as the baseline of expectations for the professional practice and conduct of head teachers and deputy headteachers from the point of qualification. The Trust regards the ATLP Support Staff Standards as the baseline of expectations for the professional practice and conduct of support staff from the point of employment. These standards are set out in appendices at the foot of this document.

8. In implementing this policy, the ATLP will ensure that appraisal is managed in a way that minimises any increase in workload for all parties concerned.

9. This policy applies to all employees of the ATLP, including teachers and support staff, and centrally employed staff within the ATLP except those on contracts of less than one term, those undergoing statutory induction (i.e. early career teachers "ECTs") and those who are subject to the ATLP's Capability Policy. It does not apply to agency workers.

10. Employees within a probationary period are subject to the Trust's Probationary Policy.

11. Where an employee is not covered by this policy as set out in points 9 & 10 above, then performance will be managed through regular supervision and feedback.

The appraisal period

12. The appraisal period runs for twelve months from September to August.

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[1] https://www.gov.uk/government/publications/teachers-standards

[2] https://www.gov.uk/government/publications/headteachers-standards

13. Employees who are employed on a fixed term contract of less than one year but more than one term will have their performance managed in accordance with the principles underpinning this policy. The length of the period and employee's priorities/objectives will be determined by the duration of their contract.

Appointing appraisers

14. The Executive Team (CEO, CFOO, Directors of Education, HR, and Operations and Estates) will be appraised under the Executive Appraisal Policy.
15. The headteachers and heads of school in the ATLP will be appraised by the appropriate Director of Education/Strategic Lead.
16. The Headteacher/Head of Service will decide who will appraise all other employees.
17. Employees will be notified of who their appraiser will be, before or as soon as practicable after the start of each appraisal period.
18. All appraisers will receive training on the appraisal process.

Setting objectives

All employees

19. Headteacher or head of school objectives will be set by the appropriate Director of Education/ Strategic Lead after consultation with the external adviser (SIP) and taking account of the Headteacher Standards (Appendix 4), strategic priorities set by the Trust Board for the Trust, and work-life balance.
20. The ATLP has moved away from setting specific priorities for all staff below headteacher, deputy headteacher, and Executive Team level.
21. Instead, the ATLP vision and school/team priorities will be outlined in the Model Appraisal Form (Appendix 1) and the focus will be on developing staff through quality CPD and other methods to ensure they can achieve the school/team priorities.
22. Priorities and performance management discussions for teachers will not be based on teacher generated data and predictions, or solely on the assessment data for a single group of pupils. Priorities can be set in relation to robust assessment data, however, these will not be used in isolation and other factors will also be considered when making decisions about pay progression.
23. The focus of appraisal will be to enable all employees to be the best they can be, to support all staff to know what is expected of them in their roles, how they contribute to the success of their teams and the wider school/MAT success. The focus will be on what's needed by individuals/teams in order to achieve their outcomes and priorities.
24. To support this, dialogue with individuals and teams will be ongoing across the year, supported by CPD. Staff can assume at the end of the appraisal period, that unless concerns about their performance have been raised with them during the appraisal period, they will be successful which will result in pay progression where pay scales allow for this.
25. Where concerns have been raised, these individuals will have meetings with their appraiser/line manager, to review their performance and assess whether they have been successful or not. There should be no surprises at the end of the appraisal year.
26. Unsatisfactory or low levels of performance are likely to result in lack of pay progression. Where performance is frequently/consistently inadequate, or not meeting the teacher/support staff standards, it is likely to trigger informal or formal support as outlined in the ATLP Capability Policy.
27. The priorities set will, if achieved, contribute to the Trust/School plans for improving educational provision and performance and improving the education of pupils. The Director of Education/headteacher/manager, together with the executive/senior leadership teams will be responsible for quality assuring priorities set across the whole Trust against the Trust/School improvement plans.

Reviewing Performance

Teachers and teaching assistants

28. The ATLP understands the importance of carrying out observation of classroom practice and other responsibilities of teachers and teaching assistants. Observation assesses performance to identify strengths (to support positive feedback and praise) and areas for development but also provides a way of gaining useful information which can inform improvements more generally and enable teachers to learn from each other and collaborate. The ATLP continues to move away from formal lesson observations, preferring to use learning walks, book looks, quality assurance information, instructional coaching, drop ins and other methods to identify strengths and areas for development.

29. The ATLP commits to not exceeding a maximin of 3 hours of observation of any kind in an academic year.

Development and support

30. The appraisal process is supportive and is used to inform continuing professional development. The ATLP encourages a culture in which all employees take responsibility for improving their performance in their role and extending their depth of knowledge through appropriate professional development. Agreed training and professional development will be linked to School/Service/Trust's improvement priorities and where possible, to the ongoing professional development needs and priorities of individuals. The ATLP is committed to supporting appropriate and reasonable development which not only assists the employee in their role but also leads to improvements in performance across the trust.

Feedback

31. The ATLP commits to giving feedback in a positive, constructive way during directed time.

32. Employees will receive feedback throughout the year and as soon as practicable after any observation has taken place (where applicable) or other evidence has come to light. Feedback should highlight particular areas of strength as well as any areas that require further development.

33. Feedback will also be sought from relevant employees within the School/Trust, for example, a teacher may be asked to provide feedback on a teaching assistant who works with them.

34. Where there are concerns about any aspects of an employee's performance the appraiser will meet the appraisee to:
    - give clear feedback about the nature and seriousness of the concerns;
    - give the appraisee the opportunity to comment and discuss the concerns;
    - find out if there are any issues (both in or outside of work) that are affecting their performance that the appraiser can assist with or provide support;
    - set clear targets for the required improvements and how these can be achieved;
    - agree any support (for example coaching, mentoring, training, structured observations, observing others in a similar role etc), that will be provided to help address those specific concerns;
    - make clear how, and by when, the appraiser will review progress, allowing sufficient time for improvement; the amount of time for this should reflect the seriousness of the concerns. This will be called an informal review period and will be confirmed in an Action Plan. This is distinct from an informal support plan as outlined in the Capability Policy;
    - explain the implications and process if no - or insufficient - improvement is made during the informal review period for example, move to informal support as outlined in the Capability Policy.

35. This meeting can happen at any time during the appraisal period. It is designed to be a supportive meeting to address issues early to avoid the matter escalating, giving the employee the opportunity to improve. At the meeting, the appraiser will present evidence (verbal or physical) collected that indicates that the

employee's performance is not up to the required standard. There is no right to be accompanied to this meeting. Although this is part of an informal process, a note of the meeting will be made and a copy will be given to the employee so that they are clear about the support they will be given, what improvements need to be made and the timescales.

36. A review period, usually 4 weeks will follow this meeting; the length will be determined by the appraiser through consultation with the appraiser and HR based on the individual circumstances of the situation but it should not be unduly long. During the review period, regular meetings should take place to ensure progress is being made.

37. At the end of this review period when progress is reviewed, if the appraiser is satisfied that the employee 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. If performance is improving and the appraiser feels that further time is required to monitor improving performance, the appraiser can decide to extend the review period but it should not be unduly long. If no or insufficient improvement is being made, then the process set out regarding transition to capability (section 46) should be followed. It will be for the headteacher/head of service through consultation with HR to decide which procedure will be followed.

Evidence

38. Employees are not required to provide physical evidence for their appraisal though may refer to   evidence during the discussion with their appraiser.

Annual assessment

39. Performance and development priorities will be reviewed and addressed throughout the year. Any concerns will be noted and if appropriate a support plan will be put in place. The support plan will set out what improvement is required and what support will be provided.

40. Each staff member's performance will be assessed in respect of each appraisal period through ongoing dialogue. The need for a final formal assessment has been removed unless the staff member has been made aware of concerns regarding their performance during the appraisal period. If these discussions have taken place, then a final assessment will be required. Otherwise it is assumed staff have been successful and no formal assessment will be undertaken.

41. Those staff who have been made aware of concerns regarding their performance during the appraisal cycle will have;
    - A meeting with their appraiser to review their performance.
    - The opportunity to present information to support the improvement in their performance.
    - Be advised of the outcome of the meeting including whether pay progression where applicable is being recommended or not.
    - The right to appeal any decision on pay.
    - Be advised if their performance is to be monitored under capability procedures.

42. In assessing the performance of a Headteacher or Deputy Headteacher, the Director of Education must consult an external adviser. An annual assessment is the end point to the annual appraisal cycle and will formally assess each Headteacher/Deputy Headteacher's performance in respect of that cycle. The head/deputy headteacher will receive a written appraisal as soon as practicable afterwards and have the opportunity to comment on it in writing (including email).

43. The appraisal report will be a summary of the performance during the year and set out what the employee's development needs are for the next year. In particular the report will include:
    - details of the objectives for the appraisal period in question;
    - an assessment of performance against their objectives AND any relevant standards:
    - a summary of observation findings if applicable;

- an assessment of training and professional development needs and identification of any action that should be taken to address them;
- a recommendation on pay if relevant. This will be in accordance with criteria set out in the Pay Policy, which will include reference to sources of evidence that may be used in assessment of pay progression.

44. The assessment of performance and of professional development needs from appraisals will inform the planning process for the following appraisal period for the Trust.

Monitoring & Evaluation

All employees

45. During the appraisal period, each employee has a responsibility for being able to demonstrate their progress throughout the year in order for them to identify any particular strengths or areas for further development at any interim and/or annual review meetings.

Transition to Capability

46. Performance management is an ongoing process. If an employee demonstrates underperformance and has not responded to support provided through the informal support process, the employee will be notified in writing that the appraisal system will no longer apply and that their performance will be managed under the capability procedure and will be invited to a formal capability meeting. Further details can be found in the ATLP Capability Policy.

Pay Committee

47. The Pay Committee will review the findings presented to them on an annual basis and decide whether or not to support the recommendations made to the committee.

48. Unsatisfactory or low levels of performance where support has been provided are likely to result in no pay progression. Where performance is frequently/consistently inadequate, or not meeting the relevant standards, it is likely to trigger the capability procedure.

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

General principles underlying this policy

Confidentiality

50. The appraisal process will be treated confidentially. However, the desire for confidentiality does not override the need for the headteacher/head of service to quality-assure the operation and effectiveness of the appraisal system. At ATLP, the headteacher/head of service, in conjunction with the senior leadership team, is responsible for reviewing objectives and appraisal records, in order to check consistency of approach and expectation between different appraisers.

Consistency of Treatment and Fairness

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

Monitoring and Evaluation

52. The Trust Board, CEO, CFOO, Directors of Education/headteacher/manager/ and HR Director will monitor the operation and effectiveness of the appraisal arrangements. In developing, applying and evaluating this policy the ATLP will monitor the impact on different groups of people with protected characteristics in line with the ATLP's Equality, Diversity and Inclusion policy and the Workforce Privacy Notice. This will ensure that what we do is done fairly.
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Retention and data protectio**n**

53. The Headteacher/Head of Service/Appraiser will ensure that all appraisal records, written or electronic are retained in a secure place. As part of the application of this policy, the ATLP may collect, process and store personal data in accordance with the data protection policy. The Trust will comply with the requirements of Data Protection Legislation (being the UK General Data Protection Regulations) and any implementing laws, regulations and secondary legislation, as amended or updated from time to time. Records will be kept in accordance with the ATLP Data Protection Policy and in line with the requirements of Data Protection legislation.

Review of policy

54. This policy is reviewed annually by the Trust Board and shared with the relevant trade unions.
55. The Trust will monitor the application and outcomes of this policy to ensure it is working effectively.

Appendix 1

The Arthur Terry Learning Partnership
Appraisal Form (2022-23)

The Arthur Terry Learning Partnership is committed to supporting all colleagues through high-quality professional development. We expect all employees to support their school and the ATLP to achieve the expected outcomes for young people. This expectation applies to all roles and levels within the organisation. In return, you will be supported to be an outstanding professional through an innovative and employee focused appraisal process. It will be assumed that all staff will be successful in their appraisal if expected outcomes are achieved or if you can demonstrate that all reasonable measures were taken to achieve success.

Employee name:	
School:	
Job Role:	
Appraiser:	

The priorities for INSERT YEAR are:

PLEASE INSERT SCHOOL/SERVICE PRIORITES

Your areas of strength/knowledge are:

How can you share your strengths/knowledge with your colleagues and the wider ATLP family?

What would you like to achieve in your role by the end of this academic year and what training/support can we give you to achieve this?

Training/Development:

Support:	
What will success look like this year? And for your team?	

Signed by appraisee	
Signed by appraiser	
Date	

Appendix 2

Teachers' Standards – levels of expertise

The following is **guidance** on how proficient teachers are described in the Teachers' Standards.
Criteria need to be applied according to context and responsibilities.
The guidance uses the term students for pupils.
Guidance is provided on three levels:

1. **Expected**
2. **Established**
3. **Expert – as expected for those on the Upper Pay Scale or seeking progression to UPS**

Part one: Teaching

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 positive attitudes, values and behaviour which are expected of pupils.
Expected	• The teacher promotes a positive learning environment and observations indicate that the teacher adopts a can do approach • The teacher takes into account the different backgrounds, abilities & dispositions of students and personalises his/her approach to set targets • Lessons are generally conducted in an atmosphere of mutual respect, disruption is rare & the teacher employs positive behaviour management strategies • The teacher provides a stimulating environment, utilising displays for learning • The school's health & safety procedures are followed
Established	• A positive learning environment is secured across all classes • An attitude of mutual respect is modelled by the teacher at all times

	• The teacher sets challenging targets based on a deep understanding of students & supports them in achieving these
Expert	• All lessons are conducted in an atmosphere of respect • Students are clear about expectations and are inspired by the teacher to behave positively towards their work, those around them and the school • The teachers develops a culture of high aspirations for all students within their classes and/or for all staff within their team • The teacher provides additional mentoring & support for targeted students within or beyond their subject area
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.
Expected	• Students make progress within lessons and across the year • Lessons are planned & take into account the prior learning of students & how they learn • Students are encouraged to reflect on their learning at intervals during the year • Skills for independent learning are developed & utilised although this may be inconsistent
Established	• Students make expected progress and a large proportion make good progress • Teaching is well planned and intervention is immediate & effective • Within lessons students are regularly engaged in activities which require independence • Students are able to articulate their learning and what they need to progress further
Expert	• Students & classes consistently make at least good progress and many make accelerated/outstanding progress • Lessons are thoroughly planned and take into account students' capabilities, wider experiences & prior knowledge • Students work with confidence within lessons & independent work is an integral feature of lessons • The teacher provides guidance to colleagues/trainees on strategies to secure student progress • The teacher uses understanding of a range of qualifications and changing specifications to ensure a personalised curriculum for all students

	• The teacher demonstrates accountability for identifying, tracking and monitoring targeted groups such as leading/facilitating intervention and monitoring its impact (e.g. revision classes for students) • Demonstrate effective management of staff to promote student progress • The teacher works collaboratively with other leaders to secure whole school targets
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 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
Expected	• The teacher's subject knowledge is secure and teaching is accurate • The teacher demonstrates an understanding of the importance of literacy across the curriculum and is developing a growing knowledge of how to teach this effectively • The teacher ensures they promote and expect high levels of literacy skills • Knowledge & understanding of early Mathematics and synthetic phonics is secure and enables the teacher to plan effective lessons
Established	• The teacher's secure knowledge of the curriculum and how to teach it enables students to develop a deep understanding of the subject • The teacher is able to plan and resource key schemes of work and ensure effective delivery throughout their area • The teacher routinely in written and oral work promotes high standards of literacy, articulacy and the correct use of standard English
Expert	• The teacher undertakes activities which enables them to become more expert in their subject knowledge such as exam moderation, publish research, complete further academic study such as a MA • Students regard literacy as an expectation because the teacher has set high standards for this • The teacher provides guidance to colleagues/trainees on subject specific teaching

	• The teacher demonstrates exceptional skills through developing cross-curricular resources such as transition curriculum, creative curriculum, Maths, Literacy, Building Learning Power (BLP) to improve the learning of students
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-lesson activities to consolidate and extend 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)
Expected	• Lessons are planned and timings provided for activities to ensure most students are kept on task throughout the lesson • Lessons have good pace and time is used effectively to secure learning • The teacher is developing the ability to ensure there is an appropriate balance between teacher and student participation so that student participation levels are high
Established	• Lessons are structured & pace secured to ensure students are fully engaged throughout the lesson • The teacher ensures that student participation is consistently high whilst also ensuring teacher input moves learning forward • Students are enthused about their learning as a result of the teachers inspired approach
Expert	• The teacher's ability of engaging students in learning is well established and as a result students develop a love of learning and are developing a high level of independence in their own learning • The teacher demonstrates secure and confident judgement in evaluating the quality of lesson observations both formally & informally • The teacher provides guidance to colleagues/trainees on planning lessons through coaching & mentoring to ensure lessons are consistently good or better. • The teacher incorporates technological & pedagogical developments to sustain good practice
5	**Adapt teaching to respond to the strengths and needs of all pupils** • know how and when 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
Expected	• Lesson planning takes account of students' IEP's and the needs of students and all abilities and tasks/work match the needs of children although this may not always be consistent to ensure good progress • The teacher provides differentiation to secure the engagement & progress of students in lessons • The teacher is aware of students needs and adapts their lessons accordingly • The teacher leads/is actively involved in the assessment of needs and the creation of IEP's and provision plans for other targeted groups such as G&T
Established	• The teacher intervenes immediately, effectively & strategically if student needs are not met • The teacher is confident in supporting colleagues to provide differentiated approaches to teaching
Expert	• Progress of all students is secured through effective differentiation as an integral aspect of all lessons • The teacher shares differentiation strategies through observations, workshops, coaching etc.
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**
Expected	• The teacher understands the assessment requirements of the key stage/s & exams they teach • The teacher is beginning to develop a range of summative and formative assessment techniques to support learning and use this information to support planning • The teacher accurately assesses students' work • Students receive guidance on what they need to do to progress • Data is used to inform planning
Established	• The teacher has a range of assessment techniques and uses them consistently and effectively to inform learning that secures good student progress • The teacher establishes assessment dialogues which enables students to set their own targets and become self directed learners

Expert	• Effective use of assessment practices leads to at least good progress both within and across lessons • Assessment practices consistently enable students to make rapid & sustained progress. Students become self motivated, independent learners • The teacher coaches & mentors colleagues/trainees on the use of assessment to ensure accurate & effective intervention • Teachers understand how to use local and national statistical information to evaluate the effectiveness of their teaching and to monitor the progress of students within their areas of responsibility
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
Expected	• The teacher is clear about expectations for behaviour and most students respond with good, courteous behaviour • The teacher is able to adapt his/her approach to establish good behaviour from a range of students & classes • The school behaviour and praise systems are utilised to secure a safe and positive learning environment • Health & safety guidelines are adhered to within all learning situations including extra curricular and out of school contexts
Established	• The teacher is confident in establishing clear rules & routines in line with the school's behaviour policy and this leads to students demonstrating good behaviours for learning • The teacher confidently implements a framework for discipline
Expert	• The teacher sets clear rules & routines for all classes and secures excellent behaviour for learning • The teacher is proactive in promoting good and courteous behaviour around school • The teacher adheres to the school Behaviour & Praise system and has established routines which promote good behaviour and praise • The teacher contributes to development of trainees and colleagues in the effective use of behaviour management strategies • The teacher leads and implements whole school policies on Praise & Behaviour

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
Expected	• the teacher contributes to the wider life of the school through involvement in an extra-curricular activity within or outside of their subject area • Teachers utilise support staff within the classroom • The teacher is active in seeking the support they need to progress • Following observations the teacher acts on advice • The teacher establishes positive relationships with parents • The teacher produces school reports which are informative & parents are clear about their child's progress and areas for development following Parents meetings
Established	• The teacher has regularly provided extra-curricular activities within and/or outside of their subject area • The teacher is proactive in seeking support and makes progress as a result of effective relationships with colleagues e.g. being part of an effective triad • The teacher contributes fully to the development of whole school or Department policy using their own good practice to support the practice of others directly or indirectly • The teacher is involved in promoting the ethos of the school such as mentoring a student outside of lessons to secure their progress in school
Expert	• The teacher is proactive in seeking opportunities to improve further through CPD activities • The teacher is proactive in supporting colleagues through providing CPD workshops • The teacher is involved in the coaching & mentoring of colleagues/trainees to secure progress in their professional skills • The Teacher contributes to CPD pathways across school

Part two: Personal and professional conduct

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 3

Support Staff Standards			
A member of support staff is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour, values and attitudes which set the required standard for conduct in school.			

Part 1: Behaviours, Skills, Knowledge	Developing	Established	Proficient
1. Acquire the appropriate skills, qualifications, and/or experience required for their role, with support from school/The ATLP			
2. Responsibility for ensuring that own knowledge and understanding is relevant and up to date by reflecting on their own practice, liaising with line manager and accessing relevant professional development to improve personal effectiveness			
3. 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 pupils including, where appropriate, those with special educational needs and/or additional needs (classroom based staff only)			
4. Promote good progress and outcomes (classroom and pastoral staff only)			
5. Promote, support and facilitate inclusion by encouraging participation of all pupils in learning and extracurricular activities (classroom and pastoral staff only)			
6. Use effective behaviour management strategies consistently in line with the school's policy and procedures.			
7. Contribute to effective assessment and planning by supporting the monitoring, recording and reporting of pupil progress as appropriate to the level of the role (classroom based and pastoral staff only)			
8. Safeguard pupils' wellbeing and safety by following relevant statutory guidance along with ATLP/ school policies and practice.			

9. Carry out duties in a safe, legal and compliant manner with due regard to ATLP/school policies and practices.			
10. Promote the school/ATLP positively at all times by being a champion for school/ATLP ethos, priorities and processes			
11. Plan your workload and act efficiently and proactively			
12. Adapt to respond to the strengths and needs of your colleagues and the areas of the school to which you lend support			
13. Make accurate and productive use of resources			
2. Part 2 - Working With Others			
1. Recognise and respect the role and contribution of other professionals, parents and carers by liaising effectively and working in partnership with them.			
2. Understand the need to share knowledge to inform team planning and decision making			
3. Understand the team/school/ATLP priorities and demonstrate your contribution in achieving these			
4. Contribute positively and proactively at team meetings and engage in CPD to support the team priorities			
5. Manage your own behaviour effectively and model appropriately			
6. Ensure all interaction whether verbally, electronically or in person with colleagues and parents/carers represents your role, school and ATLP in a professional manner			

Part Three: Personal and Professional Conduct

Support Staff uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by
- treating pupils and colleagues with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to their 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
- Have proper and professional regard for the ethos, policies and practices of the school, and maintain high standards in their own attendance and punctuality

Appendix 4 – Headteacher Standards

Guidance
Headteachers' standards 2020
Updated 13 October 2020

Introduction

Headteachers are leading professionals and role models for the communities they serve. Their leadership is a significant factor in ensuring high quality teaching and achievement in schools[1] and a positive and enriching experience of education for pupils[2]. Together with those responsible for governance[3], they are custodians of the nation's schools.
Parents[4] and the wider public rightly hold high expectations of headteachers, given their influential position leading the teaching profession and on the young people who are their responsibility. The headteachers' standards set out how headteachers meet these high expectations. The standards are an important benchmark not only for headteachers and those who hold headteachers to account, but also for those who train and develop school leaders.

These standards replace the national standards of excellence for headteachers 2015. They are non-statutory and intended as guidance to be interpreted in the context of each individual headteacher and school. They are designed to be relevant to all headteachers.

The standards can be used to:

- shape headteachers' own practice and professional development, within and beyond the school
- support the recruitment and appointment of headteachers, including the development of job descriptions and person specifications
- underpin frameworks for the training of school leaders, including current and aspiring headteachers
- inform the performance management of headteachers

Relationship to the teachers' standards

The teachers' standards (2011, as amended), including the personal and professional code of conduct which applies to teachers, provide a foundation upon which the standards for headteachers are built.

The second section sets out 10 headteachers' standards. The first 6 standards build on the teachers' standards, whereas the other 4 standards focus on leadership responsibilities specific to headteachers. There is no hierarchy to the standards; the numbering below is only to aid identification.

1. School culture (builds on teachers' standard 1)
2. Teaching (builds on teachers' standards 2 and 4)
3. Curriculum and assessment (builds on teachers' standards 3 and 6)
4. Behaviour (builds on teachers' standard 7)
5. Additional and special educational needs (builds on teachers' standard 5)
6. Professional development (some match to teachers' standard 4)
7. Organisational management
8. School improvement
9. Working in partnership
10. Governance and accountability

Domains

The ethics and professional conduct section is at the core of the standards. This outlines the ethics and professional conduct expected of headteachers. It consists of statements that define the behaviour and attitudes which should be expected of headteachers.

The standards in section 2 cover interlinked domains of the headteacher's role all underpinned by the governance and accountability domain.

Culture and ethos

- school culture
- behaviour
- professional development

Curriculum and teaching

- teaching
- curriculum and assessment
- additional and special educational needs

Organisational effectiveness

- organisational management
- school improvement
- working in partnership[5]

Section 1: Ethics and professional conduct

Headteachers are expected to demonstrate consistently high standards of principled and professional conduct. They are expected to meet the teachers' standards and be responsible for providing the conditions in which teachers can fulfil them.

Headteachers uphold and demonstrate the Seven Principles of Public Life at all times. Known as the Nolan principles, these form the basis of the ethical standards expected of public office holders:

- selflessness
- integrity
- objectivity
- accountability
- openness
- honesty
- leadership

Headteachers uphold public trust in school leadership and maintain high standards of ethics and behaviour. Both within and outside school, headteachers:

- build relationships rooted in mutual respect, and at all times observe proper boundaries appropriate to their professional position
- show tolerance of and respect for the rights of others, recognising differences and respecting cultural diversity within contemporary Britain
- uphold fundamental British values[6], including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- ensure that personal beliefs are not expressed in ways which exploit their position, pupils' vulnerability or might lead pupils to break the law

As leaders of their school community and profession, headteachers:

- serve in the best interests of the school's pupils
- conduct themselves in a manner compatible with their influential position in society by behaving ethically, fulfilling their professional responsibilities and modelling the behaviour of a good citizen[7]
- uphold their obligation to give account and accept responsibility
- know, understand, and act within the statutory frameworks which set out their professional duties and responsibilities
- take responsibility for their own continued professional development, engaging critically with educational research
- make a positive contribution to the wider education system

Section 2: Headteachers' standards

1. School culture

Headteachers:

- establish and sustain the school's ethos and strategic direction in partnership with those responsible for governance and through consultation with the school community
- create a culture where pupils experience a positive and enriching school life
- uphold ambitious educational standards which prepare pupils from all backgrounds for their next phase of education and life
- promote positive and respectful relationships across the school community and a safe, orderly and inclusive environment
- ensure a culture of high staff professionalism

2. Teaching

Headteachers:

- establish and sustain high-quality, expert teaching across all subjects and phases, built on an evidence-informed understanding of effective teaching and how pupils learn
- ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains
- ensure effective use is made of formative assessment

3. Curriculum and assessment

Headteachers:

- ensure a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught
- establish effective curricular leadership, developing subject leaders with high levels of relevant expertise with access to professional networks and communities
- ensure that all pupils are taught to read through the provision of evidence-informed approaches to reading, particularly the use of systematic synthetic phonics in schools that teach early reading
- ensure valid, reliable and proportionate approaches are used when assessing pupils' knowledge and understanding of the curriculum

4. Behaviour

Headteachers:

- establish and sustain high expectations of behaviour for all pupils, built upon relationships, rules and routines, which are understood clearly by all staff and pupils
- ensure high standards of pupil behaviour and courteous conduct in accordance with the school's behaviour policy
- implement consistent, fair and respectful approaches to managing behaviour

- ensure that adults within the school model and teach the behaviour of a good citizen

5. Additional and special educational needs and disabilities

Headteachers:

- ensure the school holds ambitious expectations for all pupils with additional and special educational needs and disabilities
- establish and sustain culture and practices that enable pupils to access the curriculum and learn effectively
- ensure the school works effectively in partnership with parents, carers and professionals, to identify the additional needs[8] and special educational needs and disabilities[9] of pupils, providing support and adaptation where appropriate
- ensure the school fulfils its statutory duties with regard to the SEND code of practice

6. Professional development

Headteachers:

- ensure staff have access to high-quality, sustained professional development opportunities, aligned to balance the priorities of whole-school improvement, team and individual needs
- prioritise the professional development of staff, ensuring effective planning, delivery and evaluation which is consistent with the approaches laid out in the standard for teachers' professional development
- ensure that professional development opportunities draw on expert provision from beyond the school, as well as within it, including nationally recognised career and professional frameworks and programmes to build capacity and support succession planning

7. Organisational management

Headteachers:

- ensure the protection and safety of pupils and staff through effective approaches to safeguarding[10], as part of the duty of care[11]
- prioritise and allocate financial resources appropriately, ensuring efficiency, effectiveness and probity in the use of public funds
- ensure staff are deployed and managed well with due attention paid to workload
- establish and oversee systems, processes and policies that enable the school to operate effectively and efficiently
- ensure rigorous approaches to identifying, managing and mitigating risk

8. Continuous school improvement

Headteachers:

- make use of effective and proportional processes of evaluation to identify and analyse complex or persistent problems and barriers which limit school effectiveness, and identify priority areas for improvement

- develop appropriate evidence-informed strategies for improvement as part of well-targeted plans which are realistic, timely, appropriately sequenced and suited to the school's context
- ensure careful and effective implementation of improvement strategies, which lead to sustained school improvement over time

9. Working in partnership

Headteachers:

- forge constructive relationships beyond the school, working in partnership with parents, carers and the local community
- commit their school to work successfully with other schools and organisations in a climate of mutual challenge and support
- establish and maintain working relationships with fellow professionals and colleagues across other public services to improve educational outcomes for all pupils

10. Governance and accountability

Headteachers:

- understand and welcome the role of effective governance, upholding their obligation to give account and accept responsibility
- establish and sustain professional working relationship with those responsible for governance
- ensure that staff know and understand their professional responsibilities and are held to account
- ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties

How the standards apply to different leadership roles

The headteacher's standards cover the full breadth of leadership responsibilities within a single school. For most headteachers in maintained schools or academies in single academy trusts this means that all of the standards should be relevant to them, though it is anticipated that they will meet some standards through the successful leadership and management of teams and individuals within their schools.

There can be a range of job roles and titles for those leading individual schools, particularly where a school is working within a group, such as in a multi-academy trust. Job roles and titles are various, including Head of School, and Associate Head, as are the governance arrangements to which headteachers are accountable. In some settings headteachers are responsible for leading more than one school. There are also instances of shared headship through co-headship or job-shares. Employers[12], in such instances, will therefore want to decide which standards are applicable to roles in these contexts.

Appendix 5 – Executive Appraisal

1   Introduction

1.1   This appendix to the Appraisal Policy has been implemented following consultation with the executive staff to which this appendix applies.

1.2   The Board adopted this appendix to the Appraisal Policy on 1 April 2020.

1.3   The appendix was updated in June 2021 and May 2023.

1.4   This appendix does not form part of any employee's contract of employment and may be amended at any time.

2   Guiding Principles

2.1   The main policy applies, unless otherwise stated in this section.

2.2   Decision making and practice will be guided by section 11 of the 'Setting executive salaries: guidance for academy trusts' document from the Education & Skills Funding Agency.

2.3   As referenced in the Academies Financial Handbook 2022, Trustees should focus on three core functions:

2.3.1   ensuring clarity of vision, ethos and strategic direction;

2.3.2   holding executive leaders to account for the educational performance of the organisation and its pupils, and the performance management of staff;

2.3.3   overseeing and ensuring effective financial performance

2.4   All three of these core functions are relevant to the Appraisal Policy for the Arthur Terry Learning Partnership, in particular with the appraisal arrangements for the Executive Team.

2.5   This appendix explains how the Board will ensure that these three core functions are discharged effectively across the Partnership so that a high performing workforce is able to make a positive impact on the educational outcomes for pupils.

2.6   The Trust Board has delegated responsibilities to the ATLP Pay and Appraisal Committee outlined in its Terms of Reference.

3   Executive Appraisal

3.1   Executive posts (excluding the CEO, CFOO and Directors of Education) will be appraised by the CFOO. In appraising the performance of these Executive posts, the CFOO can consult a suitably skilled and/or experienced external advisor/associate member for that purpose.

3.2   The CFOO will make recommendations on salary progression to the ATLP Pay and Appraisal Committee for final approval, in line with the expectations of the main policy. The executives will have the right to appeal this decision to an Appeals and Exclusions Committee panel of at least two trustees not involved in the pay and appraisal process.

3.3   The CFOO and Directors of Education will be appraised by a panel comprising the CEO and at least two members of the Trust Board Pay and Appraisal Committee. In appraising the performance of these Executive posts, the panel can consult a suitably skilled and/or experienced external advisor/associate member for that purpose.

3.4   The CEO will make recommendations on salary progression to the ATLP Pay and Appraisal Committee for final approval, in line with the expectations of the main policy. The executives will have the right to appeal this decision to an Appeals and Exclusions Committee panel of at least two trustees not involved in the pay and appraisal process.

3.5   The CEO will be appraised by the ATLP Pay and Appraisal Committee. In appraising the performance of the CEO, the ATLP Pay and Appraisal Committee can consult a suitably skilled and/or experienced external advisor/associate member for that purpose.

3.6   The ATLP'S Pay and Appraisal Committee will determine salary progression for the CEO, taking account of the outcomes of the appraisal process. The CEO will have the right to appeal this decision to an Appeals and Exclusions Committee panel of at least two trustees not involved in the pay and appraisal process. The final outcome of the pay and appraisal process for the CEO (allowing for the time scale available to appeal), will be reported to the Trust Board.

4   Annual Assessment

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

4.2   An annual assessment is the end point to the annual appraisal cycle and will formally assess each employee's performance in respect of that cycle. The employee will receive a written appraisal report as soon as practicable afterwards and have the opportunity to comment on it in writing. The appraisal report will be a summary of the performance during the year and set out what the employee's development needs are for the next year. In particular the report will include:

4.2.1   details of the objectives for the appraisal period in question;

4.2.2   an assessment of performance against their objectives AND any relevant standards;

4.2.3   a summary of observation findings if applicable;

4.2.4   an assessment of training and professional development needs and identification of any action that should be taken to address them;

4.2.5   an overall performance grade which will indicate a recommendation on pay. This will be in accordance with the Pay Policy, which will include reference to sources of evidence that may be used in assessment of pay progression.

4.3   The assessment of performance and of professional development needs from each individual appraisal will inform the planning process for the following appraisal period for the Executive and the wider Partnership.

5   Performance Grades

5.1   Performance grades will directly link to and affect pay awards for the Executive under the Pay Policy. Performance grades are based on the following descriptors below. Each Executive post will be given

a single grade which recognises performance throughout the annual period. This will form the basis of 4.2.5 of the annual appraisal report.

5.2

Performance Grade	Description	
Exceptional Performance	Performance and contribution far exceeding performance expectations on a consistent basis, outstanding achievement against objectives	Exceeds all expectations
Strong Performance	Strong performance and contribution against expectations, consistent achievement against objectives, performance often exceeds requirements but not consistently	Exceeds most, meets other expectations
Fully Satisfactory Performance	Performance and contribution is what is expected.	Meets all expectations
Developing Performance	Performance and contribution against some but not all expectations, some objectives are met.	Meets most, below on some expectations
Below Performance	Performance and contribution that is below expectations, few or no objectives are met.	Below on many expectations