



ASPIRATIONS

APPRAISAL POLICY AND PROCEDURE (Teaching Staff)

Version control	
AAT Appraisal Policy (Teaching Staff) 2019-09-01	This Policy is based on the 2016 version that was subject to consultation with the recognised trade unions but not jointly agreed. This revised version incorporates updates to the core performance objectives to take into account the report of the Workload Advisory Group, "Making Data Work".

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Appraisal Policy and Procedure (Teaching Staff)

1. Introduction

- 1.1 The Aspirations Academies Trust (Aspirations) is committed to effective performance management for all employees as a means to achieve our vision of creating a group of outstanding schools that radically improve our pupils' life chances. Appraisal is recognised as a core component of effective performance management.
- 1.2 This policy sets out the framework for a clear and consistent assessment of the overall performance of all Aspirations staff, also supporting their development within the context of the Aspirations plan for improving educational provision and performance and the standards expected of staff.
- 1.3 The policy applies to teaching and has been developed to comply with the requirements of the Education (School Teachers' Appraisal) (England) Regulations 2012 (the Appraisal Regulations) and the School Teachers Pay and Conditions Document. An equivalent policy exists for support staff which applies the same general framework for the appraisal process.

2. Purpose

- 2.1 The performance management process aims to:
 - Recognise the work of employees and their contribution to the objectives of Aspirations;
 - Support, develop, and provide opportunities for stretch and challenge to employees, enabling staff members to develop into consistently outstanding professionals;
 - Foster professional dialogue between colleagues;
 - Improve staff morale and motivation;
 - Promote effective professional development planning;
 - Be seen by staff as enabling;
 - Encourage the development of confident and professional judgments amongst staff;
 - Increase staff members' participation in decision-making and develop a sense of control over their own work;
 - Identify the resources and facilities needed to support staff members;
 - Minimise workload and bureaucracy in relation to appraisal;
 - Have regard to the work/life balance of all employees; and
 - Set out the steps required at each stage of the appraisal process so that appraisers and appraisees understand the requirements of their respective roles.

3. Scope

- 3.1 This procedure applies to all teaching staff employed by Aspirations except:
 - Employees on contracts of less than one year;
 - Newly qualified teachers (NQTs) who are undergoing induction;
 - Those who are the subject to the Aspirations capability procedure

4. Equal Opportunities

- 4.1 The Appraisal Policy must always be applied fairly and in accordance with employment law and the Aspirations Equal Opportunities Policy.

5. Responsibilities

- 5.1 The Aspirations Board is responsible for maintaining fair, consistent and objective procedures for matters relating to appraisal across all its Academies. Accordingly it shall arrange for the Appraisal Policy to be reviewed periodically consulting as appropriate, including with unions in accordance with the Aspirations Trade Union Recognition Agreement.
- 5.2 Within each Academy, the Principal, in conjunction with the Regional CEO, has overall responsibility for the internal organisation, control and management of Performance Management.
- 5.3 Under the overall direction of the Principal, the members of the SLT (senior leadership team) have responsibility for the internal organisation, control and management of Performance Management in their areas of responsibility. All managers fulfilling the role of appraiser are responsible for implementing the Appraisal Policy fairly and consistently.
- 5.4 All staff have a duty to cooperate with their managers in all matters relating to staff appraisals and performance management in order that all Academies within Aspirations can function most effectively. Staff should be willing and cooperative when engaging in dialogue with their managers about perceived shortcomings related to their performance.

6. Timing

- 6.1 Appraisal processes should normally be conducted within the timescales laid down in this procedure. However, if there is a valid reason to do so, timescales can be varied. If this is initiated by management, any employees affected should be given an explanation and informed about the rescheduled arrangements.
- 6.2 All efforts should be made by employees to attend meetings that constitute part of this procedure. When there are valid reasons to reschedule meetings then these should be rearranged without undue delay.

7. Appointment of Appraisers

- 7.1 The Principal will be the appraiser for those employees she/he directly line manages.
- 7.2 Where the Principal is not the direct line manager, the role of appraiser for some or all employees will be delegated in its entirety to managers to whom they are accountable (most usually this will be the line manager).
- 7.3 Where it becomes apparent that the appraiser will be absent for the majority of the cycle or is unsuitable for professional reasons the Principal may delegate the role of appraiser to another employee (of equivalent or higher status in the staffing structure as the appraisee's line manager).
- 7.4 In exceptional circumstances and for professional reasons, the appraisee may request a change of appraiser where this role has been delegated. This request must be made in writing to the Principal and state the reason for requesting such a change. Where this request is not accepted, the reasons for this should be explained in writing by the

Principal and appended to the appraisal documentation, together with the appraisee's request.

- 7.5 The appraisal will not begin again in the event of the appraiser being changed, but will recommence when the new appraiser has met with the appraisee.
- 7.6 The Managing Director in conjunction with the Deputy Managing Director and/or Regional CEO will conduct the appraisal of the Principal and will ensure that the Principal's planning statement is consistent with the Academy Development Plan and that it complies with relevant regulations.
- 7.7 Subject to the overall approval of the Aspirations Board, the Managing Director shall allocate responsibility for conducting the appraisals of Regional CEOs and members of the Aspirations central management team. Planning statements will be consistent with relevant strategic plans of the Trust and comply with the Appraisal Policy and relevant regulations.
- 7.8 Where an employee holds dual roles, variations to the standard arrangements for the appointment of appraiser may be appropriate. Other than for principals, where the employee works within a single academy the Principal shall determine the appraiser, for all other cases the Managing Director should be referred to prior to the appraiser being determined.

8. Appraisal cycle

- 8.1 The performance of all employees will be reviewed on an annual basis.
- 8.2 The appraisal cycle for all teaching staff, including Principals, shall run from 1st September to 31st August annually.
- 8.3 The performance review of the last cycle and setting of objectives for the new cycle will be completed as soon as is practicable following 1st September annually. At the latest this shall be completed for all teachers and Principals by 31st October.
- 8.4 ***[Text removed but paragraph retained for consistency of numbering with the Support Staff Appraisal Policy]***
- 8.5 Employees who are employed on fixed-term contracts for less than one year will have their performance managed in accordance with the principles underpinning the provisions of this policy. The length of cycle will be determined by the duration of their contact.
- 8.6 Where a teacher starts his or her employment part-way through a cycle, the Principal shall determine the length of the first cycle for that staff member, with a view to bringing his or her cycle into line with the cycle for other staff members of the Academy as soon as possible. Where other employees start their employment part way through a cycle: for a Principal, the same role will be performed by the Managing Director in conjunction with the Deputy Managing Director and/or Regional CEO and for Regional CEOs and members of the Aspirations central management team the role will be performed by the Managing Director or under the Managing Director's delegated authority.
- 8.7 Where an employee transfers to a new post within Aspirations part-way through a cycle, a determination shall be made on whether the appraisal plan should be amended (see 11.4) and the appraiser changed. Within an academy the determination would be made by the Principal, for Principals and other posts the determination would be made by the Managing Director.

9. Appraisal Meetings

- 9.1 The completion of an appraisal cycle and the commencement of a new cycle will be marked with an appraisal meeting. The outcome of the meeting will be summarised by the completion of an Appraisal Form¹ incorporating a review statement (in respect of the completed cycle) and planning statement (in respect of the new cycle).
- The review statement shall include: assessments of the appraisee's performance in the context of objectives set within the appraisal process and relevant standards applying to the appraisee's role; assessment of how the appraisee's CPD needs were addressed and, where relevant in the context of the Aspirations Pay Policy, a recommendation relating to the appraisee's pay.
 - The planning statement shall set out key performance objectives for the new cycle and identify the CPD priorities for the appraisee and how these are intended to be addressed.
- 9.2 Annually, appraisers will schedule appraisal meetings with their appraisees. Appraisal meetings shall be arranged as far in advance as possible and in line with the Academy calendar published by the Principal every year. Meetings should be confirmed at least five working days in advance of the meeting taking place.
- 9.3 Appraisers and appraisees should take personal responsibility to ensure that they are adequately prepared for the meetings. For all staff, appraisal meetings will take place within the appraisee's normal working time and in addition for teachers it would not be during their PPA time.
- 9.4 The appraisee will be given a copy of the paperwork (and will have the opportunity to comment as set out in 12.10) and the original will be passed to the Principal for moderation (see section 11), and retention on the personal file.

10. Planning at the start of the cycle

10.1 Key performance objectives

- 10.1.1 As a general principle applying to all staff, the objectives will:
- Be in line with the Academy's priorities and plan and in particular, contribute to improving the progress of pupils at the academy;
 - Be SMART (specific, measurable, achievable, realistic, time bound)
 - Be informed by the appraisee's job description, professional standards that apply to their post and relevant performance pay progression criteria.
 - Focus on the key priorities for an individual, not their full range of roles and responsibilities;
 - Take into account the appraisee's experience and professional aspirations; and
 - Take into account appropriate work-life balance considerations
- 10.1.2 Subject to 10.1.7 to 10.1.10, teachers without a TLR or leadership role will have no more than 3 objectives per cycle and those with a TLR or leadership role will have no more than 6 objectives per cycle. Whilst the appraisal cycle is annual, on occasion it may be appropriate to set objectives to cover a longer period of time with relevant milestones identified to reflect the appraisal cycle.

¹ Aspirations has a standard template Appraisal Form which generally should be used (see Appendix 6). Where an academy proposes to use a different form this would be expected to incorporate all aspects of the Aspirations form and prior to using such an alternative form, agreement should be sought from the Aspirations Director of HR and Compliance.

- 10.1.3 When drafting and subsequently seeking to agree objectives, appraisers should be mindful of the level of performance that completion of the objectives should demonstrate with regard to pay progression recommendations, as set out in 12.7 and 12.8.
- 10.1.4 Objectives should be agreed where possible, but, where a joint determination cannot be made, the appraiser will make the determination.
- 10.1.5 In relation to the Principal, the Managing Director in conjunction with the Deputy Managing Director and/or the Regional CEO, shall seek to agree performance objectives relating to school leadership, management, and pupil progress and attainment and in default of agreement shall set such performance objectives.
- 10.1.6 The Principal shall seek to agree performance objectives with members of the leadership group relating to school leadership, management and student progress and attainment, and in default of agreement shall set such performance objectives.
- 10.1.7.1 Generally for teaching staff the following core objective shall be applied:

Professional development and practice:

With reference to the relevant career stage descriptor (see appendix 2), the teacher is delivering teaching and learning of the required standard. Evidence for this will include:

- A. **Lesson observations:** The quality of teaching is consistently of the level appropriate to the individual as described in the career stage descriptor relevant to their experience/status.
- B. **Lesson planning that provides high level challenge and engagement for pupils/students of all abilities:** All teachers are expected to have embedded in their practice lesson planning that has provided high level challenge and engagement for pupils/students of all abilities. Appraisers would expect to find evidence of the planning the teacher has developed and used in their own practice and outcomes relating to this for pupils/students with a range of abilities. The planning might take a range of forms, e.g. a documented plan, video, app., resource, etc.). In conjunction with this, all staff will share an exemplar of their planning to a small team within their academy in the summer term.
- C. **Professional outcomes: All teachers should have a focus on improving pupils' outcomes.** The overall performance of the academy is of importance and each teacher plays an important part in developing pupils' progress during their time in the academy. All teachers are expected to build and enhance expertise and secure continuous growth and improvement in pupils' outcomes. All pupils/students should achieve pupils' progress at the expected level based on the predictions of FFT50.

This measure is considered to have been met if:

- a. In secondary academies, the vast majority of pupils/students in each of a teacher's classes achieve their FFT50 (50th percentile) target.
- b. In primary academies, the vast majority of pupils in each of a teacher's classes achieve their FFT50 (50th percentile) target.
- c. In EY, Year 1, Year 2, Year 6 and Year 11, overall attainment and progress should at least be in line with the national average.

The Trust recognises with regard to pupil progress, the need for due allowance to be made for exceptional circumstances, e.g. high pupil turbulence within a year or multiple-shared teaching groups.

- D. **Progress and involvement in the Aspirations Professional Development Programme: Teacher Development Roadmap.** The teacher must have completed the agreed professional development in each academic year, developing and maintaining a progressive professional development portfolio. At least one professional development opportunity must be completed, either as a participant or as the provider. For each professional development experience, there should be evidence of the in school application and impact of the training.

10.1.7.2 For teaching staff with a management responsibility additional objectives will apply as follows:

Coaching:

All teachers with management responsibility are required to engage regularly and positively with the teachers they manage in order to coach them to support their professional development and facilitate each individual in developing their professional development portfolio. In assessing this objective, appraisers will consider the impact the appraisee has had on developing the professional capacity of individual staff members and building the capacity of their team as a whole.

Responsibility focussed objective(s):

Teachers with a TLR or leadership role will have one or more objectives relating to their role specific responsibilities.

10.1.7.3 An additional personal professional development objective may also be added linked to the whole school development plan. This may be an agreed objective a teacher considers would be supportive for their future career progression.

10.1.8 In personalising the objectives, the appraisers will have regard to what can reasonably be expected of staff members in the context of their roles, responsibilities and experience. To reach the highest point of a scale, the post holder would be expected to perform in line with the full aptitude expectation in respect of that post.

10.1.9 For teaching staff this is largely achieved through reference to the career stage descriptors in the standard performance objective (see 10.1.7.1). Generally, expectations about the level of performance that will warrant progression on the pay scale will increase through a teacher's career. This reflects an expectation of increasing aptitude over a number of years gained through reflective experience in the profession and personal development. The increasing level of performance expectation is set out in the career stage descriptor. For a teacher who has reached the top scale point within a career stage, (Main Scale point 2 being the top of the "Entry Stage", Main Scale point 4 being the top of the "Development Stage" and Main Scale point 6 being the top point of the "Contribution Stage"), progression to the next scale point would be dependent on their performance being assessed as meeting the required standard with reference to the career stage descriptor corresponding to the higher scale point. For example, for a teacher on Main Scale point 2 (the top point of the "Entry Stage"), the performance objectives should enable an assessment at the end of the appraisal cycle about whether the teacher's performance was in line with the "Development Stage" (Main Scale point 3 being the minimum scale point within the "Development Stage").

10.1.10 The appraisal process is a dynamic and changing process; therefore objectives can be revised in response to the prevailing circumstances (see 11.4).

10.2 Performance measures and evidence indicators

10.2.1 When setting objectives, indication shall be given of the expected outcome to provide clarity about expectations and the basis on which the appraiser will assess the appraisee's performance at the end of the cycle. *For teaching staff this is largely incorporated in the standard objective (see 10.1.7.1) and the application of the career stage descriptor.*

10.2.2 For teaching staff, key evidence to inform appraisal judgements will be obtained from a range of sources, most particularly observations, work scrutiny (as set out in appendix 3) and consideration of the outcomes of formal tests and examinations.

10.2.3 In addition, where an observation or other monitoring process gives cause to consider a teacher may require further development support, supplementary performance management observations (see 9 of appendix 3) may be arranged. Findings from any such performance management observation shall be used as evidence in the appraisal process.

10.3 Support, training and development

10.3.1 The appraisal meeting will identify any support to be provided for the appraisee to achieve their objectives. This may take a number of forms, for example, time, training, equipment or facilities.

10.3.2 The appraisal meeting will clarify any training and development to be provided for the appraisee to achieve their objectives and/or wider professional aspirations. This will be considered in light of the Aspirations CPD policy, which includes the basis on which requests with a direct or indirect financial cost will be prioritised in the case of competing demands on the budget. The Academy's CPD plan will be informed by the training and development needs identified in appraisees' development plans, considered in the context of the Academy plan.

10.3.3 A report on the key training and development needs identified at the Academy and how these were addressed will be provided on an annual basis to the Regional CEO.

11. Action during the cycle

11.1 Maintaining professional dialogue

11.1.1 Both the appraiser and appraisee should maintain a professional dialogue throughout the cycle. This will include sharing evidence gathered during the cycle with the appraisee as it is collected and holding regular line management meetings throughout the year.

11.2 Monitoring of performance

11.2.1 Work performance will be monitored through a range of processes. For teachers this is summarised in appendix 3.

11.2.2 A key purpose of monitoring is to facilitate the development and support of staff and to identify outstanding practice that can be shared with colleagues. However it is also necessary to follow up where performance is assessed as being below the required standard.

- (a) Staff whose performance is assessed as below the required standard through one or more of the monitoring processes will receive detailed feedback on areas of their practice that needs to improve.
- (b) Follow up monitoring arrangements and the timescale over which these will take place will be identified. For teachers the monitoring arrangements may include a Performance Management Observation (see 9 of appendix 3).
- (c) If the follow up monitoring leads to an assessment that there are significant aspects of the employee's work that continue to be below the required standard, most generally a support programme will be implemented with a view to addressing the concerns². Where a support programme is implemented, further monitoring shall also take place. For teachers the further monitoring may include a Performance Management Observation (see 9 of appendix 3).
- (d) For teachers a support programme as set out in (c) above, may include entry on to the "Teacher Accelerator Programme" (see appendix 5).
- (e) Where there is cause for significant concern about an employee's performance within 12 months of them having been subject to a support programme as set out in (c), consideration should be given as to whether further monitoring, review and support should be provided in accordance with the Capability Policy. Prior to any monitoring and review of performance being undertaken in accordance with the Capability Policy, a Review Meeting would be held as set out in the Capability Policy. A potential outcome of the Review Meeting would be to continue with a support programme under the Appraisal Policy.

11.3 In Year Review

- 11.3.1 The appraiser and appraisee will meet formally at least once per term to discuss performance and progress towards meeting objectives. Development needs identified at the beginning of the year will also be revisited.

11.4 Changing plans mid-cycle

- 11.4.1 The appraiser and appraisee will hold a revision meeting within 10 working days of either party making a request to consider revising objectives when circumstances change during the cycle (for example where the appraisee's post and/or responsibilities have changed or where there are concerns about any aspect of the appraisee's performance but these are not sufficiently serious to justify the application of the Aspirations Capability Policy, etc.).
- 11.4.2 Changes to plans will be recorded and signed off by the appraiser and appraisee within 10 working days. The appraiser and appraisee should seek to agree the changes but if they cannot agree, the appraiser's view will be recorded. The appraisee can add any comments that they may have.

² In some circumstances it would be appropriate at this point to consider if the Capability Policy should be applied. For example, this would be the case if concerns arose in respect of an employee for whom there was a live warning issued in accordance with the Capability Policy. Prior to any monitoring and review of performance being undertaken in accordance with the Capability Policy, a Review Meeting would be held as set out in the Capability Policy. A potential outcome of the Review Meeting would be to continue with a support programme under the Appraisal Policy (11.2.2c).

12. Reviewing performance at the end of the cycle

- 12.1 At the end of the cycle an assessment of the appraisee's overall performance will be made by the appraiser and appraisee.
- 12.2 Assessment of performance against an objective will be on the basis of the performance measures set at the beginning of the cycle, subject to any amendment/notification made mid cycle in accordance with 11.4. The appraisee should come prepared to the meeting with a self-evaluation of performance.
- 12.3 In assessing teachers' performance against their objectives, appraisers shall also take account of an appraisee's performance in the context of the Teacher Standards (September 2012). Where appropriate, the appraiser will consider an appraisee's performance against other professional standards relevant to the appraisee's post, e.g. professional standards for other specified teaching roles issued by the Secretary of State for Education.
- 12.4 At the assessment stage it will be assumed that those aspects of an appraisee's role and responsibilities not covered by the objectives and performance in respect of relevant standards will have been carried out to the required standard, unless particular notification to the contrary has been issued during the year, e.g. in the form of an amendment/update to the appraisal report.
- 12.5 Having assessed the appraisee's performance against their objectives and relevant standards and taken into account the appraisee's views, the appraiser will draw provisional overall conclusions about the appraisee's performance (where the appraisee has been subject to action under the Disciplinary Policy in the period under review, this shall also be a relevant consideration). The provisional overall conclusion of the employee's performance shall be the basis for drafting a provisional recommendation concerning pay progression, taking into consideration 12.6, 12.7 and 12.8.
- 12.6 Generally a recommendation will be made that the appraisee progresses on their pay scale where the overall assessment of the previous year's performance, taking account of progress against performance objectives, concludes that it *meets required standard*. A judgement of *meets required standard* will be made where all the objectives have been fully met³ and no concerns have been notified during the cycle in respect of relevant standards (e.g. for teachers - the Teachers' Standards and for all staff - expectations of good conduct). However, in certain circumstances this judgement may not lead to a pay progression recommendation, e.g. where the appraisee is already at the top of the relevant pay scale or where the appraisee has not been in their current post for at least six months.
- 12.7 In some circumstances, the appraiser may reach a judgement that the appraisee *meets required standard* where an objective was not fully met. This could be the case if the appraiser judged there to have been changing circumstances that tangibly affected the outcome of the objective and/or that the objective was very highly challenging. The assessment of *meets required standard* would also be subject to there having been no issue of concern about the standard of the appraisee's

³ For clarification: In respect of teachers being considered for progression to a scale point that is within the career stage above that corresponding with their current scale point as shown on the Career Stage Descriptor (see appendix 2), the assessment of the teacher's performance would need to determine that they have worked at a level commensurate with the higher career stage. For example, a teacher on point 2 of the main scale (in the "Entry Stage" of the Career Descriptor) would need to have demonstrated performance in accordance with the "Development Stage" in order to be considered as having worked to the required standard to warrant progression to Main Scale point 3.

performance considered with reference to relevant standards (e.g. for teachers - the Teachers' Standards and for all staff - expectations of good conduct).

- 12.8 If the overall assessment of performance for the year is *requires improvement or inadequate* it would normally be the case that a support programme (as set out in 11.2.2c) had been implemented within the 12 month period under review.
- 12.9 The appraiser will complete an appraisal form, summarising their provisional conclusions in respect of performance objectives, performance against relevant standards and pay progression recommendation.
- 12.10 The appraisee will be invited to agree to the provisionally completed appraisal form or suggest amendments. The appraiser and appraisee should seek to agree the wording of the form within 5 working days of it being issued to the appraisee. If they cannot agree, the appraisee may enter additional comments on the appraisal form and similarly the appraiser may also do so. If, having had the opportunity to add comments, the appraisee does not sign the appraisal form, they should be advised in writing that the form is considered to be final.
- 12.11 Where employees are eligible for pay progression, the assessment of their performance, against the agreed objectives and measures, reflected in the appraiser's recommendation, will be the basis on which the Principal will determine if progression should take place in accordance with the Pay Policy. It is possible for a 'no progression' determination to be made without recourse to the capability procedure.

13. Moderation and quality assurance

- 13.1 Within an academy, the Principal⁴ will moderate a sample of completed appraisal forms to check:
- for appropriate consistency of approach
 - compliance with: the Appraisal Policy (including arrangements for CPD); relevant strategic plans (e.g. Academy improvement plan); and the requirements of equalities legislation.
- 13.2 If revisions are required as a result of moderation, the Principal may instruct the appraiser to make revisions. The revisions, including any comments that the appraisee wishes to record concerning these, should be reported to the Principal within 10 working days.

14. Appeals

- 14.1 All appraisees have the right of appeal against the assessment of performance, the pay recommendation and the nature of performance objectives and CPD plans determined in the appraisal process.
- 14.2 If the appraisee has any concerns they should in the first instance raise this quickly and informally with the appraiser (as set out in 12.10). It may be that some further explanation or an agreed amendment can resolve the concerns quite quickly.
- 14.3 After exhausting the possibility of dealing with the matter informally, the appraisee may lodge an appeal in writing to the Principal setting out their reasons for the appeal⁵. The

⁴ As necessary, the Managing Director would do this in respect of the Aspirations central management team.

⁵ For Principals, Regional CEOs and members of the Aspirations central management team, the appeal should be lodged with the Managing Director.

appeal must be submitted within 5 working days of the appraisal form being finalised (as set out in 12.10).

- 14.4 Appeals will normally be heard by the Principal, however, if the Principal was the appraiser the appeal will be heard by the Regional CEO and a member of the District Governing Body. For those, such as principals, where the decision subject to appeal had involved the Managing Director in the decision making process, appeals would normally be heard two individuals designated by the Chair of the Trust Board. These individuals would be independent of the original decision making and have due authority to review a decision made by the Managing Director.
- 14.5 In hearing the appeal, measures shall be taken to ensure that the views of both the appraisee and appraiser are taken into account. In any formal meeting where the appraisee is invited to make representations concerning their appeal, they will have the right to be accompanied by a trade union representative or work colleague. Normally a decision will be reached and communicated in writing to the appraisee and appraiser within 15 working days of an appeal being lodged. The appeal decision is final.

15. Confidentiality and record keeping

- 15.1 The whole appraisal process is to be treated as strictly confidential. Appraisal information will only be shared with personnel as authorised by the Principal⁶.
- 15.2 As well as the Principal, the appraisee's line manager or, where she/he has more than one, each of her/his line managers will have access to the completed appraisal form. Members of the Aspirations Board and members of the Aspirations central management team acting on their behalf will have access to appraisal documentation for quality assurance purposes.
- 15.3 Appraisal reports for at least the last six years (where applicable) will be retained on employee's personal files.

16. Monitoring and evaluation

- 16.1 The Principal will provide the Regional CEO with a written report on the operation of the academy's appraisal and CPD policies annually. The report will not contain any information that would enable any individual to be identified. It will include details of:
- The operation of the appraisal and CPD policies;
 - The effectiveness of the Academy's appraisal and CPD procedures;
 - The training and development needs of employees including the instances where it did not prove possible to provide any agreed training and development;
 - Equalities monitoring data based on gender, race, disability and age; and
 - Any appeals or representations on an individual or collective basis on the grounds of alleged discrimination.

⁶ 15.1 sets out the position for staff in academies, excluding the Principal. For Principals, Regional CEOs and members of the Aspirations central management team, appraisal information will only be shared with personnel as authorised by the Managing Director.

Appendix 1:

High Quality Teaching and Learning in an Aspirations Academy

High quality teaching is a requirement of every teacher working in an Aspirations Academy. The desire and application to continually reflect upon and improve one's own teaching is an expectation of all teachers. Full support and training will be provided for this purpose. The Aspirations Academies Trust firmly believes that **high quality teaching and learning results in student engagement, and high levels of student engagement results in high levels of attainment.**

Expectations

Good learning and teaching should:

- Ensure that every child succeeds
- Build on a child's prior knowledge
- Make learning vivid and real
- Make learning an enjoyable and challenging experience
- Enrich the learning experience
- Involve children in their learning

Most importantly of all, all students should be meaningfully engaged in their learning.

Excellent teaching can transform lives. Excellent teachers enliven minds, build knowledge and understanding, explore ideas, develop skill and excite the imagination. Effective teaching is a complex combination of skills, knowledge, dispositions, attitudes, values and interpersonal capability.

Pedagogy is the why, what and how of teaching. It is the knowledge and skills teachers need in order to make and justify the many decisions that each lesson requires.

a. Basic Expectations

We expect our teachers to:

- Have a secure knowledge of what is to be taught and learned.
- Command a broad repertoire of teaching strategies and skills.
- Understand the principles of effective teaching and learning.
- Use sound judgment to weigh up needs and situations, apply the principles and deploy the repertoire appropriately.
- Use the framework of the academy's aims and values to steer and sustain teaching and learning.

In addition we expect our teachers to:

- ✓ Aspire to be outstanding teachers
- ✓ Work hard and enjoy the success it brings
- ✓ Understand and share the vision of the Academy
- ✓ 'Model' high expectations at all times
- ✓ Work as a complete team
- ✓ Enforce standards
- ✓ Hit performance targets
- ✓ Live the *Three Guiding Principles* and *8 Conditions*

b. We expect all teachers to aim to be ‘Outstanding’ practitioners.

What is outstanding teaching?

- * **Expectations:** The teacher has high expectations of all students. The teacher enthuses, engages and motivates students and engenders high levels of enthusiasm and a commitment to learning.
- * **Planning, Expertise and Activities:** The teacher plans astutely to ensure that teaching is very well matched to individual needs. The teacher is very knowledgeable in their subject and area of learning and highly effective in teaching them. No time is wasted and the teacher sets challenging tasks that are closely matched to specific learning needs.
- * **Literacy and Numeracy:** The teacher takes every opportunity to develop crucial skills such as reading, writing, communication and numeracy.
- * **Interventions and Support:** Interventions are well judged and have notable impact on the quality of learning.
- * **Assessment:** Assessment is consistently accurate. The teacher systematically and effectively checks students’ understanding throughout lessons.
- * **Marking and Feedback:** Marking and constructive feedback from both the teacher and students are frequent and of a consistently high quality.
- * **Students’ Progress and Learning:** Individual students and groups of students make well above expected progress over time.
- * **Students’ Attitudes to Learning:** Students are resilient and confident and are developing as independent learners who take responsibility for their learning.

c. National Standards for Teachers

These standards apply to all teachers regardless of their career stage, and define the minimum level of practice expected of teachers. Principals (or appraisers) will assess qualified teachers against the standards to a level that is consistent with what should reasonably be expected of a teacher in the relevant role and at the relevant stage of their career.

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

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

TEACHING EXPECTATIONS

A teacher must:

1. Set high expectations which inspire, motivate and challenge students

- Establish a safe and stimulating environment for students, rooted in mutual respect
- Set goals that stretch and challenge students of all backgrounds, abilities and dispositions
- Demonstrate consistently the positive attitudes, values and behaviour that are expected of students.

2. Promote good progress and outcomes by students

- Be accountable for students' attainment, progress and outcomes
- Plan teaching to build on students' capabilities and prior knowledge
- Guide students to reflect on the progress they have made and their emerging needs
- Demonstrate knowledge and understanding of how students learn and how this impacts on teaching
- Encourage students to take a responsible and conscientious attitude to their own work and study.
- Engage students emotionally, behaviourally and cognitively in learning

3. Demonstrate good subject and curriculum knowledge

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

4. Plan and teach well-structured lessons

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

5. Adapt teaching to respond to the strengths and needs of all students

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

6. Make accurate and productive use of assessment

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

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

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

8. Fulfil wider professional responsibilities

- Make a positive contribution to the wider life and ethos of the Academy
- 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.

Appendix 2: Aspirations Academies Trust Teacher Career Stage Descriptors

Categories	Entry Stage (MS 1&2)	Development Stage (MS 3&4)	Contribution Stage (MS 5&6)	High Value Stage (UPR 1,2&3)
Professional Practice	No teaching and learning is inadequate, increasing evidence of good or better teaching and learning. Seeking support from line manager as required. High aspirations - Staff set and model high expectations which inspire, motivate and challenge pupils.	No teaching and learning is inadequate. Most teaching and learning over-time is at the expected standard. Increasingly high levels of pupil engagement. Staff promote a love of learning and children's intellectual curiosity. Seeking support but usually only for challenging or complex issues . High aspirations - Staff set and model high expectations which inspire, motivate and challenge pupils.	No teaching and learning is inadequate. Almost all teaching and learning over-time is at the expected standard. High levels of pupil engagement. Staff promote a love of learning and children's intellectual curiosity. Increasingly able to respond, without support or guidance, to challenging or complex issues. Within their relevant field of expertise they proactively initiate improvement and share good practice with others. High aspirations - Staff set and model high expectations which inspire, motivate and challenge pupils.	No teaching and learning is inadequate. Teaching and learning over-time is consistently at the expected standard. High levels of pupil engagement. Staff promote a love of learning and children's intellectual curiosity. Trusted to respond effectively to challenging or complex issues. Across all areas of relevant expertise they provide a model of good practice. They provide an excellent source of experience, knowledge and skill, coaching and mentoring others. They initiate, design, lead and evaluate innovative teaching and learning strategies to impact across the whole school and, where required, beyond. High aspirations - Staff set and model high expectations which inspire, motivate and challenge pupils.
Professional Outcomes	Staff promote good progress and outcomes with the great majority of pupils achieving in line with school expectations. Teacher uses data to improve outcomes for pupils in their class.	Staff promote good progress and outcomes with almost all pupils, including those in vulnerable groups , achieving in line with school expectations. Teacher understands, analyses and evaluates data effectively to improve outcomes for pupils and groups in their class.	Staff promote good progress and outcomes with almost all pupils, in all groups , achieving in line with school expectations; some exceed them . Teacher is using, analysing and evaluating data effectively to improve practice and outcomes for all pupils and groups in their class, year group and in their area of expertise .	Staff promote good progress and outcomes with almost all pupils, in all groups, achieving in line with school expectations; many exceed them . Teacher is using, analysing and evaluating data effectively to improve practice and outcomes for all pupils and all groups across areas of learning for the whole school and, where required, beyond .
Professional Relationships	Staff establish positive working relationships with pupils, colleagues within school and parents. They contribute to the effective running of their team. Self-worth - staff are aware that they need to adapt teaching to respond to the strengths and needs of pupils	Staff demonstrate consistently positive relationships with pupils, colleagues within school and parents. They proactively contribute to the effective running of their team. Self-worth - staff increasingly adapt teaching to respond to the strengths and needs of pupils	Staff demonstrate consistently positive and supportive relationships with pupils, colleagues within school and parents. They take constructive positive action to ensure good relationships are maintained. They contribute to building effective teams that are focussed on good outcomes for all pupils and groups in the school. Self-worth - staff adapt teaching to respond to the strengths and needs of pupils	Staff demonstrate consistently positive and supportive relationships with pupils, colleagues within school and parents. They take constructive positive action to ensure good relationships are maintained and fostered. They play a proactive role in leading and managing key areas and /or effective teams that are focussed on good outcomes for all pupils and groups in the school and, where required, beyond. Self-worth - staff always adapt teaching to respond to the strengths and needs of pupils
Professional Development	Staff are able, with support, to identify key professional development needs. They engage with appropriate training and respond professionally to advice and feedback.	Staff are proactively identifying key professional development needs. They fully engage with appropriate training and respond professionally to advice and feedback, and quickly take action to improve practice .	Staff proactively identify their own key professional development needs. They fully engage with appropriate training and respond professionally to advice and feedback, and quickly take action to improve practice.	Staff proactively identify their own key professional development needs. They have evidenced the ability to lead and manage others effectively They respond professionally to advice and feedback, and quickly take action to improve practice. They have evidenced they can provide high quality support, training and guidance for others professional development. Much of this support is through coaching and mentoring. They manage the performance of others effectively.
Professional Standards	All teachers' standards are being implemented with guidance. Meets all standards.	All relevant teachers' standards being implemented independently . Meets all standards.	All relevant teachers' standards being implemented independently. Meets all standards.	All relevant teachers' standards implemented independently. Meets all standards. Can be relied upon as a role model exemplifying the highest standards of teaching.

Appendix 3:

Aspirations Academies Trust Observation Framework

REVIEW AND MONITORING			
Nature of Monitoring Process	Key Details of Process	Purpose	Duration of Observation (where applicable)
<p>1. Trust wide October Whole Academy Review Week</p>	<p>The review period for any individual academy is 1 day to a week, depending on its size - all teachers observed once.</p> <p><i>Teachers will receive notification of the lesson to be observed at least one week in advance.</i></p> <p><i>Generally individual feedback will be provided although no grade will be given.</i></p>	<ul style="list-style-type: none"> To identify CPD needs for the year ahead To monitor the consistency of teaching To inform the appraisal process To check on initial pupil progress 	<p>Up to 30 minutes per teacher</p>
<p>2. Trust wide February Whole Academy Progress Review Week</p>	<p>The review period for any individual academy is 1 day to a week depending on its size - all teachers observed once.</p> <p><i>SLT members from each Aspirations Academy join with the SLT of the home academy to moderate the standards of work across the academies</i></p> <p><i>Teachers will receive notification of the lesson to be observed at least one week in advance.</i></p> <p><i>Generally individual feedback will be provided although no grade will be given.</i></p>	<ul style="list-style-type: none"> To monitor pupil progress To ensure consistency across year groups/subject areas/the whole Academy/all academies To inform the appraisal process 	<p>Up to 30 minutes per teacher</p>

Nature of Monitoring Process	Key Details of Process	Purpose	Duration of Observation (where applicable)
3. Appraisal observations - Summer Term	<p>A teacher's line manager meets with the teacher to discuss the focus of the Appraisal observation. The line manager and teacher also discuss assessment performance of students in the teacher's classes and conduct a work scrutiny. The general outline of the targets is outlined later in this document.</p> <p>All teachers are appraised.</p> <p><i>Teachers will receive notification of the lesson to be observed at least one week in advance.</i></p> <p><i>Individual feedback will be provided to the teacher, including a written record of the observation. No grade will be given.</i></p>	<ul style="list-style-type: none"> To inform the appraisal process To support teacher development 	30 minute observation.
4. Learning Walks	<p>A learning walk is to look at a specific issue or subject area, for example literacy in each Year 3 class.</p> <p>A sample of lessons will be seen in any single learning walk. It is unlikely that any single learning walk would cover more than 5 lessons.</p> <p>For each lesson seen in a learning walk, there will be an observation of approximately 10 minutes. This will involve talking to pupils and looking at work.</p> <p><i>One week's notice will be given of a learning walk.</i></p> <p><i>Generally no individual feedback will be provided.</i></p> <p><i>It is unlikely that any teacher will be subject to a learning walk more than once per term.</i></p>	To ensure consistency in the delivery of a subject, to address an issue and to share good practice.	Up to 10 minutes per class visited
5. Trust Driven Half-termly Triangulation Reviews	<p>These are conducted each half-term by the Trust and the SLT of an Academy. This involves meeting students, meeting a group of teachers and looking at a sample of books. This process does not directly involve any observation of teaching. However, where notable concerns are identified relating to the practice of an individual teacher, this will lead to an appropriate support intervention which may incorporate one or more follow up 30 minute performance management observations.</p>	To ensure students are on course to make progress and that there is consistency in approaches to marking and content	N/A

Nature of Monitoring Process	Key Details of Process	Purpose	Duration of Observation (where applicable)
6. Drop Ins	<p>Walks around the academy by SLT/Trust to gauge standards in behaviour, student engagement and the learning environment. A drop in to any individual class is unlikely to be for more than 2-3 minutes and does not involve observation of teaching.</p> <p><i>No notice is given of drop ins.</i></p>	To ensure general standards are being maintained	N/A
7. Work scrutiny	This is the regular monitoring of the work of each teacher. Once a month a sample of student books in each class may be scrutinised, schemes of work may be studied and assessment data will be analysed at each assessment point.	To ensure students are on course to make progress and that there is consistency in approaches to marking and content	N/A
8. Management Presence	SLT and Middle Leaders call in to lessons on a regular basis to gauge student behaviour and support teachers.	To support the teacher and ensure high standards	N/A
9. Follow up performance management observations	<p>Where there is due cause, e.g. where assessment of a teacher through the processes above gives significant cause to consider that they are <i>not meeting the expected standards</i>, one or more follow up observations may be considered necessary to inform a support programme. Similarly, additional observations will be arranged where a teacher is subject to the Capability Policy. The observation may be led by the line manager or a member of the SLT, this is dependent on the requirement.</p> <p><i>Teachers will receive notification of the specific lesson that will be observed one week in advance.</i></p> <p><i>Individual feedback will be provided to the teacher, including a written record of the observation.</i></p>	To ensure a sound basis for judgments, inform performance management processes (including appraisal) and support teachers' development with the aim that all teachers achieve the Expected Standard of Quality (ESQ).	To be considered on an individual basis.

APPENDIX 4:

PERSONAL AND PROFESSIONAL CONDUCT EXPECTATIONS FOR ALL STAFF

All employees are expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes that set the required standard for conduct throughout an employee's career.

- All staff uphold public trust in the academy 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 an employee'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; and
 - Ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- All staff members must have proper and professional regard for the ethos, policies and practices of the academy in which they work, and maintain high standards in their own attendance and punctuality.

APPENDIX 5

Aspirations Professional Development Programme: 'Teacher Development Roadmap'

This programme has two central aims:

- To develop high quality teaching in all Aspirations academies which is challenging and engaging, promoting the acquisition of knowledge, the application of knowledge, and the development of future skills so that all students make at least expected academic progress and are well prepared for success in this fast changing world.
- To recruit and retain high quality teachers. The Teacher Development Roadmap provides extensive professional development, leadership and teaching management route ways, alongside the aim to ensure all teacher planning and marking is done collaboratively and within the teachers' working week.

The Teacher Development Roadmap provides teachers with a comprehensive range of professional development opportunities with each teacher expected to take part in **at least one each year**, gradually building up their professional development portfolio⁷. The professional development offer changes slightly year by year dependent on external needs, however there are three key route ways which staff can intermix. An essential element of this programme is that every teacher has a coach (normally the teacher's line manager) who guides the teacher through their professional development journey. Furthermore, as part of the coach's own performance management would be the objective of supporting other staff develop as practitioners, managers and leaders.

The provisional Teacher Development Roadmap professional development programme for 2019/20 is shown overleaf.

The Teacher Development Roadmap is designed to provide professional enrichment, enable teachers to become active lead learners and build skills relevant for professional progress in school leadership, school management or school improvement fields. The programme will develop leaders at all levels with the skills, knowledge and capabilities required to improve schools and to develop a learning experience that truly prepares young people for a successful life in the 21st century.

⁷ The teacher professional development portfolio is simply a file or a Google Drive which records evidence of CPD a teacher has taken part in each academic year. This can be referred to in appraisal interviews or used for evidence needed for career progression.

Aspirations Professional Development Programme: Love Learning, Love Teaching Professional Development opportunities for all teachers 2019/20		
Teacher Development Training	Leadership Incubator Training	School Improvement Training
Teacher Accelerator Programme (4 sessions)	Beginner teacher incubator (All year - 4 sessions)	Aspirant local specialist teacher (All year)
No limits: Curriculum for success in the 21st century - assignment delivery training (1 session)	Middle leader incubator (All year - 4 sessions)	Local Specialist teacher (All year)
Coaching skills (4 sessions)	Senior leaders incubator (All year - 4 sessions)	Specialist Leader in Education (All year)
Use of IRIS to develop teaching (2 sessions)	Principal incubator (All year - 6 sessions)	
Challenging and Engaging lesson planning (1 session)	Principal accelerator (3 sessions)	
Talk for writing in primary schools (1 session)		
Agents of change (wellness/personal development - 6 sessions)		
A wide range of in-school CPD (To be completed by each Academy)		

The leadership pathway of this programme has two central objectives:

- To develop a pathway of incubation to ensure there is a regular and growing pool of future leaders for schools in the future. This will be achieved by building capacity for leadership at all levels.
- To create a systematic, in-built approach to continuous school improvement that is appropriate to the needs of society in the 21st century.



APPRAISAL RECORD FORM

Name of appraisee:	Appraisee's job title:
Name of appraiser:	Date of appraisal meeting:

PART 1: Review of previous appraisal period (from month/year to month/year)
General summary of the appraisee's work over the last appraisal period

The Key Performance Objective section of the appraisal form initiated in the previous appraisal cycle should be appended with the "Progress Update" column completed for all the listed objectives.

As appropriate, this section of the form may be used to make supplementary comments concerning the appraisee's performance over the last appraisal period.

Job description review

Does the job description (JD) for the appraisee's post reasonably summarise the duties and responsibilities expected of the post? If not, note in this part of the form the key factors that should be considered in a review of the JD and summarise how it is proposed to take forward the review. Please note that any proposed amendment to a JD will need to be authorised by the Principal.

CPD summary for the last appraisal period

The CPD Plan for the appraisal period that is ending should be appended with the Progress Update section completed for all the listed priorities.

This space may be used to make a brief summary, referring to the comments made in the progress update and/or making other relevant comments.

Absence record

Number of occasions of sickness absence:

Overall number of days of sickness absence:

Number of occasions of other agreed absences:

Overall number of days of other agreed absences:

Disciplinary / Capability:

Has the appraisee been issued with a sanction under the Disciplinary or Capability Policy in the course of the appraisal period under review *(delete as applicable)*:

Yes No

Overall assessment of last year's performance taking into account progress against performance objectives:

Delete as applicable: Meets required standard Requires improvement Inadequate

Pay recommendation:

Applicable for pay review effective on 1 September [year]

Appraisee's current pay scale (enter scale showing minimum and maximum points): [enter details]

Scale point applicable prior to this review: [enter relevant scale point]

Recommendation (delete as applicable and add relevant details as appropriate):

- i) To progress on pay scale to point [enter new scale point]
- ii) To remain on same scale point
- iii) To consider the outcome from this appraisal in the event that the appraisee applies within the next two years for threshold progression
- iv) Other (please provide details):

PART 2: KEY PERFORMANCE OBJECTIVES FOR [MONTH/YEAR] TO [MONTH/YEAR]

This section of the form sets out the key performance objectives for the appraisee over the forthcoming year.

Objectives should be SMART (*Specific, Measurable, Achievable, Relevant, Time bound*).

Development needs identified to support achievement of performance objectives should be detailed in part 3 (the CPD Plan).

Objectives	Progress update (to be completed following reviews within and at the end of the year)
<p>Objective 1) Professional development and practice</p> <p>With reference to the relevant career stage descriptor, the teacher is delivering teaching and learning of the required standard.</p> <p>Evidence for this will include:</p> <p>A. Lesson observations: The quality of teaching is consistently of the level appropriate to the individual as described in the career stage descriptor relevant to their experience/status.</p> <p>B. Lesson planning that provides high level challenge and engagement for pupils/students of all abilities: All teachers are expected to have embedded in their practice lesson planning that has provided high level challenge and engagement for pupils/students of all abilities. Appraisers would expect to find evidence of the planning the teacher has developed and used in their own practice and outcomes relating to this for pupils/students with a range of abilities. The planning might take a range of forms, e.g. a documented plan, video, app., resource, etc.). In conjunction with this, all staff will share an exemplar of their planning to a small team within their academy in the summer term.</p> <p>Continued...</p>	<p>In completing this section the appraiser will:</p> <p>1) Record their assessment of the extent to which the work objectives have been achieved/progressed:</p> <p>(i) Objective progressed/achieved in line with or beyond expectation; (ii) Shortfall in progress towards achievement of objective; (iii) Highly significant shortfall in progress towards achievement of objective.</p> <p>2) Summarise key information on which their assessment is based also referring to any significant factors other than the appraisee's work performance that have impacted on the progress made towards an objective.</p>

C. **Professional outcomes:** All teachers should have a focus on improving pupils' outcomes. The overall performance of the academy is of importance and each teacher plays an important part in developing pupils' progress during their time in the academy. All teachers are expected to build and enhance expertise and secure continuous growth and improvement in pupils' outcomes. All pupils/students should achieve pupils' progress at the expected level based on the predictions of FFT50.

This measure is considered to have been met if:

- a. In secondary academies, the vast majority of pupils/students in each of a teacher's classes achieve their FFT50 (50th percentile) target.
- b. In primary academies, the vast majority of pupils in each of a teacher's classes achieve their FFT50 (50th percentile) target.
- c. In EY, Year 1, Year 2, Year 6 and Year 11, overall attainment and progress should at least be in line with the national average.

The Trust recognises with regard to pupil progress, the need for due allowance to be made for exceptional circumstances, e.g. high pupil turbulence within a year or multiple-shared teaching groups.

D. **Progress and involvement in the Aspirations Professional Development Programme: Teacher Development Roadmap.** The teacher must have completed the agreed professional development in each academic year, developing and maintaining a progressive professional development portfolio. At least one professional development opportunity must be completed, either as a participant or as the provider. For each professional development experience, there should be evidence of the in school application and impact of the training.

Objective 2)

[An additional personal professional development target may also be added.]
[specify objective as appropriate This may include aspects such as a target to help a teacher progress on the pay-spine or prepare them for career advancement.]

As above

<p>Further/alternative performance objective(s) applicable only to management post holders</p> <p>Coaching: All teachers with management responsibility are required to engage regularly and positively with the teachers they manage in order to coach them to support their professional development and facilitate each individual in developing their professional development portfolio. In assessing this objective, appraisers will consider the impact the appraisee has had on developing the professional capacity of individual staff members and building the capacity of their team as a whole.</p> <p>Responsibility focussed objectives: Teachers with a TLR or leadership role will have one or more objectives relating to their role specific responsibilities.</p> <p>[specify objectives as appropriate]</p>	<p>As above</p>
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PART 3: CONTINUING PROFESSIONAL DEVELOPMENT PLAN FOR [MONTH/YEAR] TO [MONTH/YEAR]

The plan should record the CPD priorities for the appraisee, relating to their job role and responsibilities and with reference to the *Teacher Development Roadmap*.

- a) Measures expected to be facilitated within the Academy (including personal research by the appraisee)
- b) Measures expected to be facilitated within the Aspirations Academies Trust
- c) Measures that would require external facilitation (e.g. external trainer to deliver session at the Academy or attendance at externally run course)

CPD priorities and rationale	Proposed CPD activity (include target date, assessment of resources, time and cost)	Progress update
<p>1. [enter key heading of the knowledge/skills/competencies for which CPD activity is being proposed]</p> <p><i>[set out brief details of the reasons why CPD is being proposed]</i></p>	<p>a) <i>describe the measures that fall within category a (defined above)</i></p> <p>b) <i>describe the measures that fall within category b (defined above)</i></p> <p>c) <i>describe the measures that fall within category c (defined above)</i></p> <p><i>Include with the description of each measure the assessment of resources, time and cost.</i></p>	<p><i>To be completed following reviews within and at the end of the year by making a brief assessment of whether the proposed activity has been undertaken and whether this has adequately addressed the need (i.e. contributed to the expected impact)</i></p>
<p>2. As above</p>	<p><i>As above</i></p>	<p><i>As above</i></p>
<p>3. As above</p>	<p><i>As above</i></p>	<p><i>As above</i></p>

PART 4: APPRAISAL RECORD SIGN-OFF

As soon as possible following the appraisal meeting (normally within 5 working days) the appraiser will complete the Appraisal Record form and issue this to the appraisee.

The appraisee should read the form carefully to be satisfied that the form represents an appropriate summary of the meeting.

The appraisee may suggest alterations or additions that they feel would make the form a more appropriate record. Any such proposal should normally be made within one week.

If the proposed alteration is agreed by the appraiser the document should be updated accordingly and the form immediately signed by both the appraisee and appraiser.

If the proposed alteration is not agreed the appraisee may make additional comments for the appraisal record in this section of the form, prior to signing the form. The appraiser may then add additional comments prior to signing the form. In the event that the appraisee does not make additional comment and/or does not sign the form within one week, normally the document will be considered as final and the appraiser will confirm this in writing to the appraisee.

In the event that an appraisee is dissatisfied with the final appraisal document they may submit an appeal within 5 working days of the final document being issued.

Additional comments the appraisee wishes to have recorded:

Additional comments the appraiser wishes to have recorded:

Date by which mid-year review(s) will be undertaken:

Appraisee's name:		Appraiser's name:	
Appraisee's signature:		Appraiser's signature:	
Date:		Date:	