**Performance Appraisal Review – All School Based Employees**

Appraisal reviews provide the opportunity for focussed discussion, to look back over the previous review period, recognise particular achievements and discuss any areas that may have been handled differently. It also allows an opportunity to set individual objectives for the coming period that are in line with the school improvement plan and the wider aims of Plymouth CAST. The appraisal will identify any training or development opportunities, devoting time to your specific needs and aspirations.

The school improvement plan is a key document in the appraisal process and appraisers should explore the alignment of objectives with the school’s priorities and plans. Objectives should also reflect the appraisee’s professional aspirations.

The review will be completed by the appraiser and signed by you and the appraiser. A copy will be given to you and the original will be placed on your personnel file. Some information from the form may be used to help create team or school learning/development plans. Confidential information should not be recorded on the appraisal form. Appraisers can make their own notes on confidential matters and these should not be shared without the appraisee’s permission, neither should they contain any information that the appraisee is unaware of. At the close of the meeting both the appraise and the appraiser should be clear what, if any, information is deemed to be confidential.

## **Before the Appraisal –** *prompts which both appraisee and appraiser may wish to consider*

You may wish to prepare for the meeting and discussion by considering the prompts below. If you chose to make notes, you may wish to share these with your appraiser before the appraisal meeting to allow time for the comments to be considered.

* What do you consider to be your key successes/achievements over the last year?
* Factors that have possibly helped your achievements over the last year.
* Factors that have hindered your achievements over the last year.
* What parts of your job, do you:
  + Do best?
  + Do less well?
  + Have difficulty with?
* Have you any skills, aptitudes, or knowledge not fully utilised in your job? If so, what are they and how could they be used?
* Additional remarks, questions, concerns or suggestions

1. **Pre-Appraisal Administration** *– to be completed by appraisee*

Appraisee Name: Job Title: …

Appraiser: Date:

Do you have an up to date job description / terms of reference: Yes / No

Do you have objectives from the previous reporting period: Yes / No

1. **Performance of Objectives from the Previous Appraisal Period -** (To be completed during the appraisal meeting)

| **Objectives covered the period (insert date) ……………………………………..**  1.  2.  3.  4.  5.  What has been achieved and how well were they achieved. Have objectives been met in part or in full? If not, what prevented them from being achieved?  What could have been done differently?  How well you have been supported over the past year – are there times when things have got in your way?  Other key achievements / successes. |
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| 1. **Assessment of performance –** *to be completed by appraiser*   for Teachers please use Teaching Standards Assessment (attached)  for Support, please refer to the job requirements within the job description and provide a summary statement below:- |
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| | (Summary statement of performance taking into account achievement of any set objectives and performance against job requirements)  **If applicable, please comment on any classroom observation for Teaching Assistant staff only.**  Summary of key points. | | --- | |
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1. **Personal Objectives/Targets for the Next Review Period** *– to be discussed and agreed between appraisee and appraiser*

Objectives will be based on the school improvement plan and the wider aims of Plymouth CAST. In agreeing objectives, please also consider current capabilities, performance against past objectives, and future personal growth and/or job aspirations/ personal aims and fulfilment. As a guide, no more than 5 SMART and Sharp objectives.

| **Objectives**  *Objectives should be Specific, Measurable, Achievable, Relevant, Time bound:*  1.  2.  3.  4.  5. | **Success Criteria**  *How will you know you have achieved these objectives or are making progress?* | **Target and dates**  *When will you have achieved the objectives?* |
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1. **Personal and Professional Development –** *to be discussed and agreed between appraisee and appraiser*

What needs have been identified in relation to the performance standards required in your current post and or to support you in your continued professional development?

For teachers, these are National Teaching Standards (attached) and for support roles, this will be an assessment against the job description.

| **Standard**   * Teachers – National Standards * Support – Job Description | Improvement/ development identified | What action has been agreed, by whom and when? |
| --- | --- | --- |
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| **Continuous Professional Development (CPD / Training / Other Support**  *Skills, knowledge or development needs that have been identified and agreed*    *How will they be developed*  *How will success be measured*  *How you will know you have succeeded who will give feedback*    *Are there any parts of your job that need clarifying?*  *Is there anything more that can be done to support you?* | | |
| 6.**.** **Overall assessment of performance against standards and objectives:** *to be completed by appraiser*  Performance exceeds all expectations  Performance exceeds most expectations    Performance in line with expectations    Performance below expectations    Not Applicable  **Appraiser’s summary / supporting comments:**  **Appraisee’s Comments**  7. **Pay progression recommendation - Teacher Staff only\***  Yes  No  Any supporting comments on pay progression outcome:  Teachers’ pay progression will continue to be based on existing school arrangements until a CAST Pay Policy is negotiated and adopted. \**Support staff appraisal differs from the arrangements for teachers in that it does not link to pay.* | | |
| **Appraisee: ………………………… Signed …………………. Date: …………………..**    **Appraiser: ………………………. Signed ………………….. Date: ………………..**  **Date set for next (interim) review: ……………………..** | | |

**Teachers’ ONLY - Standards Assessment Form**

| **Teacher:** |  | **Date:** | **Evaluation carried out by:** |
| --- | --- | --- | --- |

| **Evaluation Process** | | | | **Evidence to be considered** |
| --- | --- | --- | --- | --- |
| This is a formative assessment process. Its aim is to improve the quality of teaching and learning. Teachers are assessed against the Teachers’ Standards 2012.The evaluation should consider the impact of teaching over time and it is recognised that not all standards will be visible in the lesson. | | | | * Observation of teaching * Evidence in students’ books/portfolios * Talking to students * Progress according to data |
| **Standard** | | | **Observations / comments** | |
| **1** | **Set high expectations which inspire, motivate and**  **challenge pupils** | | | |
| **1a** | establish a safe and stimulating environment for pupils, rooted in mutual respect | |  | |
| **1b** | set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions | |
| **1c** | demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils. | |
| **2** | **Promote good progress and outcomes by pupils** | |  | |
| **2a** | be accountable for pupils’ attainment, progress and outcomes | |  | |
| **2b** | be aware of pupils’ capabilities and their prior knowledge, and plan teaching to build on these | |
| **2c** | guide pupils to reflect on the progress they have made and their emerging needs | |
| **2d** | demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching | |
| **2e** | encourage pupils to take a responsible and conscientious attitude to their own work and study. | |
| **3** | **Demonstrate good subject and curriculum knowledge** | | | |
| **3a** | have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils’ interest in the subject, and address misunderstandings | |  | |
| **3b** | demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship | |
| **3c** | 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 | |
| **3d** | if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics | |
| **3e** | if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies | |
| **4** | **Plan and teach well-structured lessons** | | | |
| **4a** | impart knowledge and develop understanding through effective use of lesson time. | |  | |
| **4b** | promote a love of learning and children’s intellectual curiosity | |
| **4c** | set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired | |
| **4d** | reflect systematically on the effectiveness of lessons and approaches to teaching | |
| **4e** | contribute to the design and provision of an engaging curriculum within the relevant subject area(s). | |
|  | **Standard** | | **Observations / comments** | |
| **5.** | **Adapt teaching to respond to the strengths and needs**  **of all pupils** | | | |
| **5a** | know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively | |  | |
| **5b** | have a secure understanding of how a range of factors can inhibit pupils’ ability to learn, and how best to overcome these | |
| **5c** | 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 | |
| **5d** | 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** | | | |
| **6a** | know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements | |  | |
| **6b** | make use of formative and summative assessment to secure pupils’ progress. | |
| **6c** | use relevant data to monitor progress, set targets, and plan subsequent lessons. | |
| **6d** | 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** | | | |
| **7a** | have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school’s behaviour policy | |  | |
| **7b** | have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly | |
| **7c** | manage classes effectively, using approaches which are appropriate to pupils’ needs in order to involve and motivate them | |
| **7d** | maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary. | |
| **8** | **Fulfil wider professional responsibilities** | | | |
| **8a** | make a positive contribution to the wider life and ethos of the school | |  | |
| **8b** | develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support | |
| **8c** | deploy support staff effectively | |
| **8d** | take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues | |
| **8e** | communicate effectively with parents with regard to pupils’ achievements and well-being. | |
| **Additional space for notes (e.g. something not relating directly to one of the Teachers’ Standards above)** | | | | |
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| **Strengths observed during evaluation** | | **Opportunities for sharing good practice** | | |
| 1 |  |  | | |
| 2 |  |  | | |
| **Additional employee Comments (if any)** | | **Additional Comments by appraiser (if any)** | | |
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