



Symphony Learning  
TRUST

# Performance Management Policy and Guidance

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Adopted by Symphony Learning Trust on	Autumn 2016
Reviewed	Autumn 2019
Version	2

## Policy

This policy applies to all staff employed by the Symphony Learning Trust, with the exception of those individuals who are:

- Employed on a contract of less than one term;
- A teacher currently undergoing their induction (i.e. NQTs), or
- Subject to the school's capability policy.

Throughout this policy, unless indicated otherwise, all references to 'Employee' includes:

- The Head Teacher/Executive HT/ Head of School and CEO (when they are the individual being appraised);
- Teaching staff;
- Classroom based support staff;
- Non-classroom based support staff, including premises staff, midday supervisors and office staff.

The term 'Head teacher' includes Executive Head teacher.



### Purpose

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Performance management should focus on continuous development and performance improvement. It should ensure that all staff have the opportunity to, and are encouraged to discuss their performance and development needs in relation to their job role on a regular basis with their line manager.

This policy sets out the framework for a clear and consistent assessment of the overall performance of employees in Symphony Learning Trust. In addition it focuses on the support and continual professional development of each and every individual, in order to assist them to develop their professional practice on a personal level and to ensure their contribution to improving educational provision and performance of the school.

The performance management policy will also be used to address any concerns that are raised about an employee's performance. If concerns cannot be resolved through the performance management process, an individual may proceed to be managed via the Capability Policy.



### Timescales

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Performance management is an ongoing cycle, with key activities taking place at particular times of the academic year:

**Summer Term:** Preparation and self-evaluation against the relevant standards.

**Autumn Term:** School and individual objectives will be set and performance during the previous academic year formally appraised during the Appraisal Meeting.

**Spring Term:** Mid Term review of objectives and targets, which may be reviewed where circumstances have changed since targets were set in the Autumn.

Those employed on a fixed term contract of less than one year will have their performance managed in accordance with the principles underpinning this policy. However the length of the period will be determined by the duration of the contract.

Where an individual commences employment at the school part way through the performance management cycle, the Head Teacher, shall determine the length of the first cycle for that individual with a view to bringing their performance management cycle into line with that of the other employees as soon as possible.

Where an individual is appointed to a new post within the school part way through the performance management cycle, the Head Teacher must give consideration as to how this will affect the individual's performance management. Where necessary, an interim performance management meeting should take place, at the earliest opportunity, in order to review current targets and objectives to ensure they are relevant to the new role. Any new targets and objectives should be set to allow the individual to achieve their new targets by the Autumn review.

The above principles will also apply where an individual staff member has had a period of leave, i.e. maternity leave, sickness absence or where they have had a career break.

The appraiser will ensure that all written appraisal records are retained in a secure place for six years after which they can be destroyed.



## **Appointment of Appraisers**

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The Head Teacher will be appraised by a sub-group of the Governing Body/Trustees, who must be supported by the CEO, who will act as an educational adviser.

The CEO will be appraised by a sub-group of the Trustees, who must be supported by a suitably skilled and experienced external educational adviser appointed by Trustees.

The Head Teacher and Senior Leadership Team will decide who will undertake appraisals of the teaching and support staff. This will normally be the member of staff with a clear line management overview of the work of the member of staff being appraised.

Appraisers of teaching staff must have Qualified Teacher Status.

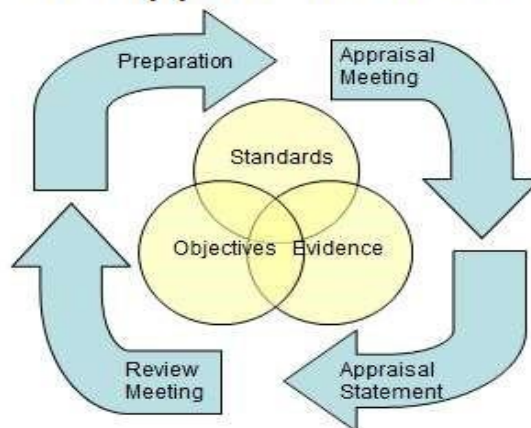
## Performance Management Process

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The appraisal period will run for twelve months from September to September.

Performance Management Process:

### The Appraisal Process



#### **Preparation & Self Evaluation**

During the summer term, the Appraiser will determine the standards against which employees will be assessed.

For the CEO, the sub-group of Trustees, with the support of an external educational adviser will determine the standards against which the CEO will be evaluated. The CEO will then formulate the targets for the head teachers in the Trust.

For the Head Teacher, the sub-group of the Governing Body/Trustees, with the support of the CEO, will determine the standards against which the Head Teacher will be evaluated. The Head Teacher will then formulate the targets for the remaining employees in school.

#### **Appraisal Meeting – Reviewing Performance**

During the Autumn term appraisers and employees will meet to undertake a formal Appraisal Meeting to:

- Review and discuss previously set objectives and targets;
- Assess evidence on whether the objectives and targets have been met;
- Set objectives for the forthcoming appraisal cycle;
- Record the outcome on an appraisal statement form (see below).

Objectives should contribute to the wider Trust/school's aim of improving the educational provision and performance.

The targets and objectives set for all employees must be SMART (Specific, Measurable, Achievable, Realistic and Time-bound) and must be appropriate to the employee's role and level of experience. In addition, the success criteria of achieving the objectives and the relevant level of the standards the employee should be achieving and demonstrating should also be agreed.

Both the appraiser and employee should agree the objectives where possible. However, if this is not possible, the appraiser will determine the objectives.

For further advice on setting targets and objectives to ensure that they are reasonable and appropriate to the career stage of the individual concerned, please see guidance document.

### **Completion of the Appraisal Statement**

Within a reasonable time after the Appraisal Meeting (or school to set a specific timescale):

- The appraiser will complete the Appraisal Statement;
- The Appraiser will forward the completed statement to the employee for comment/approval;
- The employee will review the statement and include any comments they wish to make in the relevant section of the form.

Once the Appraisal Statement is completed, both appraiser and employee should sign and retain copies.

The Appraisal Statement form will include the following:

- Details of the objectives for the appraisal period being assessed;
- An assessment of the individual's performance of their role and responsibilities during the appraisal period, measured against their objectives and the relevant standards;
- A review of the individual's training and development needs and identification of any action that should be taken to address these needs;
- A recommendation on pay progression (where applicable, for Teachers only);  Any additional support or training required for the forthcoming appraisal period.

For Teachers, the Appraiser should make a recommendation regarding pay progression. For Head Teachers the person making the recommendations must be the individual who carried out the appraisal process, i.e the C.E.O. Where there is to be a recommendation for no pay progression, individuals should already have been made aware that this was a possible outcome, either at the Mid-Year review in the spring term, or at the earliest opportunity. All recommendations on pay progression will then be referred to the Pay Committee of the Governing Body/Trustees to make a final decision, further details on the role of the Pay Committee can be found in the Trust's Pay Policy.

## **Ongoing Review of Performance**

The level and nature of ongoing assessment required will be confirmed within the appraisal meeting and statement. It should be carried out in a supportive way and reflect the performance and development needs of the individual. Any feedback on performance will be given promptly, highlighting particular areas of strength as well as any areas that need attention and where appropriate action is required. On-going review may include:

### **Observations (for Teaching)**

Teachers' performance will be regularly observed but the amount and type of classroom observation will depend on the individual circumstances of the teacher and the overall needs of the school.

Classroom observations will be carried out on all teachers. In addition to formal observation, Head Teachers or other leaders with responsibility for teaching standards may 'drop in' on lessons on other occasions in order to evaluate the standards of teaching and to check that high standards of professional performance are established and maintained. The length and frequency of 'drop in' observations will vary depending on specific circumstances. Teachers (including the Head Teacher) who have responsibilities outside the classroom should also expect to have their performance of those responsibilities observed and assessed.

### **Other means of assessing performance may include:**

- Planning and work scrutiny;
- Termly meeting with appraiser;
- Mid-cycle review meeting with appraiser;
- Observation / scrutiny of leadership and management activities where appropriate;
- Other feedback obtained during the cycle relevant to the teacher's overall performance;
- Focused and moderated pupil work with specific groups;
- Learning walks;
- Pupil behaviour and their management;
- Quality of learning environment;
- Pupil attitude survey;
- Specific internal as well as external tests;
- Lesson plans and showcase innovative approaches; □ Pupil conferences.

### **Feedback**

Teachers and support staff will receive constructive feedback on their performance throughout the year, and for teachers, as soon as practicable after an observation has taken place, or other evidence has come to light which may suggest there are areas of their performance that may require further support.

Where there are concerns about any aspects of an employee's performance the appraiser will meet the employee as soon as possible to advise them of their concerns and consider whether additional support may be required. Regular follow up meetings should then take

place, via day to day management to check on the employee's progress. If, following these reviews the appraiser is satisfied that the employee has made, or is making, sufficient improvement, the performance management process will continue as normal. Where an employee continues to fall short of the expected targets and standards, then the appraiser should refer to the Transition to Capability Section below.

### **Mid –Year Review**

The purpose of this review is:

- To check on progress against the agreed objectives and ensure objectives are still relevant;
- To check overall performance against the role and relevant professional standards;
- To ensure that development and support opportunities necessary to meet the performance/success criteria are being provided/accessed;
- To evaluate the effectiveness of any training/development already undertaken;
- To discuss any issues arising during the year;
- To consider any other development and support that may be required;
- To collect evidence in support of the final annual assessment/review which may form part of a professional development portfolio.

Appraisers should also consider whether it is necessary to review what was agreed in the appraisal statement during the cycle. For example:

- If the employee's post and/or responsibilities have changed; □ There have been difficulties in accessing agreed support; □ Where the employee has been on long term absence.



## **Pay Progression for Teaching Staff**

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Where teachers are eligible for pay progression, the recommendation made by the appraiser will be based on the assessment of their performance against the agreed objectives. The decision made by the relevant decision-making body will be based on the statutory criteria and guidance set out in the pay policy, STPCD and the relevant Teacher Standards.

Where there are concerns that a teacher may not meet their objectives by the end of the performance management cycle, the appraiser must make this explicitly clear to the individual and advise them that this may impact the recommendations made to the Pay Committee. If the appraiser makes a recommendation that no pay progression is to be applied then this should not come as a surprise to the individual.



## **Transition to Capability**

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Where performance concerns remain, additional support should be considered and offered as soon as possible, without waiting for the formal annual assessment. Under these circumstances, the appraiser will, as part of the appraisal process meet the individual to:

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

Give the employee the opportunity to comment on these concerns and put forward their views (the employee may be represented by a Trade Union representative or work colleague);

Set targets for improvement and agree an improvement plan which includes appropriate supportive measures such as coaching, training, in-class support (where relevant), structured observations or mentoring that will help to address those specific concerns;

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

Explain that if the individual does not make the required improvement then it may be necessary to refer to the capability procedure.

The individual's progress will continue to be monitored as part of the performance management process and a reasonable time given for the individual's performance to improve, timescales will be considered on a case by case basis. During this monitoring period the individual will be given regular feedback on progress and arrangements will be made to modify the support programme if appropriate.

If the required improvement has been made and there is no longer a possibility that capability procedures will be invoked the individual must be informed of this as soon as possible.

Alternatively if it is concluded that it is appropriate to progress to the capability procedure, the appraiser will meet with the individual to inform them of this. The employee will then receive a written invite to a Formal Capability Meeting.



## **Confidentiality & Quality Assurance**

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The performance management and capability processes will be treated with confidentiality.

Head Teachers and CEO may moderate all or a sample of objectives/targets that have been set to ensure that these:

- Are consistent between those who have similar experience and similar levels of responsibility;
- Comply with the school's performance management policy, any relevant regulations and equality legislation.



In relation to the Head Teachers within the Trust, the Chair of Trustees may nominate number of trustees to quality assure the planning statement for the Head Teachers.

## **Monitoring and Evaluation**

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The Governing Bodies/Trustees will monitor the operation and outcomes of performance management arrangements.

## Guidance

### Scope

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The scope of this guidance applies to all Senior Leadership Teams in the Trust (including Head Teachers, CEO and all teachers, except for Newly Qualified Teachers who are subject to separate induction arrangements.

Whilst Support Staff are not subject to statutory appraisals, schools may find this guidance useful when undertaking appraisals with other staff outside the scope of this document.

### Purpose

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The purpose of this guidance is intended to assist the process of performance management in schools it should be used in conjunction with the Trust's Performance Management Policy. If the Trust also choose to apply the Performance Management Policy to Support Staff, then it should be applied consistently to all Support Staff within the Trust. **In Symphony Learning Trust, all staff have an annual appraisal.**

The focus on performance management / appraisal is one of continuous development and performance improvement, primarily for individual success and development to ensure a positive impact on the whole Trust and school communities, linking professional development to school improvement priorities.

It aims to ensure consistency with the legislative requirements set out below and the principles of the Equalities Act 2010. It is thereby intended to ensure:

- Performance management is conducted in an open and fair manner with consistency, transparency and fairness;
- Staff are able to access relevant and sustained development in a culture where they feel they feel empowered and comfortable to participate fully in the Performance Management system;
- There are structures in place for the provision of relevant and continuous professional development for individuals.

Benefits include:

- Ensuring that the school and Trust's priorities are included in individual's targets and objectives;
- Encouraging effective people management and ongoing communication between line managers and staff;
- Establishing a fair and consistent base so people know what is expected of them;
- Helping people to achieve higher levels of performance and be recognised for doing

so;

- Making sure that people are as effective as they can be;
- Establishing greater accountability for delivery of performance, objectives and development;
- Implementing a consistent approach across the school.

## **Statutory Regulations**

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The Statutory Regulations for appraisal are determined by the Education (School Teachers' Appraisal) (England) Regulations 2012 (The Regs). The School Teachers Pay and Conditions Document (STPCD) sets out how the appraisal process must justify the rationale for decisions about pay and career progression for teachers.

Whilst having regard to the above statutory regulations try not to overcomplicate the process to minimise the impact on workload for teachers and the SLT. The DfE advise 'schools should always be aiming for policies and processes that avoid unnecessary bureaucracy and that are proportionate to support robust decisions'. In formulating this guidance consideration has been given to this statement.

## **Roles & Responsibilities**

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All involved in the performance management processes in Schools, Colleges and Academies have an important role and responsibility in making the appraisal process successful and transparent.

The principle roles and responsibilities in relation to this guidance include:

Role	Responsibilities
Local Governing Bodies/Trustees	<ul style="list-style-type: none"> <li data-bbox="272 577 1358 651">□ Consider and adopt pay and appraisal policies including criteria for pay progression.</li> <li data-bbox="272 658 1385 732">□ Ensure that the performance of staff is managed in accordance with both the statutory framework and relevant policies adopted.</li> <li data-bbox="272 739 1385 853">□ Monitor the outcomes of performance management arrangements including the extent to which different groups of teachers may progress at different rates.</li> <li data-bbox="272 860 1394 934">□ Ensure performance management processes and pay progression operate fairly</li> <li data-bbox="272 940 1430 1055">□ Establish a Pay Committee to make decisions (in line with the Trust pay policy) about pay and career progression based on pay and recommendations from the Head Teacher</li> <li data-bbox="272 1061 1342 1135">□ Establish a Pay Appeals' Committee to conduct a hearing in relation to appeals, in line with the appropriate Appeals' Process.</li> </ul>
Role	Responsibilities

Member of SLT/ Appraiser	<ul style="list-style-type: none"> <li>□ Ensure all staff are familiar with the appraisal process and expectations.</li> <li>□ Evaluate standards of teaching and learning and ensure appropriate standards of professional practice are established and maintained.</li> <li>□ Ensure objectives are appropriate to job roles, relevant standards and career progression, linked to whole school's priorities and / or the school development plan.</li> <li>□ Provide support for setting development objectives to enable both the individual's and school's success.</li> <li>□ Give timely feedback and ensure relevant support/development is in place to improve performance, achieve objectives and enable pay progression.</li> <li>□ Ensure there are no surprises at the appraisal meetings</li> <li>□ Ensure consistency and fairness throughout the process taking account of the Equality Act 2010.</li> <li>□ Undertake a mid-period review against objectives set and Teacher Standards, as appropriate.</li> <li>□ Recommend pay and career progression to the LGB's/Trustee's pay committee ensuring committee members have sufficient information upon which to base their decisions.</li> <li>□ If delegating the responsibility for appraisals to other members of the SLT ensure they are appropriately trained to undertake this role.</li> <li>□ Maintain records of decisions and recommendations made, demonstrating that all decisions are made objectively, fairly and in compliance with equalities legislation.</li> </ul>
Teachers/appraisee	<ul style="list-style-type: none"> <li>□ Familiarise themselves with the appraisal process and seek clarity if necessary.</li> <li>□ Engage in the appraisal process, take account of feedback and act upon it.</li> <li>□ Prepare for the appraisal process (see below)</li> <li>□ Ensure on-going professional discussions with their appraiser throughout the appraisal cycle.</li> <li>□ Keep records of their objectives and review them throughout the appraisal process</li> <li>□ Ensure appropriate standards of professional practice are established and maintained.</li> <li>□ Where applicable appraise the performance of other teachers (as delegated by the Head teacher)</li> <li>□ During the Appraisal process decide whether they wish to apply for access to the upper pay range and gather appropriate evidence (as required).</li> </ul>

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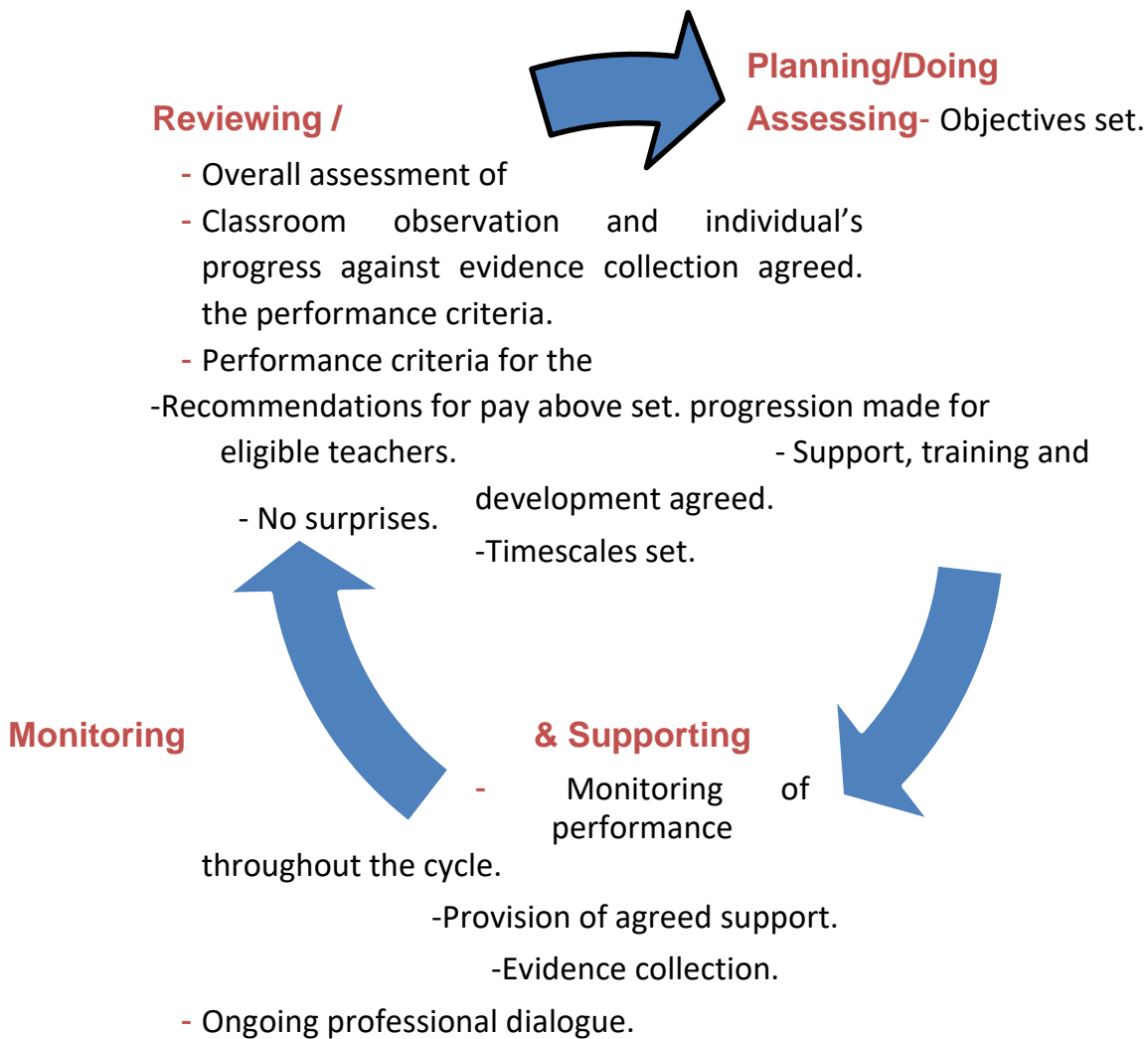


## The Appraisal Process

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The appraisal process should be an agreed summary of what has been happening over the last academic year and considering what the focus should be on for the forthcoming year.

It is a continuous cyclical process as follows:



<b>Planning/ Doing</b>	Commence the cycle by agreeing objectives linked to priorities; assess against standards; agree the performance / success criteria and evidence; have regard to development plans as part of CPD; enable the employee to work towards achieving the objectives / standards
<b>Monitoring/ Supporting</b>	Monitor and review progress throughout the year including a formal midyear review. Clarify how the evidence will be collected. Keep professional dialogues ongoing, timely and relevant. Consider the provision of agreed support, who is responsible etc.

Overall assessment of individual's progress against the performance criteria. If the above has been taking place throughout the year there should be no surprises. At the end of the appraisal year assess progress, achievements, evidence etc., in preparation for pay decisions to be put forward as recommendations to the Governing Body's/Trustee's Pay Committee.

Ensure all of the above is done on a timely basis, to assist with this, attached at **Appendix A** is a timeline for the above events to be undertaken during the appraisal cycle.



## Pre-appraisal preparation

The responsibility for ensuring a productive discussion takes place at an appraisal meeting rests equally with the appraiser and appraisee. Detailed and considered preparation will often determine the success of the appraisal discussion. It is important to ensure that the appraisal discussion focuses on performance against the last year's objectives and any relevant standards required, for example, Teacher Standards.

Both the appraiser and appraisee should ensure an appropriate amount of time is identified for the appraisal meeting.

**The appraisee** should prepare for their appraisal by:

- Undertaking a self-evaluation against the agreed objectives and relevant Teacher standards;
- Reflecting on and assessing the impact of any development;
- Identifying any issues that may have impacted on their performance;
- Ensuring they have copies of relevant documentation and evidence and that this is shared with the appraiser as soon as possible;
- Considering future objectives and career progression;
- Establishing relevant training and development needs in order to achieve their objectives and standards;
- Identifying any areas where they may need to develop to move on to their next career stage.

A template self-review document is provided for this purpose: **Appendix B**

**The appraisers** should prepare for the appraisal meeting by:

- Arranging the appraisal meeting giving as much notice as possible but not less than five working days;
- Ensuring that the appraisal takes place within the employee's directed time and make sure that appropriate cover is in place prior to the day of the appraisal;
- Guide and support the appraisee;

- Ensuring all elements of the current appraisal objectives and standards have been addressed;
- Ensuring that all the evidence has been shared with the appraisee prior to the appraisal meeting;
- Ensuring that they are aware of the pay progression criteria that need to be addressed within the appraisal cycle and that this has been achieved
- In preparation for the forthcoming appraisal cycle consider how the appraisee might contribute to any team, whole school/academy/college objectives;
- Ensuring that proposed objectives are clearly linked to the Academy / School College development plan;
- Ensuring they are aware of the performance indicators against the Teacher standards expected for their current or aspirational level.

Whilst not absolutely necessary, best practice would be to formalise the appraisal date, time and purpose by confirming the details in a letter or email. **Appendix C.**

(**NB:** This letter can also be adapted for inviting staff to the mid-cycle review meeting)



## Annual Appraisal Meeting

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Make sure sufficient time is allowed for the Appraisal meeting and that it takes place in a place where you will not be disturbed. Normally the only attendees at an appraisal meeting are the appraisee and appraiser. In the event that the member of staff requests they are accompanied at the meeting by either a workplace colleague or union representative the advice is to contact your HR Adviser to discuss individual circumstances.

The annual appraisal meeting provides an opportunity to discuss, confidentially a member of staff's performance and consider targets for the next cycle.

At the Appraisal Meeting it is important for the appraiser to:

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- Acknowledge successes;
- Develop a joined up approach to addressing any areas of concern to enable success;
- Establish the appropriate objectives for the forthcoming cycle, including the success criteria and the evidence base to be used;
- Consider any support and development required to achieve the agreed objectives; □  
 Consider any aspirational targets and seek to support these; □ Be aware of the need for a satisfactory work-life balance.

After the appraisal meeting staff should be provided with an agreed copy of their appraisal statement as this will be needed both to remind both parties of the agreed objectives and CPD requirements as well as a reference guide for other stages in the appraisal process cycle.



A template appraisal statement is available in **Appendix D**.

## **Mid-Cycle Review Meeting**

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Following the end of year appraisal meeting and as part of the continuous appraisal process those responsible for performance management of staff should undertake a midterm review. The purpose of this review is:

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- To check on progress against the agreed objectives and ensure objectives are still relevant;
- To check overall performance against the role and relevant professional standards;
- To ensure that development and support opportunities necessary to meet the performance / success criteria are being provided / accessed;
- To evaluate the effectiveness of any training / development already undertaken;
- To discuss any issues arising during the year;
- To consider any other development and support that may be required;
- To collect evidence in support of the final annual assessment / review, and which may form part of a professional development portfolio.

For the purposes of the mid-term review meeting consideration should be given to whether there is any need to renegotiate the objectives agreed at the start of the appraisal cycle.

Appraisers should also consider whether it is necessary to review what was agreed in the appraisal statement during the cycle. For example:

- If the appraisee's post and / or responsibilities have changed;  There have been difficulties in accessing agreed support;  Where the appraisee has been on long term absence.

If this is the case and with the agreement of both parties the objectives may be amended.

In addition to the mid-year review evidence from monitoring should always be shared with the appraisee during the year as part of the on-going professional dialogue. This will ensure there are no surprises at the appraisal meeting.

Below is a diagram outlining the various stages to facilitate a successful appraisal process.

# The Appraisal Process



## Setting Objectives

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In order to comply with The Education (School Teachers' Appraisal) Regulations 2012 each teacher, including Head Teachers, must have objectives set which, if achieved, contribute to the school's plan for improving the school/academy's educational provision and performance.

It is the responsibility of appraisers to ensure that appropriate objectives are set, including the success criteria of the objectives and the relevant level of the standards the teacher should be achieving and demonstrating.

All teachers with paid leadership responsibilities should be assessed against the relevant leadership standards and their impact on relevant whole school improvement priorities.

All teachers should have at least one objective related to pupil progress and it should address the key attainment priority identified by the school's improvement plan.

Performance management should, first and foremost, be about ensuring all staff are supporting the school contributing to the achievement of the development plan and raising standards for students (whether directly or indirectly).

Within the appraisal framework objectives should also reflect the personal needs of the appraisee in terms of supporting their development and career progression aspirations.

Effective objectives should therefore:

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- Reflect the school and Trust's development plans;
- Reflect any whole school or Trust's objectives; and
- Reflect the appraisee's current role, development needs, career aspirations and the associated teacher standards;
- Positively impact on pupil progress; and
- Focus on priorities for the individual for the appropriate appraisal cycle.

It is also important to note that different objectives will have different demands. The performance management regulations for teachers do not specify the number of objectives to be set, instead including a requirement to ensure that the appraisee is able to achieve a satisfactory work-life balance. In setting the number of objectives it should be borne in mind that the amount set must be reasonable and appropriate to the individual concerned and schools may want to determine a specific number appropriate to their own establishment.

Different objectives may need different timescales. It is perfectly reasonable to set an objective that spans more than one appraisal cycle, provided performance criteria are set which include milestones to be achieved by the end of the first cycle. Equally some objectives may have shorter timescales and be completed before the end of the cycle.

Clearly what is a reasonable set of objectives for a full-time member of staff is unlikely to be reasonable for a part-time member of staff, unless the "part-timer" is allocated proportionately more time in which to focus on their objectives.

At the very least, objectives should be specific, measurable, achievable, realistic and time bound. Otherwise known as SMART objectives.

The majority of people are aware of the acronym SMART when applied to objectives, but effective performance management arrangements should also be 'integrated' - SMARTI

When using a process of objectives and performance criteria it may be more appropriate to use both the objectives and the performance criteria to achieve the full SMARTI (see Attached **Appendix E** for full description of SMARTI Objectives).

## **Performance – Success Criteria**

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Performance / success criteria relate to a specific objective and provide clarification of what success will look like. It is these criteria that form the basis for assessment, the intention being that when they are agreed at the appraisal meeting they are set such that if achieved they should reasonably deliver the requirements of the objective.

The number of objectives set will usually be 3, and the performance criteria themselves must be fully within the control of the appraisee, a factor which is particularly important if the appraisee cannot be held solely responsible for the achievement of the objective itself. For example:

- Exam results are not wholly within the control of a teacher, since they will also be influenced by the efforts of the pupils and potentially other external factors such as illness, family upset, etc. In addition, gaining or losing pupils during the course of the cycle may also have an effect on the overall exam results. However, effective performance criteria relating to the efforts of the teacher to achieve the objective will compensate for this.
- In a job-share situation the impact of each individual may be difficult to distinguish, so while the objective is likely to relate to the overall outcome, the performance criteria will focus on how the appraisee has personally contributed.

In all cases if the appraisee meets all of the agreed performance criteria then even if the objective itself is not wholly achieved the appraisee should be considered successful.

The only exception to this would be if it has become apparent to the appraisee during the course of the cycle that one or more performance criteria may not be resulting in the expected outcomes and they have not taken any steps to address the situation. Appropriate action in such a case would be to request a revision meeting to amend the appraisal statement in recognition of the emerging evidence.

### **Types of Performance Criteria**

Performance criteria will typically fall into 3 categories:

- Actions to be undertaken by the appraisee, with timescales;
- Measurable / detectable outcomes;
- Impact indicators;

An effective appraisal statement may include performance criteria from more than one category against each objective.

In addition to setting objectives appraisers should also ensure that teachers are meeting the relevant teacher standards applicable to their salary range. A guide on career stage expectations has been produced to support schools with their assessments **Appendix F**.

The statements against the different pay ranges are intended to provide a broad guide to appraisers regarding what might be expected of teachers at different stages of their careers.

Pay progression is now linked to performance and not length of service, and whilst the guide has been produced based on stages within a Teacher's career it should be noted that some teachers may demonstrate competencies earlier than this guidance suggests

 **Evidence**

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At the start of the cycle the Appraiser and appraisee should seek to agree the evidence that will be gathered. This will need to:

- Demonstrate achievement of the objectives / performance criteria; and
- Support the assessment of overall performance;
- Support the decision on pay recommendations.

The majority of the evidence will be directly linked to the objectives and therefore the priorities for the appraisee, but additional evidence may be gathered if necessary. This is particularly beneficial for teachers who will (or may) be using their appraisal statement to support pay progression to the appropriate level.

Both the Appraiser and the appraisee should be proactive in identifying and maintaining evidence in respect of performance management and the appraisal process.

**Types of Evidence**

Evidence may be qualitative and / or quantitative in nature; a mix of both types is recommended as this will provide a more holistic picture of what has been achieved.

Examples of evidence include:

- Observed behaviours (for example. classroom observation learning walks, drop-ins);
- Data (for example pupil progress, results, statistics, reviews);
- Work scrutiny, (for example marking, assessments etc);
- Documentation, produced by either the Appraiser or the appraisee, etc.;
- Testimony (for example. from pupils, parent views, outcomes of feedback surveys, etc.). Care is needed if using testimony – depending on who has provided the testimony it may need to be interpreted by a person with appropriate professional knowledge.

Evidence should be gathered throughout the cycle and shared between the Appraiser and appraisee by each other as soon as it becomes available, as part of the ongoing

professional dialogue. Once generated evidence must be maintained throughout the life of the objective / appraisal cycle (whichever is longer). Where possible the evidence should be produced through normal school / academy / college systems, processes and procedures, in order to minimise the workload impact of the appraisal process.

However, evidence must be provided by people who have direct professional knowledge of the appraisee. This means that evidence in respect of a teacher's performance management should only be provided / interpreted by those who are themselves qualified teachers. This does not preclude the use of feedback from parents, pupils, etc. but such information must be interpreted and analysed by a person with appropriate professional knowledge.

## **Development and Support**

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A key part of the Appraisal discussion is about development support to enable staff to meet their objectives and achieve the success criteria.

Development Support should be one of Continuing Professional Development (CPD) and does not need to be restricted to attendance on training courses. Consideration should be given to coaching and mentoring and learning from others. Some of the most effective CPD is teachers having the opportunity to learn from other teachers in the classroom. This could be either within the same school / academy / college or as part of a collaborative approach across groups of schools or trusts.

CPD should:

- Reflect the training and development needs of the appraisee;
- Support the appraisee in achieving their objective(s) / performance criteria; and □  
Where appropriate support the appraisee towards achieving their career aspirations.

Priority will need to be given to the immediate needs of the appraisee to enable them to achieve optimum results in support of both themselves in their current post and in support of the school and Trust priorities.

It is also important that support and CPD are allocated taking account of equality and diversity. This does not mean that every member of staff should receive the same amount and type of support / CPD every cycle, but that the available resources should be allocated as fairly as possible. CPD should take account of the priorities of the Trust and school as well as the needs and preferences of the staff.

If CPD or support is agreed in an Appraisal statement but is not provided, then the appraisee cannot be held accountable for failing to achieve the associated objective / performance criteria. For this reason careful consideration must be given when agreeing this part of the Appraisal statement.

It is important that all support and CPD activities take place in the context of effective leadership and management and in a culture of openness and mutual professional trust and respect.

Where the role of the Appraiser is delegated, schools may wish to consider facilitating a preparation meeting of all Appraisers so that the CPD budget and other support opportunities can be discussed in advance of any Appraisal meetings taking place.

## **Moderation**

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It is vital that the development and implementation of performance management arrangements are viewed as a whole school process. Parameters should be set to ensure equality of treatment, fairness and consistency. Schools and the Trust should ensure:

- Appraisers are prepared and supported in carrying out reviews and classroom observation consistently and in line with the provisions of the performance management policy;
- Judgments are securely based and solidly rooted in evidence ;
- Teachers who provide support are fully aware of their role;
- Monitoring and evaluation arrangements are clearly understood and applied consistently.

## **Transition to Capability**

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Where it is apparent that there are ongoing performance concerns, support should be offered, without waiting for a formal annual assessment or mid-cycle review.

The Head Teacher, or a member of the leadership team, should, as part of the appraisal process meet the individual to:

- Give clear written feedback to the individual about the nature and seriousness of the concerns;
- Give the individual the opportunity to comment on and discuss concerns;
- Meet with the individual to discuss targets for improvement alongside a programme of support (whilst there is no automatic right to be accompanied at this stage the employee may be represented by a Trade Union representative or work colleague);
- An improvement plan which includes appropriate supportive measures which may include coaching, training, in-class support (where relevant), structured observations or mentoring, that will help to address those specific concerns;
- Make clear how progress will be monitored and when it will be reviewed;
- Explain that if the individual does not make the required improvement then it may be necessary to refer to the capability procedure.

The individual's progress should continue to be monitored as part of the performance management process and a reasonable time given for the individual's performance to improve. This will vary in individual cases, but will generally be between 4 and 10 weeks.

To assist with this process it is advised that a performance improvement Support Plan is completed. **Appendix G.**

During this monitoring period the individual will be given regular feedback on progress and arrangements will be made to modify the support programme if appropriate, and notes of meetings should be taken to provide a record of the discussions held.

If the required improvement has been made, and the capability procedure will not be invoked, the individual should be informed of this, with the expectation that the improvement will be sustained. It may be reasonable to consider invoking capability proceedings if improvement is not sustained for up to 12 months, but seek advice from HR Services in the first instance to discuss.

Alternatively, if it is considered to progress to the capability procedure, this should be confirmed with the individual.

### **Serious Concerns – Fast Track Option**

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At any time during the improvement period and where it is considered that the education of pupils is seriously compromised the member of staff may be fast-tracked to the formal capability procedure before the end of the improvement period. Performance managers are advised to contact their HR Adviser prior to taking any action in this respect.

### **Long Term Absence**

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Consideration should be given as to whether reasonable adjustments need to be made for teachers who are on long term sickness absence and those who are disabled within the meaning of the Equality Act 2010.

Whether any adjustments should be made will depend on whether the PRP assessment criteria and / or PRP Policy place the disabled employee at a substantial disadvantage when compared with those who are not disabled. This is not to suggest that it will always be a reasonable adjustment to modify the PRP criteria in place; however it is certainly advisable that this point should at least be considered when agreeing pay policies and making PRP related decisions.

More detailed guidance has been produced in relation to performance management and long term absence. **Appendix H.**

Head teachers are advised to seek advice from HR Services, where further guidance is required whilst making PRP decisions in cases where teachers are / have been off on long term absence.



**Timeline for Appraisal and Pay Determination Cycle**

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**Autumn term:**

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- All objectives for the forthcoming year to be finalised. If agreement cannot be reached, they are set by the appraiser
- Monitoring of performance as set out in the school's appraisal policy raise any concerns with the employee as soon as possible, as part of the performance management process.

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**Spring term:**

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- Continuous monitoring of performance as set out in the school's appraisal policy.
- Raise any concerns about the employees' performance as soon as possible, as part of the performance management process.
- Hold mid-term review meetings

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**Summer term:**

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- Continuous monitoring of performance as set out in the school's appraisal policy.
- Raise any concerns about the employees' performance as soon as possible, as part of the performance management process.

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**Summer/Autumn term:**

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- At the end of the appraisal year, teachers should have their end of year appraisal meeting and receive an appraisal report which includes (amongst other things) an assessment against their objectives and the relevant standards and a recommendation on pay (where applicable).
- There should be no surprises at this meeting, any concerns relating to performance should be addressed within the performance management cycle as stated above.
- Head teachers need to ensure moderation of initial recommendations to put individual pay progression recommendations to governing body pay committee for agreement.
- Review and update pay and appraisal policies as necessary in the light of experience and / or statutory requirements.

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- Governing body to determine what provision should be made in the school's budget for discretionary pay awards and progression.
  - Appraisal objectives are set for the next appraisal period.

## APPENDIX B

### Template Letter - Invite to Appraisal Meeting/Appraisal Review Meeting



[Date]

Dear [name of employee]

Following our conversation I am writing to advise that your appraisal/appraisal review meeting will be held on ..... at .....

I anticipate the meeting will last no longer than one hour, appropriate cover will be arranged to enable you to attend this meeting.

The purpose of the appraisal meeting is two-fold, to review your performance against the objectives set last year and undertake an evaluation against the appropriate teacher standards. In addition to set appropriate objectives for the forthcoming year, establish expectations in terms of the teacher standards and consider your continuous professional development.

In preparation for the appraisal meeting and to assist our discussion please could you complete the self-assessment form, a copy of which is attached. In order to do this you will need to refer to your current appraisal document, including any reviews and Teacher Standards. A copy of the performance criteria expected against teacher standards at various career stage levels is attached.

Also, please could you let me have any evidence that you intend to refer to at the meeting in support of this process.

Performance management in this school is a continuous process of assessment and professional dialogue. Just to reassure you, in terms of your performance nothing will be discussed at this meeting which you have not already been made aware of.

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I look forward to meeting with you, in the meantime, if there is anything you wish to discuss please do not hesitate to contact me.

Yours .....

### APPENDIX C

#### SMARTI Objectives

<b>S</b>	Specific	Specific objectives are clear and well-defined. Be precise about what is going to be achieved. This helps the Appraisee to know exactly what is expected of them while the Appraiser is able to monitor and assess actual performance against defined expectations.
<b>M</b>	Measurable	Progress towards an objective often needs to be monitored whilst work is under way. Think about the data and other evidence that needs to be used and what impact it will have. With measurable objectives you should also be able to assess when an objective has been completed.
<b>A</b>	Achievable	An achievable objective is one which the Appraisee can reasonably expect to complete, taking account of the skills and abilities of the Appraisee when the objective is set, the support / training available to develop the skills needed, and the availability of the necessary resources.
<b>R</b>	Relevant / Rigorous	A good objective will be relevant to the Appraisee's current role or aspirations for future development, but will also have sufficient rigour to stretch the Appraisee. The aim should be for the Appraisee to develop, reflect on and embed improvements in their normal practice.

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-	Time-bound	<p>Descriptions of objectives should include timescales of what is required by when. This may also include details of delivery, stating (if relevant) where objectives are to be completed.</p> <p>Is there a clear date shown for completion. Giving a time scale adds appropriate sense of urgency and ensures that the objectives do not extend over an unreasonably long timescale</p>
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-	Integrated	Integrated objectives reflect the priorities of the school / academy / college, and thus ensure that while developing their own performance the Appraisee is also adding value and contributing directly to the performance of the school / college as a whole.
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## APPENDIX F

### Career Stage Expectations

#### **Career Stage Expectations – A guide for School, College and Academy leaders**

The following statements are based on the Teachers' Standards and are intended to provide a broad guide to school, college and academy leaders regarding what might be expected of teachers at different stages of their careers. It is recognised that pay progression is not linked to the length of service, but instead is linked to a teacher's performance. Teachers may demonstrate competencies earlier than this guide suggests.

<b>Emerging Teacher (Lower pay range QTS, M1 – M3)</b>			
<b>Aspect</b>		<b>Standard/expectations</b>	<b>Success Criteria</b>
1	Sets high expectations that inspire, motivate and challenge pupils	Establishes a safe and stimulating environment for pupils, rooted in mutual respect	The learning environment is safe, mutual respect is ensured, the teacher has high expectations and pupils have positive attitudes.
		Sets goals that stretch and challenge pupils of all backgrounds, abilities and dispositions	
		Demonstrates consistently the positive attitudes, values and behaviour expected of pupils	
2	Promotes good progress and outcomes by pupils	Is accountable for pupils' attainment, progress and outcomes	The teacher ensures good progress and outcomes, plans with regard to pupils' capabilities, guides and encourages pupils to reflect on their progress and be responsible for their learning.
		Plans teaching to build on pupils' capabilities and their prior knowledge	
		Guides pupils to reflect on the progress they have made and their emerging needs	
		Demonstrates knowledge and understanding of how pupils learn and how this impacts on their teaching	
		Encourages pupils to take a responsible and conscientious attitude to their own work and study	
3	Demonstrates good subject and curriculum knowledge	Has a secure knowledge of the relevant subject(s) and curriculum areas, fosters and maintains pupils' interest in the subject, and addresses misunderstandings	The teacher has good subject knowledge, is up to date regarding subject development, promotes high
		Demonstrates a critical understanding of developments in the subject and curriculum areas, and promotes the value of scholarship	

	Demonstrates an understanding of and takes responsibility for promoting high standards of literacy, articulation and the correct use of standard English, whatever the teacher's specialist subject	standards of literacy, and, if applicable, teaches early reading and early mathematics to a good standard.
	If teaching early reading, demonstrates a clear understanding of systematic synthetic phonics	

If teaching early mathematics, demonstrates a clear understanding of appropriate teaching strategies

**Emerging Teacher (Lower pay range QTS, M1 – M3)**

**Aspect**

**Standard/expectations**

**Success Criteria**

Imparts knowledge and develops understanding through effective use of lesson time  
 Promotes a love of learning and children's intellectual curiosity  
 Sets homework and plans other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired  
 Reflects systematically on the effectiveness of lessons and approaches to teaching  
 Contributes to the design and provision of an engaging curriculum within the relevant in subject area(s) the classroom.  
 Knows when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively

Lessons are well planned because the teacher reflects on their effectiveness, children enjoy learning through an engaging curriculum and homework builds on learning

Has a secure understanding of how a range of factors can inhibit pupils' ability to learn, ensures that pupils have access and how best to overcome these to their learning. The teacher demonstrates an awareness of the physical, social, and intellectual development of understands pupils' needs and children, and knows how to adapt teaching to support pupils' education at different difficulties and plans to stages of development overcome them, providing  
 Has a clear understanding of the needs of all pupils, including those with special appropriate levels of challenge 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  
 Knows and understands how to assess the relevant subject and curriculum areas, including statutory assessment requirements

Appropriate differentiation to pupils of all abilities. Assessment is used well to ensure good progress and

		Makes use of formative and summative assessment to secure pupils' progress	inform planning. Progress is monitored and targets are set. Feedback and marking informs pupils of how well they are
		Uses relevant data to monitor progress, set targets, and plan subsequent lessons	
		Gives pupils regular feedback, both orally and through regular marking, and encourages pupils to respond to the feedback doing.	

- 4 Plans and teaches well-structured lessons
- 5 Adapts teaching to respond to the strengths and needs of all pupils
- 6 Makes accurate and productive use of assessment

<b>Emerging Teacher (Lower pay range QTS, M1 – M3)</b>			
<b>Aspect</b>		<b>Standard/expectations</b>	<b>Success Criteria</b>
7	Manages behaviour effectively to ensure a good and safe learning environment	Has clear rules and routines for behaviour in classrooms, and takes responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy	The teacher has high expectations and pupils behave well. The school's policy is implemented consistently.
		Has high expectations of behaviour, and establishes a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly	
		Manages classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them	
		Maintains good relationships with pupils, exercises appropriate authority, and acts decisively when necessary	
8		Makes a positive contribution to the wider life and ethos of the school	



Fulfils wider professional responsibilities	Develops effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support	The teacher has effective relationships with colleagues and contributes to the wider life of the school. Takes responsibility for improving own practice. Communicates well with parents.
	Deploys support staff effectively	
	Takes responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues	
	Communicates effectively with parents with regard to pupils' achievements and well-being	

**Consistent outcomes expected of Teachers at Standard Level (Pay Range M1 to M3:)**

- Teaching is usually good
- Most pupils, and groups of pupils, make good progress over time
- Teachers have high expectations
- Lessons deepen pupils' knowledge and understanding
- Pupils develop a range of skills across the curriculum
- Questioning is used well to check understanding
- Reading, writing, communication and mathematics are taught effectively
- Adults create a positive climate for learning
- Assessment is used well
- Pupils know how well they have done and what they need to do to improve
- Homework and targeted support enable pupils to learn well

<b>Developing Teacher (Mid Pay Range M4 –M6)</b>		
<b>Aspect</b>	<b>Standard/expectations</b>	<b>Success Criteria</b>
1. Sets high expectations that inspire, motivate and	Makes sure that the learning environment is completely safe, stimulates interest and enjoyment and ensures respect between adults and pupils	The learning environment is completely safe, challenging

	challenge pupils	<p>Sets targets that motivate and challenge pupils of all backgrounds, abilities and dispositions, to do their best</p> <p>Provides a consistently good model of the attitudes, values and behaviour which are expected of pupils</p>	targets are set, the teacher has high expectations and good models are provided.
2	Promotes good progress and outcomes by pupils	<p>Is accountable for the attainment, progress and outcomes of pupils, can point to steps taken to promote improved progress</p> <p>Is well aware of pupils' capabilities and their prior knowledge, and plans to build on these</p> <p>Guides pupils to reflect thoughtfully on the progress they have made and on what they need to do next</p> <p>Has a good knowledge and understanding of how pupils learn and makes sure this is taken into account in their teaching</p> <p>Motivates pupils to take a responsible and conscientious attitude to their own work and study</p>	The teacher ensures very good progress and outcomes, plans with regard to pupils' capabilities, guides and encourages pupils to reflect on their progress and their responsibility for their learning.
3	Demonstrates good subject and curriculum knowledge	<p>Has a good knowledge of the relevant subject(s) and curriculum areas, fosters and maintains pupils' interest and enjoyment in the subject, identifies and addresses misunderstandings</p> <p>Is completely up to date with developments in the subject and curriculum areas, keenly promotes the value of scholarship</p> <p>Has good evidence of demonstrating a critical understanding of, and takes responsibility for promoting, high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject</p> <p>If teaching early reading, has a good knowledge of and is secure in the teaching of systematic synthetic phonics</p> <p>If teaching early mathematics, has a good knowledge and understanding of appropriate teaching strategies</p>	The teacher has very good subject knowledge, is completely up to date regarding subject development, promotes very high standards of literacy, and, if applicable, teaches early reading and early mathematics to a very good standard.

Developing Teacher (Mid Pay Range M4 –M6)		
Aspect	Standard/expectations	Success Criteria

4	Plans and teaches well-structured lessons	Lesson time is used very effectively to impart knowledge and develop pupils' understanding	Lessons are very well planned because the teacher reflects on their effectiveness, children love learning through a very engaging curriculum and homework builds very effectively on learning in the classroom.
		Pupils demonstrate that they are curious, love learning and want to increase their knowledge	
		Homework and other out-of-class activities are differentiated and appropriately challenging to consolidate and extend the knowledge and understanding pupils have acquired in classes	
		As a result of routine and systematic reflection, lessons and approaches to teaching are adjusted to ensure pupils make at least good progress	
		Actively contributes to the design and provision of an engaging curriculum within the relevant subject area(s)	
5	Adapts teaching to respond to the strengths and needs of all pupils	Demonstrates that differentiation is used appropriately, uses approaches that enable pupils to be taught effectively and ensures that they make good progress	Appropriate differentiation ensures that pupils make very good progress. The teacher has a very good grasp of pupils' individual difficulties and needs with plans in place to overcome these. Provides appropriate challenge to pupils of all abilities.
		Can demonstrate that a good understanding of the range of factors that can inhibit pupils' ability to learn well, have been overcome	
		Demonstrates an developing awareness of the physical, social and intellectual development of children, and adapts teaching carefully to support pupils' learning at different stages of development	
		Demonstrates 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 is able to use and evaluate distinctive teaching approaches to engage and support them, ensuring that they make good progress	
6	Makes accurate and productive use of assessment	Has a good knowledge of how to assess the relevant subject and curriculum areas, including statutory assessment requirements	Assessment is use very well to ensure good progress and inform planning. Progress is carefully monitored and challenging targets are set. Feedback and marking
		Makes good use of formative and summative assessment to plan teaching and secure good progress for all pupils	
		Makes good use of relevant data to monitor progress, set targets, plan lessons and ensure good progress for pupils	

	Gives pupils good quality feedback, both orally and through accurate marking, makes sure that they respond to the feedback by making good progress in their learning	informs pupils of how well they are doing. Pupils respond routinely to teachers' marking and feedback
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<b>Developing Teacher (Mid Pay Range M4 –M6)</b>			
<b>Aspect</b>	<b>Standard/expectations</b>	<b>Success Criteria</b>	
7	Manages behaviour effectively to ensure a good and safe learning environment	The teacher has very high expectations and pupils behave very well. The school's policy is implemented consistently. Classes are managed very well, pupils are well motivated, and relationships are very good.	
			Has clear rules and routines for behaviour in classrooms, takes responsibility for promoting good and courteous behaviour both in classrooms and around the school, in consistent accordance with the school's policy
			Has very high expectations of behaviour, and establishes a framework for discipline with a range of strategies, using praise, sanctions and rewards
			Manages classes very effectively, uses approaches that are appropriate to pupils' needs in order to involve them and motivate them in their learning
8	Fulfils wider professional responsibilities	The teacher has very effective relationships with colleagues and makes a very positive contribution to the wider life of the school. Takes responsibility for improving own and others' teaching. Communicates very effectively with parents.	
			Maintains very good relationships with pupils, exercises appropriate authority, acts decisively to ensure the safety of all and ensures a good culture of learning
			Makes a very positive contribution to the wider life and ethos of the school, such as to special events
			Develops very effective professional relationships with colleagues, knows how and when to draw on, or give, advice and specialist support
			Deploys and briefs support staff very effectively, ensuring that pupils benefit and make good progress
Takes responsibility for improving own and others' teaching through appropriate professional development, responding to, and giving, advice and feedback			
Communicates very effectively with parents with regard to pupils' achievements and well-being			

**Consistent outcomes expected at Accomplished Teachers Levels (Mid Pay Range M1 to M3:)**

- Teaching is always good and sometimes outstanding
- Most pupils, and groups of pupils, make very good progress over time
- Teachers have very high expectations
- Lessons deepen pupils' knowledge and understanding
- Pupils develop a wide range of skills across the curriculum
- Questioning is used very well to check understanding
- Reading, writing, communication and mathematics are taught very effectively
- Adults create a very positive climate for learning
- Assessment is very used well
- Pupils clearly know how well they have done and precisely what they need to do to improve
- Homework and targeted support enable pupils to learn very well

<b>Accomplished Teacher (Upper Pay Range point 1)</b>		
<b>Aspect</b>	<b>Standard/expectations</b>	<b>Summary</b>
1 Sets high expectations that inspire, motivate and challenge pupils	Provides an example of a learning environment that is completely safe, stimulates interest and enjoyment and ensures respect between adults and pupils	Is modelling practice in terms of the learning environment, target setting and also modelling attitudes, values and behaviour.
	Sets ambitious targets that motivate and challenge pupils of all backgrounds, abilities and dispositions, to do their very best	
	Provides an extremely good model for colleagues of the attitudes, values and behaviour which are expected of pupils	
2 Promotes good progress and outcomes by pupils	Is completely accountable for the attainment, progress and outcomes of pupils, can talk about the steps taken to promote improved progress	Is modelling practice in terms of ensuring very good progress and outcomes for pupils, awareness of pupils' capabilities, guidance
	Is keenly aware of pupils' capabilities and their prior knowledge, and plans carefully to build on these	
	Guides pupils to reflect deeply on the progress they have made and on what they need to do next	

		Has a very good knowledge and understanding of how pupils learn and makes sure this is taken into account in their planning and teaching	given to pupils and the motivation and challenge provided for pupils.
		Motivates and challenges pupils to take a highly responsible and conscientious attitude to their own work and study	
3	Demonstrates good subject and curriculum knowledge	Has a very good knowledge of the relevant subject(s) and curriculum areas, fosters and maintains pupils' interest and enjoyment in the subject, keenly identifies and addresses misunderstandings	Is modelling practice in terms of subject and curriculum knowledge, developments in the subject(s), providing professional development for colleagues, promoting extremely high standards of literacy, and, if applicable, is a very good practitioner in the teaching of early reading and early mathematics.
		Is completely up to date with developments in the subject and curriculum areas, supports the professional development of others in school, encourages and promotes the value of scholarship	
		Has outstanding evidence of demonstrating a critical understanding of, and takes a key 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, has a very good knowledge of and is completely secure in the teaching of systematic synthetic phonics, is a very good practitioner	
		If teaching early mathematics, has a very good knowledge and understanding of appropriate teaching strategies, is a very good practitioner	

<b>Accomplished Teacher (Upper Pay Range point 1)</b>		
<b>Aspect</b>	<b>Standard/expectations</b>	<b>Summary</b>
4 Plans and teaches wellstructured lessons	Lesson time is used extremely effectively to impart knowledge and develop pupils' understanding	Is modelling practice in terms of planning, teaching and curriculum development. Lesson time
	Pupils demonstrate that they are inquisitive, love learning and have a thirst for knowledge	

		<p>Homework and other out-of-class activities are carefully differentiated and appropriately challenging to consolidate and extend the knowledge and understanding pupils have acquired in classes</p> <p>As a result of routine and systematic reflection, lessons and approaches to teaching are refined to ensure pupils make very good progress</p> <p>Supports the design and provision of an engaging curriculum within the relevant subject area(s)</p>	<p>is used extremely well, pupils have a thirst for knowledge, homework is carefully differentiated and pupils make very good progress.</p>
5	Adapts teaching to respond to the strengths and needs of all pupils	<p>Demonstrates that differentiation is used with care, uses approaches that ensures pupils are taught effectively and ensures that they make very good progress</p> <p>Can demonstrate an very good understanding of the range of factors that can inhibit pupils' ability to learn well and that they have been overcome so they make very good progress</p> <p>Demonstrates an very good awareness of the physical, social and intellectual development of children, and adapts teaching carefully to support pupils' learning at different stages of development</p> <p>Demonstrates an very good 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 is able to use and evaluate distinctive teaching approaches to engage and support them, ensuring that they make very good progress</p>	<p>Is modelling practice in terms of the use of differentiation, has a very good understanding of different needs, abilities and stages of development and can demonstrate how those needs and challenges are met, ensuring that pupils make very good progress.</p>

<b>Accomplished Teacher (Upper Pay Range point 1)</b>		
<b>Aspect</b>	<b>Standard/expectations</b>	<b>Summary</b>
6 Makes accurate and productive use of assessment	<p>Has a very good knowledge of how to assess the relevant subject and curriculum areas, including statutory assessment requirements</p> <p>Makes very good use of formative and summative assessment to plan teaching and secure very good progress for pupils</p> <p>Makes very good use of relevant data to monitor progress, set targets, plan lessons and ensure very good progress for pupils</p>	<p>Is modelling practice in terms of assessment and how it is used to set targets, provide feedback, plan lessons</p>

		Gives pupils very good quality feedback, both orally and through accurate marking, makes sure that they respond to the feedback by making very good progress in their learning	and secure very good progress for pupils.
7	Manages behaviour effectively to ensure a good and safe learning environment	<p>Provides very good model of the clear rules and routines for behaviour in classrooms, takes responsibility for promoting very good and courteous behaviour both in classrooms and around the school, in consistent accordance with the school's policy</p> <p>Has particularly high expectations of behaviour, establishes a framework for discipline with a range of strategies, using praise, sanctions and rewards</p> <p>Manages classes exceedingly effectively, uses approaches that are carefully matched to pupils' needs in order to involve them and motivate them in their learning</p> <p>Maintains very good relationships with pupils, exercises appropriate authority, acts decisively to ensure the safety of all and ensures very good culture of learning</p>	Is modelling practice in terms of behaviour management, policy development and implementation. Demonstrates particularly high expectations and uses a range of approaches to motivate pupils. As a result they have very good behaviour for learning.
8	Fulfils wider professional responsibilities	<p>Makes an exceptionally positive contribution to the wider life and ethos of the school, such as supporting and organising special events</p> <p>Develops exceptionally effective professional relationships with colleagues, knows exactly how and when to draw on, or give, advice and specialist support</p> <p>Deploys and briefs support staff exceptionally effectively, ensuring that pupils benefit and make very good progress</p> <p>Takes responsibility for improving own and others' teaching through appropriate professional development, responding to, and giving, advice and feedback. Is involved in mentoring and coaching for colleagues Communicates exceptionally effectively with parents with regard to pupils' achievements and well-being</p>	Is modelling practice in terms of contributions to the wider life of the school. Relationships with colleagues are very productive and support staff are exceptionally well deployed. Supports in providing mentoring, coaching and CPD. Communication is exceptionally effective.

### Accomplished Teacher (Upper Pay Range point 1)

#### Consistent outcomes expected at Leading Teaching Levels – (Upper Pay Range points 1 – 3)

- Teaching is never less than good and is usually outstanding
- All pupils, and groups of pupils, make very good progress
- Teachers have consistently high expectations



- Lessons enable pupils to learn exceptionally well across the curriculum
- Pupils develop and apply a wide range of skills across the curriculum
- Questioning is used exceptionally effectively to check understanding
- Teachers anticipate where they may need to intervene and take action accordingly
- Reading, writing, communication and mathematics are taught exceptionally well and are cohesively planned and implemented across the curriculum
- Adults authoritatively impart knowledge and generate high levels of commitment to learning
- Assessment, including high quality marking and feedback, ensures that pupils make very good progress
- Pupils clearly know how well they have done and know exactly what they need to do to improve. They respond well to teachers marking.
- Homework and targeted support match individual needs accurately. As a result pupils learn very well across the curriculum

**Highly Skilled Teacher (Upper Pay Range point 2)**

	Aspect	Standard/expectations	Summary
1	Sets high expectations that inspire, motivate and challenge pupils	<p>Provides good quality examples of learning environments that are completely safe, stimulate interest and enjoyment and ensure respect between adults and pupils</p> <p>Sets ambitious targets that motivate and challenge pupils of all backgrounds, abilities and dispositions, to do their very best</p> <p>Provides a very good model for colleagues regarding the attitudes, values and behaviour which are expected of pupils</p>	Is modelling very good practice in terms of the learning environment, target setting and also the modelling of attitudes, values and behaviour.
2	Promotes good progress and outcomes by pupils	<p>Is completely accountable for the attainment, progress and outcomes of pupils, can talk securely about the steps taken to promote improved progress</p> <p>Is keenly aware of pupils' capabilities and their prior knowledge, and plans thoughtfully to build on these</p> <p>Guides pupils to reflect deeply on the progress they have made and on what they need to do next</p> <p>Has an extremely good knowledge and understanding of how pupils learn and makes sure this is taken into account in their planning and teaching</p>	Is modelling very good practice in terms of ensuring very good progress and outcomes for pupils, awareness of pupils' capabilities, guidance given to pupils and the motivation and

		Motivates and challenges pupils to take an extremely responsible and conscientious attitude to their own work and study	challenge provided for pupils.
3	Demonstrates good subject and curriculum knowledge	Has an extremely good knowledge of the relevant subject(s) and curriculum areas, fosters and maintains pupils' interest and enjoyment in the subject, keenly identifies and addresses misunderstandings	Is modelling extremely good practice in terms of subject and curriculum knowledge, developments in the subject(s), providing professional development for colleagues, promoting extremely high standards of literacy, and, if applicable, is an extremely good practitioner in the teaching of early reading and early mathematics.
		Is completely up to date with developments in the subject and curriculum areas, supports the professional development of others in school and is beginning to lead training, encourages and promotes the value of scholarship	
		Has outstanding evidence of demonstrating a critical understanding of, and takes a lead 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, has an extremely good knowledge of and is completely secure in the teaching of systematic synthetic phonics, is an extremely good practitioner	
		If teaching early mathematics, has an extremely good knowledge and understanding of appropriate teaching strategies, is an extremely good practitioner	

Highly Skilled Teacher (Upper Pay Range point 2)			
Aspect	Standard/expectations		Summary
4	Plans and teaches well-structured lessons	Lesson time is used extremely effectively to impart knowledge and develop pupils' understanding	Is modelling extremely good practice in terms of planning, teaching and curriculum development. Lesson time is used extremely well, pupils have a thirst for knowledge, homework is thoughtfully differentiated and pupils
		Pupils demonstrate that they are inquisitive, love learning and have a thirst for knowledge	
		Homework and other out-of-class activities are thoughtfully differentiated and appropriately challenging to consolidate and extend the knowledge and understanding pupils have acquired in classes	
		As a result of routine and systematic reflection, lessons and approaches to teaching are refined to ensure pupils make extremely good progress	

		Supports, and is beginning to lead, the design and provision of an engaging curriculum within the relevant subject area(s)	make extremely good progress.
5	Adapts teaching to respond to the strengths and needs of all pupils	Demonstrates that differentiation is used thoughtfully, uses approaches that ensures pupils are taught very effectively and ensures that they make extremely good progress	Is modelling extremely good practice in terms of the use of differentiation, has an extremely good understanding of different needs, abilities and stages of development and can demonstrate how those needs and challenges are met, ensuring that pupils make extremely good progress.
		Can demonstrate an extremely good understanding of the range of factors that can inhibit pupils' ability to learn well and that they have been overcome so they make extremely good progress	
		Demonstrates an extremely good awareness of the physical, social and intellectual development of children, and adapts teaching thoughtfully to support pupils' learning at different stages of development	
		Demonstrates an extremely good 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 is able to use and evaluate distinctive teaching approaches to engage and support them, ensuring that they make extremely good progress	

Highly Skilled Teacher (Upper Pay Range point 2)			
Aspect	Standard/expectations	Summary	
6	Makes accurate and productive use of assessment	Has an extremely good knowledge of how to assess the relevant subject and curriculum areas, including statutory assessment requirements	Is modelling extremely good practice in terms of assessment and how it is used to set targets, provide feedback, plan lessons and secure extremely good progress for pupils.
		Makes extremely good use of formative and summative assessment to plan teaching and secure extremely good progress for pupils	
		Makes extremely good use of relevant data to monitor progress, set targets, plan lessons and ensure extremely good progress for pupils	
		Gives pupils extremely good quality feedback, both orally and through accurate marking, makes sure that they respond to the feedback by making extremely good progress in their learning	

7	Manages behaviour effectively to ensure a good and safe learning environment	Provides an extremely good model of the clear rules and routines for behaviour in classrooms, takes responsibility for promoting extremely good and courteous behaviour both in classrooms and around the school, in consistent accordance with the school's policy	Is modelling extremely good practice in terms of behaviour management, policy development and implementation. Demonstrates extremely high expectations and uses a range of approaches to motivate pupils. As a result they have extremely good behaviour for learning.
		Has extremely high expectations of behaviour, establishes a framework for discipline with a range of strategies, using praise, sanctions and rewards	
		Manages classes extremely effectively, uses approaches that are carefully matched to pupils' needs in order to involve them and motivate them in their learning	
		Maintains extremely good relationships with pupils, exercises appropriate authority, acts decisively to ensure the safety of all and ensures an extremely good culture of learning	
8	Fulfils wider professional responsibilities	Makes an extremely positive contribution to the wider life and ethos of the school, such as supporting and organising special events	Is modelling extremely good practice in terms of contributions to the wider life of the school. Relationships with colleagues are extremely productive and support staff are extremely well deployed. Supports in providing mentoring, coaching and CPD. Communication is extremely effective.
		Develops extremely effective professional relationships with colleagues, knows exactly how and when to draw on, or give, advice and specialist support	
		Deploys and briefs support staff extremely effectively, ensuring that pupils benefit and make extremely good progress	
		Takes responsibility for improving own and others' teaching through appropriate professional development, responding to, and giving, advice and feedback. Is involved in mentoring and coaching for colleagues Communicates extremely effectively with parents with regard to pupils' achievements and well-being	

### Highly Skilled Teacher (Upper Pay Range point 2)

#### Consistent outcomes expected at Leading Teaching Levels – (Upper Pay Range points 1 – 3)

- Teaching is never less than good and is mostly outstanding
- All pupils, and groups of pupils, make extremely good progress
- Teachers have consistently high expectations
- Lessons enable pupils to learn extremely well across the curriculum
- Pupils develop and apply a wide range of skills across the curriculum
- Questioning is used extremely effectively to check understanding

- Teachers anticipate where they may need to intervene and take action accordingly
- Reading, writing, communication and mathematics are taught extremely well and are cohesively planned and implemented across the curriculum
- Adults authoritatively impart knowledge and generate high levels of commitment to learning
- Assessment, including high quality marking and feedback, ensures that pupils make extremely good progress
- Pupils clearly know how well they have done and know exactly what they need to do to improve. They respond extremely well to teachers marking.
- Homework and targeted support match individual needs accurately. As a result pupils learn extremely well across the curriculum.

<b>Expert Teacher (Upper Pay Range point 3)</b>			
	<b>Aspect</b>	<b>Standard/expectations</b>	<b>Summary</b>
1	Sets high expectations that inspire, motivate and challenge pupils	Provides outstanding examples of learning environments that are completely safe, stimulate interest and enjoyment and ensure respect between adults and pupils	Has exemplary practice in terms of setting examples regarding the learning environment, target setting and modelling attitudes, values and behaviour.
		Always sets ambitious targets that motivate and challenge pupils of all backgrounds, abilities and dispositions, to do their very best	
		Provides an exemplary model for colleagues of the attitudes, values and behaviour which are expected of pupils	
2	Promotes good progress and outcomes by pupils	Is completely accountable for the attainment, progress and outcomes of pupils, can talk confidently of the steps taken to promote improved progress	Has exemplary practice in terms of ensuring outstanding progress and outcomes for pupils, awareness of pupils' capabilities, guidance
		Is acutely aware of pupils' capabilities and their prior knowledge, and plans specifically to build on these	
		Guides pupils to reflect profoundly on the progress they have made and on what they need to do next	

		Has an outstanding knowledge and understanding of how pupils learn and makes sure this is taken into account in their planning and teaching	given to pupils and the motivation and challenge provided for pupils.
		Motivates and challenges pupils to take an exceedingly responsible and conscientious attitude to their own work and study	
3	Demonstrates good subject and curriculum knowledge	Has an outstanding knowledge of the relevant subject(s) and curriculum areas, fosters and maintains pupils' interest and enjoyment in the subject, keenly identifies and addresses misunderstandings	Has exemplary practice in terms subject and curriculum knowledge, developments in the subject(s), providing professional development for colleagues, promoting extremely high standards of literacy, and, if applicable is a leading practitioner in the teaching of early reading and early mathematics.
		Is completely up to date with developments in the subject and curriculum areas, leads professional development in school, encourages and promotes the value of scholarship	
		Has outstanding evidence of demonstrating a critical understanding of, and takes full 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, has an outstanding knowledge of and is completely secure in the teaching of systematic synthetic phonics, is an outstanding practitioner	
		If teaching early mathematics, has an outstanding knowledge and understanding of appropriate teaching strategies, is an outstanding practitioner	

### Expert Teacher (Upper Pay Range point 3)

Aspect	Standard/expectations	Summary
4 Plans and teaches well-structured lessons	Lesson time is used exceptionally effectively to impart knowledge and develop pupils' understanding	Has exemplary practice in terms of planning, teaching and curriculum development. Lesson time is
	Pupils demonstrate that they are curious, love learning and have a thirst for knowledge	

		Homework and other out-of-class activities are precisely differentiated and appropriately challenging to consolidate and extend the knowledge and understanding pupils have acquired in classes	used extremely well, pupils have a thirst for knowledge, homework is used extremely well and pupils make outstanding progress.
		As a result of routine and systematic reflection, lessons and approaches to teaching are refined to ensure pupils make outstanding progress	
		Leads the design and provision of an engaging curriculum within the relevant subject area(s)	
5	Adapts teaching to respond to the strengths and needs of all pupils	Demonstrates that differentiation is used precisely, uses approaches that ensures pupils are taught effectively and ensures that they make outstanding progress	Has exemplary practice in terms of the use of differentiation, has an acute understanding of different needs, abilities and stages of development and can demonstrate how those needs and challenges are met, ensuring that pupils make outstanding progress.
		Can demonstrate an outstanding understanding of the range of factors that can inhibit pupils' ability to learn well and that they have been overcome so they make outstanding progress	
		Demonstrates an acute awareness of the physical, social and intellectual development of children, and adapts teaching precisely to support pupils' learning at different stages of development	
		Demonstrates an acute 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 is able to use and evaluate distinctive teaching approaches to engage and support them, ensuring that they make outstanding progress	
6	Makes accurate and productive use of assessment	Has an outstanding knowledge of how to assess the relevant subject and curriculum areas, including statutory assessment requirements	Has exemplary practice in terms of assessment and how it is used to set targets, provide feedback, plan lessons and secure
		Makes outstanding use of formative and summative assessment to plan teaching and secure outstanding progress for pupils	
		Makes outstanding use of relevant data to monitor progress, set targets, plan lessons and ensure outstanding progress for pupils	
		Gives pupils outstanding quality feedback, both orally and through accurate marking, makes sure that they respond to the feedback by making outstanding progress in their learning	outstanding progress for pupils.

<b>Expert Teacher (Upper Pay Range point 3)</b>		
<b>Aspect</b>	<b>Standard/expectations</b>	<b>Summary</b>
7 Manages behaviour effectively to ensure a good and safe learning environment	Provides an exemplary model of the clear rules and routines for behaviour in classrooms, takes responsibility for promoting outstanding and courteous behaviour both in classrooms and around the school, in consistent accordance with the school's policy	Has exemplary practice in terms of behaviour management, policy development and implementation. Demonstrates extremely high expectations and uses a range of approaches to motivate pupils. As a result they have outstanding behaviour for learning.
	Has extremely high expectations of behaviour, leads on and establishes a framework for discipline with a range of strategies, using praise, sanctions and rewards	
	Manages classes extremely effectively, uses approaches that are precisely matched to pupils' needs in order to involve them and motivate them in their learning	
	Maintains outstanding relationships with pupils, exercises appropriate authority, acts decisively to ensure the safety of all and ensures an outstanding culture of learning	
8 Fulfil wider professional responsibilities	Makes an extremely positive contribution to the wider life and ethos of the school, such as supporting and organising special events	Has exemplary practice in terms of contributions to the wider life of the school. Relationships with colleagues are very productive and support staff are expertly deployed. Provides mentoring, coaching and CPD for colleagues. Communication is exemplary.
	Develops extremely effective professional relationships with colleagues, knows precisely how and when to draw on, or give, advice and specialist support	
	Deploys and briefs support staff extremely effectively, ensuring that pupils benefit and make the best possible progress	
	Takes responsibility for improving own and others' teaching through appropriate professional development, responding to, and giving, advice and feedback. Leads in providing mentoring and coaching to colleagues Communicates extremely effectively with parents with regard to pupils' achievements and well-being	



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**Expert Teacher (Upper Pay Range point 3)****Consistent outcomes expected at Leading Teaching Levels – (Upper Pay Range points 1 – 3)**

- Teaching is almost always outstanding
- All pupils, and groups of pupils, make rapid and sustained progress
- Teachers have consistently high expectations
- Lessons enable pupils to learn exceedingly well across the curriculum
- Pupils develop and apply a wide range of skills across the curriculum
- Questioning is used systematically and effectively to check understanding
- Teachers anticipate where they may need to intervene and take action accordingly
- Reading, writing, communication and mathematics are taught highly effectively and are cohesively planned and implemented across the curriculum
- Adults authoritatively impart knowledge and generate high levels of commitment to learning
- Assessment, including high quality marking and feedback, ensures that pupils make rapid gains
- Pupils clearly know how well they have done and precisely what they need to do to improve. They respond routinely to teachers marking.
- Homework and targeted support match individual needs accurately. As a result pupils learn exceptionally well across the curriculum

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**NB.** For teachers on the upper pay range it is expected that the teacher is highly competent in all elements of the relevant standards; and the teacher's achievements and contribution to an educational setting or settings are substantial and sustained.

**APPENDIX D**

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<b>Performance Improvement - Teacher Support Plan</b>	
<b>Name</b>	

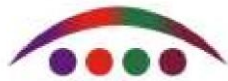


<b>Job Title</b>					
<b>Salary Level (including TLR if applicable)</b>					
<b>Line Manager/Appraiser</b>					
<b>Date of Meeting</b>					
<b>Timescale For Improvements to be Achieved</b>					
<b>Performance/ Standard causing Concern</b>	<b>Related Appraisal Objective</b>	<b>Actions to Achieve Standard</b>	<b>Who is Responsible</b>	<b>How Performance will be measured</b>	<b>Expected Performance Against Standard (success criteria)</b>

**Additional Information / Considerations**

<b>Formal Review Date:</b>	
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<b>Signature of Employee:</b>	
<b>Signature of Line Manager/Appraiser:</b>	



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## APPENDIX H

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### **PERFORMANCE MANAGEMENT – LONG TERM ABSENCE**

#### **Scope**

This guidance document applies to all schools, colleges and academies who have teachers on long term absence during their performance management cycle.

#### **Introduction of Performance Related Pay (PRP) and requirements for Schools**

Upon introduction of the revised School Teachers Pay and Conditions Document (STPCD), schools were required to introduce a new pay scheme by 1<sup>st</sup> September 2013; this includes reviewing and revising pay policies and setting out how pay progression will be linked to a teacher's performance. The legislation makes it clear that, from September 2014, teachers' pay will need to be assessed and increased on a performance related basis but, in order to achieve this, pay policies should be in place by the start of this academic year.

#### **Purpose**

The DFE have emphasised that from September 2013, automatic increments for teachers shall be classed as unlawful. Consideration therefore needs to be given to the application of PRP to teachers who are absent from work for either the entire or part of the performance management period, due to reasons such as maternity leave or long term sickness absence and how to consider fairness to all / impact on various groups.

This guidance also highlights potential implications which need to be carefully considered when devising pay policies and the application of PRP decisions amongst teachers, taking into account any potential discrimination.

#### **Ways to deal with PRP decisions in long term absence situations**

It is difficult to assess an employee's performance if they are not at work and especially if they have been absent for all or most of their performance management pay cycle.

- For those employees who have been present for at least part of the performance management period, schools may consider application of the following:

*To use a period of the employee's attendance during the academic year as a reference for assessment, scale up the performance during that period to reflect a full year and then consider this against the progression criteria set, as part of the pay policy.*

Examples where the above principle could be applied may be:

- Where a teacher commences employment in the start of the summer term and their PRP review takes place in September. The teacher will clearly have only a short period of service during which the head teacher can make the necessary assessment. If the

#### Performance Management Policy and Guidance v2

head teacher considers that the teacher's performance in that short time justifies a pay increase, it may be awarded. If not, there will be no pay increase.

- The same principles can be used to assess teachers who are only at work during a proportion of the academic year, for example where they are absent for reasons such as maternity leave or sickness. Where a teacher is absent due to these reasons but has performed their duties for part of the academic year when they have been present, then an assessment of their performance can be made based on that period. This should enable head teachers to decide whether a pay increase is warranted or not warranted.

□

- Where a teacher is absent for the whole of the academic year it is not possible to make an assessment of their performance and a PRP increase should therefore not be awarded. In this situation, it would be considered to be legitimate for head teachers not to award a PRP increase on the grounds that there has been no performance to assess. Consideration may however need to be given to making adjustments to the policy for employees who are disabled within the meaning of the Equality Act 2010.

Any decisions relating to pay, and the reasoning as to whether a pay increase should be awarded, should be clearly documented by head teachers.

It is not possible or appropriate for schools to specifically state a level of attendance/amount of performance required in order for employees to become eligible for a PRP increase as such a policy would likely be discriminatory. Teachers should be considered in the context of their role / individual objectives and pay increases awarded at the discretion of the head teacher undertaking the performance assessment.

School pay policies should therefore state that each situation will be dealt with on a case by case basis, taking into account the context and details of the situation in hand, whilst being mindful of fairness and consistency but also the legislation around PRP.

It is recommended that schools seek further advice from their nominated HR Advisor in these cases.

#### **Schools should be mindful of the following issues when making PRP decisions**

Consideration should be given as to whether reasonable adjustments need to be made for teachers who are on long term sickness absence and those who are disabled within the meaning of the Equality Act 2010.

Whether any adjustments should be made will depend on whether the PRP assessment criteria and/ or PRP Policy places the disabled employee at a substantial disadvantage when compared with those who are not disabled. This is not to suggest that it will always be a reasonable adjustment to modify the PRP criteria in place; however it is certainly advisable that this point should at least be considered when agreeing pay policies and making PRP related decisions.

Head teachers may seek advice from HR Services, where further guidance is required whilst making PRP decisions in cases which involve disabled teachers on long term sickness absence.

