



KALEIDOSCOPE
Multi Academy Trust

Appraisal Policy

Approved by:
Next Review:

Kaleidoscope Trust Board
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APPRAISAL POLICY

1. INTRODUCTION

- 1.1 The Education (School Teachers' Appraisal) (England) Regulations 2012 set out the principles that apply to teachers in all maintained schools where they are employed for one term or more.
- 1.2 Schools must stay within the legal framework set out in the Appraisal Regulations and in other relevant legislation that affects all employers (for example legislation on equality, employment protection and data protection including the General Data Protection Regulation (GDPR) and the Data Protection Act 2018). For academies, where the Governing Body agree to adhere to the STPCD this policy is relevant.
- 1.3 Schools must have an appraisal policy for teachers. Consultation has taken place with staff and/or recognised trade unions. This policy applies to teachers, including Headteachers/Executive Headteachers/Heads of School and support staff (support staff refers to all non-teaching staff).

2. PURPOSE

- 2.1 Kaleidoscope Multi-Academy Trust (KMAT) and its schools need all staff to perform effectively in order to deliver the aims and vision of the School/Trust. To achieve this, the School/Trust aims to ensure that effective recruitment is undertaken, performance expectations and standards are defined, performance is monitored and that employees are given appropriate feedback, support and training.
- 2.2 This policy sets out the framework for a clear and consistent appraisal of the overall performance of staff, and for supporting their development within the context of the school's plan for improving educational provision and performance and of the standards expected.
- 2.3 It also sets out the arrangements that will apply when employees fall below the levels of performance that are expected of them.
- 2.4 Appraisal in this School/Trust will be both a developmental and supportive process designed to ensure that staff are able to continue to improve their professional practice. Appraisers will set objectives and provide support so staff have the skills they need to carry out their role effectively and with reference to the appropriate standards. Appraisal is only one element of the performance management of an individual member of staff. The appraisal process should be seen in this context.

3. APPLICATION OF THE POLICY

- 3.1 **This Policy applies to all school leaders and all teachers and support staff employed by the School/Trust, except those on contracts of less than one term, those undergoing induction (i.e. Early Careers Teachers (ECTs) and those who are**

subject to the Capability Procedure. Where provisions are specific to teachers or to support staff this will be made clear.

3.2 The processes/procedures in this policy should be conducted in line with any safe working practices in the school.

4. THE APPRAISAL PERIOD

4.1 The appraisal period will run for twelve months from 1st September to 31st August. *Support Staff will operate over a 12 month period with dates set by each school to reflect local capacity and contexts.*

4.2 Staff who are employed on a fixed term contract of less than one year will have their performance managed in accordance with the principles underpinning this policy. **The length of the period will be determined by the duration of their contract.**

4.3 There is flexibility to have a longer or shorter appraisal period when employees begin or end employment with the School/Trust.

4.4 For support staff who are new to the school short term objectives will be set under the Probationary Policy. Once the Probationary Procedure no longer applies, the new colleague will be appraised under this Policy.

4.5 To follow good practice we will arrange for:

- Meetings are scheduled with at least five days notice.
- Full time staff - appraisal meetings should take place within the established directed time (teachers) schedule or working hours for support staff. If this proves to be impracticable the appraiser may agree alternative arrangements that are acceptable to the appraisee.
- Part time staff - appraisal meetings should take place within the established directed time (teachers) schedule or established working hours for support staff. Deployment circumstances should be considered when scheduling meetings.

5. APPOINTING APPRAISERS

5.1 In Kaleidoscope schools the task of appraising the Headteacher/Executive Headteacher, including the setting of objectives, is led by the CEO and supported by up to two members of the Local Governing Body.

5.2 The task of appraising the CEO, including the setting of objectives, will be delegated to a sub-group consisting of two/three members of the Trust Board (the Appraisal Review Committee).

5.3 The Headteacher/CEO will decide who will appraise other staff.

5.4 Only members of staff with Qualified Teacher Status (QTS) may be appraisers for teachers.

6. SETTING OBJECTIVES

- 6.1 The Headteacher's/Executive Headteacher objectives will be set by the CEO after consultation with the appraisee and the representatives from the Local Governing Body.
- 6.1.1 The CEOs objectives will be set by a committee formed from the Trust Board.
- 6.1.2 The CFOs objectives will be set by the CEO.
- 6.2 **Objectives for each teacher** and member of support staff **will be set before, or as soon as practicable after, the start of each appraisal period.** The school leader has a duty to have regard to the work-life balance of all employees and objectives will reflect this. In this school, teachers will be set objectives by 31 October, wherever possible. The objectives set for each appraisee will be Specific, Measurable, Achievable, Relevant and Time-bound and will be appropriate to role and level of experience and will reflect priorities for an individual for the cycle. Objectives will clearly identify success criteria and specify how progress will be measured. Objectives will allow employees to demonstrate performance rather than simply results. Objectives and appraisal discussions will not be based on employee generated data and predictions or, where the employee is classroom-based, solely on the assessment data for a single group of pupils. Objectives related to pupil performance will not be used in isolation and objectives will not relate solely to quantitative assessment metrics such as test outcomes. In addition to this the **KMAT Career Expectations document** outlines in some detail the expectations as teachers progress through their career.

The number of objectives set should be reasonable and objectives will be reasonable in the circumstances. The appraiser and appraisee will seek to agree the objectives but, if that is not possible, the appraiser will determine the objectives. The appraisee can record their disagreement on the appraisal statement and this will be taken into account at the appraisal review. Objectives should be revised if circumstances change, such as but not limited to an employee going on maternity leave, or undergoing surgery/medical treatment, to take account of the anticipated absence and to allow the employee to meet reduced and attainable objectives. See below (final paragraph of A4). (Refer to Appendix Form A5.)

- 6.3 In Kaleidoscope schools;
- No more than 3 objectives should be set, with 1 relating directly to pupil progress for teacher, 1 linked to a specific subject or school/MAT improvement area, 1 a personal development focus for the teacher.
 - Any objectives should allow the contribution/impact of the individual employee to be assessed and where there are factors beyond an individual employee's control this should be taken into account
 - The KMAT Career Expectations document is used to support the review of contribution and impact to the school and wider MAT – this is differentiated depending on what stage the teacher is at in their career
 - The Headteacher/Executive Headteacher moderates objectives to ensure quality and consistency.

- 6.4 Though appraisal is an assessment of overall performance, objectives cannot cover the full range of roles/responsibilities. Objectives will, therefore, focus on the priorities for an individual for the cycle.
- 6.5 At the report stage, it will be assumed that any aspects of an appraisee's roles/responsibilities not covered by the objectives have been carried out satisfactorily, with reference to the appropriate standards, unless otherwise stated.
- 6.6 The appraiser will judge whether objectives set in one cycle should continue to be relevant in the next cycle because of the progress towards this objective and the circumstances; such a judgement will be recorded in the review report.
- 6.7 **The objectives set for each teacher and member of support staff will, if achieved, contribute to the school's/KMATs plans for improving the school's educational provision and performance and improving the education of pupils at that school or in other schools across KMAT if applicable.** For support staff objectives may also relate to the effective deployment and use of resources, administration and organisation. Objectives should also have a strong focus on effective professional development to ensure that employees stay up to date (for example, with the latest methodologies, technologies and educational research). All staff have access to the National College cpd system where a wide range of training is available to cover all aspects of professional development.
- 6.8 For whole school or team objectives especially, objectives should reflect published school improvement priorities or the school's strategic development plan.
- 6.9 The nature and level of challenge of objectives will reflect the nature and level of challenge of the role and / or the career stage of the employee. In the case of teachers, the level of challenge of the objectives should increase to reflect the differences between unqualified, main range and upper pay range roles and between classroom teaching and leadership group roles. At least one objective for teachers should relate to pupil progress.
- 6.10 Objectives for members of the leadership group should reflect their whole school and leadership and management responsibilities and therefore reflect their leadership role in the context of school (and KMAT) improvement (including improving pupil achievement).
- 6.11 **Before, or as soon as practicable after, the start of each appraisal period, each teacher and, where applicable, member of support staff will be informed of the standards against which that teacher's or member of support staff performance in that appraisal period will be assessed.**
- 6.12 **The performance of all teachers should be assessed against the set of standards contained in the document called "Teachers' Standards" and relate to the quality of teaching. The Teachers' Standards underpin the appraisal process and the assessment process for accessing the upper pay range.** In order to meet the Teachers' Standards a teacher will need to demonstrate that their practice is consistent with the definitions set out in Part 1 'Teaching' and Part 2 'Personal and Professional Conduct'. The Trust will consider assess the performance of the Headteacher/Executive Headteacher/Head of School against the "National Standards for Excellence for

Headteachers". The Headteacher/Executive Headteacher, CEO or Trust Board (as appropriate) will consider whether certain teachers should also be assessed against any other sets of standards published by the Secretary of State that are relevant to them.

- 6.13 Since employees' performance is assessed against their objectives, and any relevant standards, the appraiser will need to set out what they will take into account when making judgements as to whether employees have met their objectives and the relevant standards. Evidence used in the performance management process must relate directly to objectives and should be agreed in advance and be readily available from day-to-day practice. Numerical targets should not be set if it is beyond the employee's control to achieve them.

Evidence might but does not have to include:

- *improvements in specific elements of practice, such as behaviour management, development of pedagogy or providing feedback,*
- *impact on effectiveness of teachers or other staff,*
- *wider contribution to the work of the school.*

- 6.14 Objectives can be set for periods of less and for longer than a year where appropriate (for example in the case of those on fixed terms or those leaving or joining the School during the appraisal year). It may be appropriate to set longer term objectives (for example linked to longer term school improvement for members of the leadership group). Where longer term objectives are set, intermediate annual objectives can be specified.

- 6.15 On occasions during a review cycle, usually as a result of unplanned circumstances, it may be considered that an objective set at the start of the process is no longer appropriate or requires some adjustment. Either at the Interim Review stage or an additionally scheduled meeting, changes can be agreed using the Revision Statement - Appendix Form A8.

7. REVIEWING PERFORMANCE

- 7.1 The School will set out what evidence they will take into account when making judgements about an employee's performance and whether they have met any relevant standards and their individual objectives. This evidence will be decided upon when the objectives are being set at the beginning of the appraisal process and determined by the nature of the agreed objectives.
- 7.2 KMAT believes that a range of different methods should be utilised, in a supportive fashion, to assess employee' performance and that judgments relating to performance should be supported by a range of evidence.
- 7.3 It is important to KMAT and its schools that methods of assessing employee performance are proportionate and do not add to employee workload.

For example, in the case of teachers, evidence may include that from observations, learning walks, review of pupil assessment outcomes, internal tracking of pupils' attainment and progress, work sampling, lesson planning records, self-assessment and peer reviews. In the case of members of the leadership group, evidence may also include whole school pupil progress and other pupil outcome records; records related to the

leadership and management of the school (for example, to the management and appraisal of staff); summaries of teaching and learning practice across the school; reports to governors from school leaders; Ofsted and MAT reports; surveys of / feedback from staff, school policies, procedures / systems, plans and strategies (including evidence of implementation) and evidence of effective working with parents and other stakeholders.

8. OBSERVATION *(for the Observation Protocol please refer to Annex 4)*

- 8.1 KMAT believes that observation of classroom practice (including that of classroom based support staff) and key responsibilities is important both to assess performance and identify any particular strengths and areas for development a colleague may have and for gaining useful information which can inform school improvement more generally. All observations will be carried out to support a culture of improvement and will be a developmental activity.
- 8.2 Teachers will be observed from time to time. The amount and type of classroom observation will depend on the individual circumstances of the teacher and the overall needs of the school - the principle of 'proportionate to need' - and will normally be decided through discussion with the individual. The appraiser and appraisee will seek to agree the amount and type of classroom observation, but, if that is not possible, the appraiser will determine the amount and type of classroom observation. Classroom observations will be carried out by those with Qualified Teacher Status and in accordance with the 'Classroom Observation - Appraisal Protocol', Annex 4. Some observations will be included as part of MAT Reviews.
- All observations should be planned, with an agreed focus and may be linked to objectives. (See Appraisal Form A5.)
 - Observations should be agreed with at least 5 working days' notice.
- 8.3 Observations will be externally verified (that is, use of a qualified independent observer will be made) on occasion where warranted by circumstances.
- 8.4 Members of support staff who are not based in the classroom may be involved in a work review/observation process, where this is agreed as being appropriate to role. The number of observations will vary depending on the developmental objectives of individual colleagues and the principle of 'proportionate to need' and will be decided through discussion with the individual.

9. DEVELOPMENT AND SUPPORT

- 9.1 Appraisal is a developmental and supportive process which will be used to inform continuing professional improvement. KMAT and its schools wish to encourage a culture in which all staff take responsibility for improving their performance through appropriate professional development. Professional development will be linked to school improvement priorities and to the ongoing professional development needs and priorities of individuals and teams.
- 9.2 As such, the school's CPD programme will be informed by the development needs identified in the appraisee's training plan. (Refer to Appendix Form A6).

- 9.3 As part of facilitating high quality professional development for teachers and school leaders, the School/Trust may consider how National Professional Qualifications (NPQs) can support individuals' and the School's/Trust's development needs. The School will consider any request from a member of staff to study for professional qualifications, including the suite of [National Professional Qualifications \(NPQs\)](#) for teachers funded by the Department for Education.
- 9.4 The school will make appropriate but affordable resources available to support staff development arising from the appraisal process. The Headteacher/Executive Headteacher will report to the full Governing Body on CPD activities. The CEO will report this to the Trust Board.
- 9.5 Where CPD is identified as key to the improvement of an individual, they should not be held responsible for lack of progress against agreed priorities if the resources are not forthcoming/have not been provided.

10. FEEDBACK

- 10.1 Colleagues will receive constructive feedback on their performance throughout the year and as soon as practicable after any observation has taken place or other evidence has come to light. Feedback will highlight particular areas of strength as well as any areas that require further development.
- 10.2 Assessment against Teachers' Standards** Teachers' performance will be assessed against the relevant teacher standards to a level that is consistent with what should reasonably be expected of a teacher in the relevant role and at the relevant stage of their career. School leaders and other appraisers should use their professional judgement when appraising teachers' performance. Teachers should not be expected routinely to provide evidence that they meet all the standards. To support this process, the Kaleidoscope Career Expectations document sets out expected standards for teachers at different stages in their careers.

11. INFORMAL SUPPORT

- 11.1 Except in the most serious cases of failure to meet job expectations and relevant standards, where there are substantial negative consequences for the pupils or the School, employees should not be placed in capability procedures without first undergoing a period of informal support as part of the appraisal process.
- 11.2 Where there are concerns about any aspects of the employee's performance they will receive appropriate informal support under a performance improvement plan as part of the appraisal process. The support to be offered will be agreed in advance and may, for example, for teachers include classroom observation alongside additional training or visits to other classes.
- 11.3 In these circumstances the appraiser will meet the employee to:
- Inform the employee they are going to be receiving informal support due to performance

concerns;

- Give clear and specific feedback about the nature and seriousness of the concerns with examples of where standards have not been met;
- Give the colleague the opportunity to comment and discuss the concerns;
- Set out the performance improvement required by the end of the review period;
- Identify any support (e.g. coaching, mentoring, structured or peer observations), that will be provided to help address those specific concerns (this can involve support from practitioners in other KMAT schools);
- Make clear how, and by when, the appraiser will review progress but allowing sufficient time for the required improvement and this may include further supportive observations. The length of the review period will normally be a minimum of six weeks but should reflect the seriousness and the nature of the concerns;
- Explain the implications and process if no or insufficient improvement is made, (i.e. commencement of the capability procedure - see Transition to Capability Section).

11.3 The outcome of the meeting will be confirmed in writing to the employee.

11.4 There should be a clear relationship between the issue, the objectives set, and the planned documented programme of support put in place. For example, it may be that the employee only requires informal support in a particular area that is aligned with their professional development needs. The appraiser should partner with the employee in a collaborative manner to establish objectives and timelines, taking into account the employee's circumstances. This may include any medical conditions, well-being support needs, or disabilities protected by equality legislation.

11.5 Informal support should be provided for a reasonable period to allow for performance improvement, normally for a minimum of six weeks. However, the duration will be determined based on the specific circumstances, with appropriate support in place to facilitate improvement. The appraiser should meet with the employee regularly to assess progress and ensure the agreed-upon support is being provided. The facility to talk openly and honestly is considered by the School/Trust to be central to the informal support process.

11.6 When progress is reviewed, after the agreed upon period, if the appraiser is satisfied that the employee is making sufficient improvement under the performance improvement plan, this will be acknowledged and celebrated and the appraisal process will continue as normal, with any remaining issues continuing to be addressed through that process.

11.7 Schools could choose to allow the employee's trade union representative to attend meetings at the employee's request if concerns arise about the employee's performance and there is a possibility that there could be a transition to the capability procedure.

12. TRANSITION TO CAPABILITY

12.1 In the most serious cases of failures to meet job expectations and any employee standards, resulting in substantial negative consequences on the pupils and organisation or where the employee has not responded to support provided within the informal support process (i.e. if the appraiser or other colleague is not satisfied with progress under the performance improvement plan), the employee will be notified in writing that

the appraisal process will no longer apply and that their performance will be managed under the capability procedure and they will be invited to a formal capability meeting. Advice should be sought as appropriate from the Schools HR Adviser.

- 12.2 Disciplinary procedures will only be triggered by factors related to misconduct or breach of professional standards. Schools should be careful not to conflate these procedures but, if appropriate to the circumstances, they can run concurrently.

13. ANNUAL ASSESSMENT

- 13.1 **Each teacher's and member of support staff's performance will be formally assessed in respect of each appraisal period. In assessing the performance of the Headteacher/Executive Headteacher, the CEO, Governor representatives will undertake this, in the case of the CEO, the Trust Committee will undertake this.**

(Refer to Appendix Form A4)

- 13.2 An annual appraisal cycle of review, planning and monitoring should be followed and an annual Review and Planning Meeting held at the end of each appraisal period. The performance and development priorities set at this meeting will be reviewed throughout the year. A formal Interim Review Meeting (Refer to Appendix Form A7) will take place approximately mid year from the start of the process. Appraisers/line managers may have less formal 'catch-ups'. It is good practice to meet with the appraisee several times during the year to monitor progress towards the set objectives.

- 13.3 Meetings should be conducted in line with any safe working practices in place in the School/Trust. Consideration can be given to holding meetings remotely.

- 13.4 At the end of the cycle, assessment of performance against an objective will be on the basis of the performance criteria set at the beginning of the cycle. Good progress towards the achievement of a challenging objective, even if the performance criteria have not been met in full, should be assessed favourably.

- 13.5 If an appraisee is due to commence maternity leave during an appraisal period, the school will, wherever practicable, conduct an interim review in order to inform the end-of-year assessment. If an appraisee leaves the school mid-cycle to take up another post, they may request an interim review meeting to conclude the progress made to date so that they have a completed Appraisal record to take to their next post.

- 13.6 **Teachers and members of support staff will receive their written appraisal report as soon as is practicable following the end of each appraisal period** – and have the opportunity to comment on this. In KMAT schools, teachers will receive their written appraisal reports by 31 October, wherever possible (31 December for the Headteacher/Executive Headteacher/Head of School) and support staff will receive their written appraisal reports as soon as practicable after their appraisal.

- 13.7 **The appraisal report will include:**

- Details of their objectives for the appraisal period in question;

- **An assessment of the teacher's or member of support staff's performance of their role and responsibilities, including the quality of teaching, against their objectives and the relevant standards, their level of responsibility and experience.**
- **An assessment of the teacher's or member of support staff's training and development needs and identification of any action that should be taken to address them;**
- Details of a discussion on well-being and workload and career progression aspirations;
- Any additional support agreed

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

14. WORKLOAD AND STAFF WELL-BEING

14.1 The procedures and processes followed under this Policy will be proportionate. Evidence used to assess progress against appraisal objectives will relate directly to those objectives, be agreed in advance and be readily available from day to day practice in the school. Staff well-being will be considered in setting appraisal objectives and in all arrangements related to appraisal. Assessment of performance will take appropriate account of individual employees' circumstances.

15. MONITORING AND EVALUATION

15.1 The Governing Body will review the impact of appraisal in their schools.

15.2 The Headteacher/Executive Headteacher will provide the Governing Body with a written report on the operation of the school's appraisal policy annually. The report will not contain any information which would enable any individual to be identified. The report should include:

- The operation of the appraisal policy;
- The effectiveness of the school's appraisal procedures;
- A summary of staff training and development needs.

The CEO will present a similar anonymised report reflecting Headteacher/Executive Headteacher appraisals to the Trust Board.

15.3 The Governing Body/Trust Board is committed to ensuring that the appraisal process is fair and non-discriminatory. The Headteacher/CEO should assess the impact of the process and of performance objectives to ensure that they do not represent possible grounds for unlawful discrimination in regard to any of the relevant protected characteristics under the Equality Act 2010, part-time work, fixed term contracts or trade union membership.

15.4 The Headteacher/Executive Headteacher/CEO should, therefore, also report annually to the Governing Body/Trust Board where applicable, in a confidential section, appropriate details of:

- Any representations on an individual or collective basis on the grounds of alleged discrimination under any of the categories above in relation to appraisal.
- Any instances where the training and development set out in the training and development annex of an appraisal has not been provided.
- Number who have fully achieved objectives.
- Number who have partially achieved objectives but with acceptable reasons.
- Number who have partially achieved objectives but with unacceptable reasons.
- Number who have not achieved their objectives.



Approved by Kaleidoscope Trust Board
12/09/2024

ANNEX 1: GENERAL PRINCIPLES UNDERLYING THE APPRAISAL POLICY

Support

The emphasis within the Appraisal process is on supporting an employee to achieve the standards of performance required from them. The School/Trust will seek to establish appropriate support arrangements through discussion with an employee and such arrangements may include developing more specific guidance in the area(s) within which the employee is under performing, in service training, observation by the employee of recognized good practice, within the same school or at another school, a temporary change in role and responsibilities, support, counselling, “in-class” or on the job support.

Training courses or assistance from colleagues should be arranged as soon as possible but should not interrupt the timing of the procedure.

Confidentiality

The appraisal process will be treated with confidentiality. However, the principle of confidentiality does not override the need for the Headteacher/Executive Headteacher/CEO and Governing Body/Trust Board to quality-assure the operation and effectiveness of the appraisal system. The school may achieve this, for example, by the Headteacher/Executive Headteacher/CEO or appropriate colleague reviewing all employees’ objectives and written appraisal records personally, in order to check consistency of approach and expectation between different appraisers.

Equality, Consistency of Treatment and Fairness

In implementing the Appraisal Policy the Governing Body/Trust Board will abide by all relevant equality legislation including the duty to make reasonable adjustments for disabled employees, that there is consistency of treatment and fairness and that the needs of employees are given careful consideration.

Standards of performance

The relevant standards of performance and personal objectives against which an employee is to be assessed will be agreed with an employee through the appraisal process on an annual basis.

Delegation

Normal rules apply in respect of the delegation of functions by Governing Bodies/Trust Boards and Headteachers/Executive Headteachers/CEO.

Sickness

If long term sickness absence appears to have been triggered by the commencement of monitoring performance at any stage of the appraisal process, the case will be dealt with in accordance with the school’s Attendance Management Policy. This may involve an immediate

referral of the employee to the Occupational Health Service to assess the employee's health and fitness for continued employment and the appropriateness or otherwise of continuing with monitoring or informal processes during the employee's absence from the workplace.

Monitoring and Evaluation

The Governing Body/Trust Board and Headteacher/CEO will monitor the operation and effectiveness of the School's appraisal arrangements. This will include ensuring that the arrangements minimise workload for all parties involved.

Retention

The Governing Body and Headteacher/Executive Headteacher will ensure that all written appraisal records are retained and stored in line with the School's/Trust's Retention and Disposal Policy.

ANNEX 2: THE APPRAISAL CYCLE

Below is set out the key elements that should be adhered to during the appraisal process, which spans the academic year. In addition to these key elements, employees will benefit from regular and ongoing dialogue with their line manager throughout the appraisal cycle to support their development, performance and wellbeing.

Autumn Term

- All objectives, success criteria, and evidence to be used will be finalized between the appraiser and appraisee. If agreement cannot be reached, they are set by the appraiser. The appraisee can record their disagreement in writing which should then be taken into account at the review stage.

Spring and Autumn Term

- Performance is reviewed against objectives and standards as set out in the School's/Trust's Appraisal Policy.

Additional support can be provided to the employee if a need is identified at any point in the appraisal cycle, and this should be documented. Further information can be found in the informal support section of the Appraisal Policy.

Summer and Autumn Term

At the end of the appraisal year, employees will receive an appraisal report which includes (among other things) an assessment against their objectives and success criteria and the relevant standards.

In addition to assessing employees' achievement of objectives, line managers will also discuss workload, well-being, working hours, flexible working, opportunities, and career aspirations in a supportive manner. This is in order to help the employee identify strategies to effectively manage their workload and well-being and provide feedback to management for further improvement and retention.

The appraisals process will be intrinsically supportive and developmental, conducted within a School/Trust culture that values openness and fairness. Throughout the appraisal cycle, employees will receive informal feedback on their performance and development areas. There will be early dialogue with employees that have emerging performance issues, with prompt support put in place to ensure employees have the appropriate guidance and opportunity to improve in the relevant areas.

ANNEX 3: ROLES AND RESPONSIBILITIES

School/MAT leaders, governing bodies, trustees and teachers all have a role to minimise burdens on staff, including in relation to paperwork and evidence collection.

School Leaders

- Review, develop and streamline the Appraisal Policy as necessary, consulting staff and union representatives as appropriate.
- Submit the Policy to the governing body for approval.
- Ensure that all employees are made aware of the policy and that they have the knowledge and skill sets to apply procedures fairly and effectively.
- Ensure that employees are appraised in accordance with the School's/Trust's Appraisal Policy and, where applicable, the relevant regulations.
- Moderate appraisal outcomes.
- Keep records of the appraisal outcomes in order to demonstrate that all judgements have been made objectively and in compliance with the School's/Trust's policy and equalities legislation.
- Ensure that employees receive the applicable appraisal documents and are notified in writing of the outcomes of any meetings, where applicable.
- Ensure appraisers receive suitable training and development to undertake this role.
- Ensure that appraisers alongside appraisees identify relevant sources of evidence, at the point of objective setting, ensuring that these are those that are routinely gathered as part of normal school activity, including those monitoring the quality of provision.

Governing Body/Trust Board

- Review and adopt the Appraisal Policy.
- Ensure impact on employee workload minimised.
- Agree the extent to which specific functions relating to the appraisal process will be delegated to others, such as the school leader.
- Monitor the outcome of appraisal decisions and check that processes operate fairly.
- Ensure eligible Governors/Trustees receive relevant training on the appraisal process.

Employees

- Participate in arrangements for their own appraisal in line with the School's/Trust's Appraisal Policy and ensure that they understand their responsibilities and the arrangements within the School/Trust.
- Keep records of their objectives and identify evidence readily available through day-to-day practice as part of review throughout the appraisal process.
- Where applicable, appraise the performance of other employees (as delegated by the school leader; in the case of teachers, such delegation would only be to those teachers in receipt of a Teaching and Learning Responsibility (TLR) payment, in accordance with the provisions of the School Teachers' Pay and Conditions Document (STPCD)). Full training to carry out this task will be provided, and it is expected that the employee participates fully in the training.

ANNEX 4: CLASSROOM OBSERVATION - APPRAISAL PROTOCOL FOR TEACHERS

This protocol may be adapted, as may be appropriate, for support staff.

The Governing Body/Trust Board is committed to ensuring that classroom observation is developmental and that those involved in the process will:

- Carry out the role with professionalism, integrity and courtesy;
- Evaluate objectively;
- Report accurately and fairly; and
- Respect the confidentiality of the information gained.

The arrangements for classroom observation will be included in the appraisal documentation and will include the purpose of observation, any particular aspects of the teacher's performance which will be assessed, the duration of the observation, when during the appraisal cycle the observation will take place and who will conduct the observation.

Information gathered during the observation will be used, as appropriate, for a variety of purposes including to inform school self-evaluation and school improvement strategies in accordance with the school's commitment to streamlining data collection and minimising bureaucracy and workload burdens on staff and with the GDPR.

In keeping with the commitment to developmental and supportive classroom observation of those being observed will be notified in advance. Classroom observations will only be undertaken by persons with QTS. In addition, in this School/Trust classroom observation will only be undertaken by those who have had adequate preparation and the appropriate professional skills to undertake observation and to provide constructive oral and written feedback and support in the context of professional dialogue between colleagues.

It is noted that the Headteacher/Executive Headteacher/CEO may 'drop in' as part of a Learning Walk – and this may be delegated to others in senior positions by the Headteacher/Executive Headteacher.

Oral feedback will be given as soon as possible after the observation and unless this is not feasible, no later than the end of the following working day. It will be given in a suitable, private environment and unless this is not feasible, during directed time.

Written feedback will be provided within five working days of the observation taking place. If issues emerged from an observation that were not part of the focus of the observation as recorded in the planning and review statement these should also be covered in the written feedback and the appropriate action taken in accordance with the Policy and guidance.

The written record of feedback should also include the date on which the observation took place and details of the lesson observed. The teacher has the right to append written comments on the feedback document. No written notes in addition to the written feedback will be kept, except where a concern about a colleague's performance requires this.

Teacher Appraisal Appendix A: Invitation to Appraisal



KALEIDOSCOPE
Multi Academy Trust

Invitation to your Appraisal meeting

To:		Appraisal Date:	
From:		Appraisal Time:	
Date:		Location:	

If this date or time presents a problem for you please would you let me know as soon as possible.

I have arranged to meet you to carry out your appraisal for the year 2024 - 2025.

For you to do:

Please bring to the meeting anything else that you feel will be helpful in building up a picture of your work and personal development including any teacher assessment data, pupil work, observation forms, external advisor notes/forms, Professional Development Log, CPD information, parent/pupil feedback. and your **Professional Development Portfolio** if you have one.

Finally, appraisal is a collaborative process. Please come to the meeting with some ideas for your new objectives.

I look forward to meeting with you.

Regards

PREPARATION FOR REVIEW DISCUSSION

(You are not required to complete this form but doing so will help both you and your Appraiser to get the best out of the process).

Use these questions to help you think about the your role before your Appraisal discussion.

You may write notes which you are welcome to bring to the meeting. You may wish to use this form to help collect your thoughts. Consideration of these questions will help to make your appraisal more productive.

What do you think are your main duties? Have these changed in recent times? Which parts of your job do you consider you do well?

Are there any parts of your job that you have difficulties with? Are there any particular issues that cause you problems? What do you think could be done to overcome any problems?

What do you think have been your most important achievements over the last year?

Is there anything else in your work that you would like to provide information about (i.e. something you are proud of that your Appraiser might not know about)?

What would help you to do your job better? (Training, shadowing other staff, working in another part of the school for example).

Which professional or occupational standards could you be focussing on in the coming year? (Refer to Appendix 1c if you wish to add more detail)

*Looking to the future, what do you think your objectives for next year should be?
Where do you see yourself professionally in three years time?*

Are there any other points which you would like to raise at your Appraisal?



KALEIDOSCOPE
Multi Academy Trust

Career Stage Expectations For Use in Supporting Career Development of Teaching Staff

Section 1: General Standards p2-3
Section 2: Primary Context p4-27

General Standards					
The range of activities, level of teaching and experience described on pages 2 and 3 are required to meet the career stage expectations in all standards.					
MS pt1 and MS pt2	MS pt3 and MS pt4	MS pt5 and MS pt6	UPS pt1	UPS pt2	UPS pt3

<p>Plan engaging lessons with pace and challenge, making the purpose of the learning clear, including sharing the bigger picture.</p> <p>Reach standard with support or guidance.</p> <p>Teaching may require improvement initially but should be good by the end of the year. Progress should be at least in line with national expectations.</p> <p>Shows a good knowledge and understanding of the relevant subject and curriculum area and current specification content.</p>	<p>Plan engaging lessons with pace and challenge, making the purpose of the learning clear, including sharing the bigger picture.</p> <p>Independently reach the standards, building experience and sharing good practice with others within own subject area where relevant, with support.</p> <p>Teaching is at least good and secures good average progress across own students.</p> <p>Have a secure knowledge and understanding of the relevant subjects and curriculum area and current specification content. Monitors, analyses, evaluates and develops own subject area or key stage with appropriate guidance.</p>	<p>Plan engaging lessons with pace and challenge, making the purpose of the learning clear, including sharing the bigger picture.</p> <p>Has built a good range of practice and accumulated relevant experience. Shares good practice and latest developments in own subject with colleagues.</p> <p>Teaching is at least consistently good with examples of highly effective, average progress of students.</p> <p>Have well developed understanding of subject knowledge curriculum content and current specification across the phase taught.</p>	<p>Is able to support other members of staff with planning engaging lessons, with pace and challenge, making the purpose of the learning clear, including sharing the bigger picture.</p> <p>Has a high level of experience on which to draw on to advise and develop others and to inform own practice.</p> <p>Teaching is highly effective and average progress is good or above.</p> <p>Have an extensive subject knowledge and understanding of the curriculum and current specification content and related pedagogy.</p> <p>School wide monitoring, analysis, evaluation and development across a range of areas over time.</p>	<p>Is able to support other members of staff with planning engaging lessons, with pace and challenge, making the purpose of the learning clear, including sharing the bigger picture.</p> <p>Has a high level of experience on which to draw on to advise and develop others and to inform own practice.</p> <p>Teaching is highly effective and average progress is good or above.</p> <p>Have an extensive subject knowledge and understanding of the curriculum and current specification content and related pedagogy.</p> <p>School wide monitoring, analysis, evaluation and development across a range of areas over time.</p>	<p>Is able to support other members of staff with planning engaging lessons, with pace and challenge, making the purpose of the learning clear, including sharing the bigger picture.</p> <p>An extensive level of experience on which to draw, this is continuously used to develop others and inform own practice.</p> <p>Continues to build experience by extending own research and self-development to lead further initiatives in staff and school development.</p> <p>Teaching is consistently highly effective and students make good progress across all abilities.</p>
MS pt1 and MS pt2	MS pt3 and MS pt4	MS pt5 and MS pt6	UPS pt1	UPS pt2	UPS pt3
Monitors, analyses, evaluates and develops own class teaching. If not in the first year of teaching starts to take on a wider range of subject or key stage	Is actively involved with whole Academy developments in line with Academy and departmental targets.	Monitors, analyses, evaluates and develops own key stage or subject area independently.	Researches and leads school wide developments in line with school targets. Including giving effective guidance and	Researches and leads school wide developments in line with school targets. Including giving effective guidance and	Continuing to develop a deeper knowledge and understanding of relevant subject and curriculum areas and related pedagogy through active involvement in CPD or research.

<p>awareness and responsibility with appropriate support.</p> <p>Effectively takes on board whole Academy developments and initiatives.</p> <p>If not in the first year of teaching, takes an increasingly active involvement in whole Academy developments in line with Academy and departmental targets.</p>		<p>Is actively involved with whole Academy developments and may lead or initiate some areas in line with Academy and departmental targets.</p>	<p>support to ensure good progress and good practice is apparent in own subject area across the school.</p>	<p>support to ensure good progress and good practice is apparent in own subject area across the school.</p>	<p>A high level of contribution across the school and KMAT through monitoring, analysing, evaluation and development across a range of areas over time.</p> <p>Continued active involvement in school, KMAT and beyond, in research and development which helps to keep the school at the forefront of education.</p>
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Standards: Primary Context

Standard 1:	<ul style="list-style-type: none"> ● Establish a safe and stimulating environment for students, rooted in mutual respect ● Set goals that stretch and challenge students of all backgrounds, abilities and dispositions ● Demonstrate consistently the positive attitudes, values and behaviour which are expected of students.
Set high expectations which inspire, motivate and challenge students	
Standard 2:	<ul style="list-style-type: none"> ● Be accountable for students attainment and progress by outcomes ● Be aware of students' capabilities and their prior knowledge and plan teaching to build on these ● Guide students to reflect on the progress they have made and their emerging needs ● Demonstrate knowledge and understanding of how students learn and how this impacts on teaching ● Encourage students to take a responsible and conscientious attitude to their own work and study.
Promote good progress and outcomes by students	
Standard 3:	<ul style="list-style-type: none"> ● Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain students' interests in the subject and address misunderstandings ● Demonstrate a critical understanding of the developments in the subject and curriculum areas and promote the value of scholarship ● Demonstrate an understanding of and take responsibility for promoting high standard of literacy, articulacy and correct use of standard English, whatever the teacher's specialist subject ● If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics ● If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.
Demonstrate good subject and curriculum knowledge	

Standard 4:	<ul style="list-style-type: none"> • Impart knowledge and develop understanding through effective use of lesson time impart knowledge and develop understanding through effective use of lesson time
Plan and teach well-structured lessons	<ul style="list-style-type: none"> • Promote a love of learning and students' intellectual curiosity • Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding students have acquired • Reflect systematically on the effectiveness of lessons and approaches to teaching • Contribute to the design and provision of an engaging curriculum within the relevant subject area(s).
Standard 5:	<ul style="list-style-type: none"> • Know when and how to differentiate appropriately, using approaches which enable students to be taught effectively
Adapt teaching to respond to the strengths and needs of all students	<ul style="list-style-type: none"> • Have a secure understanding of how a range of factors can inhibit students' ability to learn, and how best to overcome these • Demonstrate an awareness of the physical, social and intellectual development of students, and know how to adapt teaching to support students' education at different stages of development • Have a clear understanding of the needs of all students, including those with special educational needs; those of high ability, those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.
Standard 6:	<ul style="list-style-type: none"> • Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
Make accurate and productive use of assessment	<ul style="list-style-type: none"> • Make use of formative and summative assessment to secure students' progress • Use relevant data to monitor progress, set targets, and plan subsequent lessons • Give students regular feedback, both orally and through accurate marking, and encourage students to respond to the feedback.
Standard 7:	

<p>Manage behaviour effectively to ensure a good and safe learning environment</p>	<ul style="list-style-type: none"> • Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the Academy, in accordance with the Academy's behaviour policy • Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly • Manage classes effectively, using approaches which are appropriate to students' needs in order to involve and motivate them • Maintain good relationships with students, exercise appropriate authority, and act decisively when necessary.
<p>Standard 8:</p>	
<p>Fulfil wider professional responsibilities</p>	<ul style="list-style-type: none"> • Make a positive contribution to the wider life and ethos of the Academy • Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support • Deploy support staff effectively • Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues • Communicate effectively with parents with regard to students' achievements and well-being.

Career Stage Expectations

Guidance on how to use the Career Stage Expectations document:

- The Career Stage Expectations document is based on the national Teachers Standards.
- Within the document the Teachers Standards are unpacked into a range of subcategories which defines the Standards in a local setting (primary and secondary) in each case the standards have been created by teaching staff from across our Trust and reviewed by the Board.
- The purpose of the document is to support teachers who wish to develop their practice and aid them in planning progress in their career.
- The document should be used as a reference tool for constructive appraisal and professional development discussions as set out in our Trust's Appraisal Policy

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

Criteria:	M1 and M2	M3 and M4	M5 and M6	UPS 1	UPS 2	UPS 3
<p>Establish a safe and stimulating environment for students, rooted in mutual respect</p> <p>Set goals that stretch and challenge students of all backgrounds, abilities and dispositions</p>	<p>With support and guidance...</p> <p>Teaching may require improvement initially but should be at least good by the end of the year.</p>	<p>Independently...</p> <p>At least good teaching and average good progress across own class.</p> <p>Sharing good practice in own subject areas.</p> <p>Beginning to support others when asked across all areas.</p>	<p>Embedding good practise across own subject area and continuing to monitor, evaluate and improve it across the school.</p> <p>Greater awareness of whole school data across all areas and developing and evaluating improved practise across the school.</p> <p>Monitoring, evaluating and supporting others. At least consistently good and many examples of highly effective teaching, with good or above progress across</p>	<p>Monitoring and evaluating across the whole school and across a range of areas.</p> <p>Developing improved practise at whole school level based on research Highly effective teaching and good progress across own class.</p> <p>Good progress in subject areas throughout the school.</p>	<p>Monitoring and evaluating across the whole school and across a range of areas.</p> <p>Developing improved practise at whole school level based on research Highly effective teaching and good progress across own class.</p> <p>Good progress in subject areas throughout the school. Impact is consistent and embedded in this area.</p>	<p>Further research and development projects carried out which continuously feed into improving practice with own school and other schools in the KMAT.</p> <p>Highly effective practitioner showing highly effective teaching and good or above progress with different cohorts of students and across all abilities/needs.</p> <p>High and effective involvement in the leadership and management and direction of the school and its development which is evidenced in data and evaluation reports. An extensive level of experience on which to draw, this is continuously used to advise others and inform own practise.</p>

Demonstrate consistently the positive attitudes, values and behaviour which are expected of students.			own class and across subject area.			
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The expectations of all staff in the Academy, regardless of career stage is to meet this standard in the following ways:	The role of staff in achieving this is to:	KMAT schools will support staff in achieving this through the provision of:
<ul style="list-style-type: none"> Act as a role model for students demonstrating professionalism and consistent high expectations at all times which support the ethos of the Academy Establish and maintain consistent high expectations of all Encourage individual and collective responsibility Create a 'can do' culture to raise aspiration for all Focus on equality and mutual respect Foster positive relationships between staff, students and peers. 	<ul style="list-style-type: none"> Deliver a curriculum which is inclusive and differentiated Use a range of flexible and responsive learning styles which promote independent learning Encourage collaboration and participation in lessons Promote a full range of thinking and life skills which enable students to develop into mature and responsible adults Provide opportunities for regular differentiated assessment and feedback. 	<ul style="list-style-type: none"> A supportive and inclusive working environment Observation and feedback which is supportive and developmental Annual performance management and professional review Individual collective professional development opportunities Opportunities to innovate and participate on any aspect of the school's broader work.

Standard 2: Promote good progress and outcomes by students

Criteria:	M1 and M2	M3 and M4	M5 and M6	UPS 1	UPS 2	UPS 3
Be accountable for students attainment and progress by outcomes	<p>Keep accurate records of own students' attainment and know the age and progress expectations for own class.</p> <p>Set appropriate targets for end of year attainment with support if needed.</p>	<p>Keep accurate records of own students' attainment and know the age and progress expectations for own class.</p> <p>Set appropriate targets for end of year attainment.</p> <p>Monitor data for any curriculum area responsibility using it</p>	<p>Monitor and analyse attainment in own curriculum area, using it to inform areas for development and measuring impact of any actions on improving progress and attainment.</p>	<p>Centralised data and tracking information is analysed across all relevant subjects or year groups and used to inform future actions and interventions.</p>	<p>Centralised data and tracking information is analysed across all relevant subjects or year groups and used to inform future actions and interventions.</p> <p>Impact is consistent and embedded in this area.</p>	<p>Appraise and manage other staff through pupil progress meetings, target setting and data analysis. Track, monitor and analyse whole school data in own specific areas of Leadership.</p> <p>Have a knowledge of the data for all year groups across the school and use this effectively to inform future actions in the school.</p>

		to inform areas for development.				
Be aware of students' capabilities and their prior knowledge and plan teaching to build on these	<p>Use data and regular marking to inform planning and differentiation in daily lessons which takes account of all students' needs.</p> <p>Use data to inform planning through pupil progress meetings with support where needed.</p>	<p>Use data and regular marking to inform planning and differentiation in daily lessons.</p> <p>Utilise a wide range of strategies for differentiation that meets the needs of all abilities and groups.</p> <p>Use data to inform planning through pupil progress meetings.</p>	Support others with developing skills and ideas for effective differentiation within own key stage.	<p>Lead and develop strategies across the whole school which develop the use of data, identification of gaps and barriers to learning and effective planning and differentiation to overcome these.</p> <p>Identify groups who need specific intervention and ensure that they are targeted with timely intervention. Monitor marking and data across the school, putting in place support or training where necessary.</p>	<p>Lead and develop strategies across the whole school which develop the use of data, identification of gaps and barriers to learning and effective planning and differentiation to overcome these.</p> <p>Identify groups who need specific intervention and ensure that they are targeted with timely intervention. Monitor marking and data across the school, putting in place support or training where necessary. Impact is consistent and embedded in this area.</p>	Monitor and evaluate use of data and marking to inform planning, research and implement new strategies where appropriate to ensure that there is continuously developing good practice.
Guide students to reflect on the progress they have made and their emerging needs	<p>Use AFL techniques such as: Engage in regular dialogue with students within lessons reflecting on, consolidating and extending learning and promoting an enthusiasm for learning.</p> <p>Regularly use improvement marking.</p> <p>Ensure students are given time to reflect on marking.</p>	<p>Consistent and established use of AFL that ensures students are aware of and able to reflect on their own learning and how to improve through: Established and consistent use of improvement marking.</p> <p>Established and consistent methods in place to allow students to reflect and act on marking and use of individual pupil targets.</p>	<p>Employ effectively a wide range of AFL techniques which ensure progress of students is consistently good or above.</p> <p>Support colleagues in use of AFL, e.g. through coaching and paired teaching.</p>	<p>Research, develop and implement whole school improvements and systems to support students' reflection on their progress and next steps.</p>	<p>Research, develop and implement whole school improvements and systems to support students' reflection on their progress and next steps.</p> <p>Impact is consistent and embedded in this area.</p>	<p>Monitor the use of AFL across the school/key stage/year group.</p> <p>Investigate new and innovative practice and share with others.</p> <p>Identify need and implement support for colleagues in effective AFL strategies.</p>

	Ensure students relate marking and work to their personal targets.	Share good practice in AFL, e.g. through coaching and paired teaching.				
Demonstrate knowledge and understanding of how students learn and how this impacts on teaching	Have a good understanding of pupil development, pedagogy and different learning skills shown by the use of these within own teaching, to enable all students to make progress.	Extensively and consistently use a range of learning and teaching techniques to ensure all students' needs are met. Experiment and explore different and new techniques to maximise student progress. Identify individual students' needs and plan and teach accordingly to overcome barriers and ensure progress.	Share good practice in teaching and learning across the year group/key stage or school which facilitates improvements and secures rapid and sustained progress for all students.	Established highly effective practice is developed and shared across the school.	Established highly effective practice is developed and shared across the school. Impact is consistent and embedded in this area.	Highly effective and innovative practice in teaching and learning in the wider context is investigated and leads to the implementation of new and relative initiatives across the school. Develop potential to share practice across KMAT.
Encourage students to take a responsible and conscientious attitude to their own work and study	Use an awareness of age expectations to set targets, challenges and rewards which promote responsible and conscientious work and progress.	Consistently use a variety of techniques which encourage students to become responsible and conscientious in their learning, enabling them to make good progress.	Share own good practice with colleagues to encourage responsibility and conscientious learning.	Own class show consistently good or highly effective attitudes to their own learning which facilitates good or highly effective progress. Through monitoring and observation, be aware of students' attitudes to learning across the school. Research new initiatives and techniques which students' aspiration and independence in learning, where appropriate, share these across the school.	Own class show consistently good or highly effective attitudes to their own learning which facilitates good or highly effective progress. Through monitoring and observation, be aware of students' attitudes to learning across the school. Research new initiatives and techniques which students' aspiration and independence in learning, where appropriate, share these across the school.	Research, develop and implement whole school systems to promote responsible and conscientious learning.

					Impact is consistent and embedded in this area.	
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Standard 3: Demonstrate good subject and curriculum knowledge

Criteria:	M1 and M2	M3 and M4	M5 and M6	UPS 1	UPS 2	UPS 3
Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain students' interest in the subject, and address misunderstandings	<p>Have a good knowledge of the areas they are teaching at the appropriate level for the year group being taught.</p> <p>Through reflective teaching, identify misunderstandings and use relevant support to address them.</p> <p>Plan and deliver structured lessons covering the required curriculum content, making it sourcing resources where necessary.</p>	<p>Have a good knowledge and understanding of progression in all subjects taught across the primary range.</p> <p>With support develop an in-depth understanding and knowledge base in at least one subject area, begin to share this with colleagues.</p> <p>Investigate and use different approaches to lessons in own class teaching, drawing on a wide range of teaching ideas, resources and literature.</p>	<p>Have a thorough knowledge of curriculum content and coverage across the primary range.</p> <p>Work independently to research and share latest developments in own subject area with colleagues.</p> <p>Observe and monitor work planning and teaching within own area.</p>	<p>Established highly effective knowledge of the primary curriculum and changes over time is used as a basis to systematically lead the implementation of developments in one or more areas of the curriculum, taking responsibility for staff training and CPD activities to ensure the subject is taught well throughout the Academy.</p> <p>Monitor the impact of developments in at least one subject.</p>	<p>Established highly effective knowledge of the primary curriculum and changes over time is used as a basis to systematically lead the implementation of developments in one or more areas of the curriculum, taking responsibility for staff training and CPD activities to ensure the subject is taught well throughout the Academy.</p> <p>Monitor the impact of developments in at least one subject. Impact is consistent and embedded in this area.</p>	<p>Research new curriculum wide initiatives including own ideas and action research in order to ensure that the Academy is at the forefront of innovative and engaging subject and curriculum developments.</p> <p>Monitor impact of developments and new initiatives.</p>
Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the	<p>Be aware of the latest developments and adapt teaching when necessary to ensure latest requirements are met.</p> <p>Take responsibility for own learning and development through attending staff training and events and</p>	<p>Become increasingly aware of current developments in subject and curriculum areas, researching developments in own subject area specifically and sharing information with colleagues.</p>	<p>Independently research and know in depth developments in own subject area.</p> <p>Share developing ideas and good practice with colleagues.</p> <p>Monitor and evaluate any new initiatives in own subject area in</p>	<p>Active involvement and engagement in enquiry and action research projects and promote the value of scholarship.</p>	<p>Active involvement and engagement in enquiry and action research projects and promote the value of scholarship.</p> <p>Impact is consistent and embedded in this area.</p>	<p>Actively identify the need for an investigative enquiry approach to improve teaching and learning.</p> <p>Influence and lead an enquiry based approach.</p>

value of scholarship	reading current literature.	Source relevant information and take advantage of opportunities to develop own practice in all primary areas.	own class and across the school.			
Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulation and the correct use of standard English, whatever the teacher's specialist subject	<p>Use and model standard English in own speech. Correct and model students' spoken English.</p> <p>Teach, feedback and assess literacy in line with the curriculum for the age group taught, ensuring improvement marking is used and acted on and promotes accurate SPAG.</p>	Use systematic and thorough methods for the effective teaching of literacy, SPAG in literacy lessons and regularly throughout daily practice and all subjects.	Develop strategies which embed high standards of literacy in teaching and learning whilst strengthening technical accuracy in SPAG.	Contribute to the professional development of colleagues in understanding and embedding high standards of literacy in lessons.	<p>Contribute to the professional development of colleagues in understanding and embedding high standards of literacy in lessons.</p> <p>Impact is consistent and embedded in this area.</p>	Monitor the standards of literacy and standard English within the wider curriculum. Promote consistency and collaboration across the school in embedding high standards of literacy.
If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics	<p>Develop reflective practice and enhance own subject knowledge and understanding in phonics, drawing on support from Senior Leaders.</p> <p>Use ideas and suggestions given by Subject Leaders.</p> <p>Understand and use synthetic phonics at the appropriate level for the age group being taught.</p>	Embed reflective practice.	Support others in their awareness of development and teaching of synthetic phonics.	<p>Research new developments in the teaching of phonics and early reading and share them with other staff.</p> <p>Track and monitor the impact of teaching synthetic phonics on reading, if and where appropriate.</p>	<p>Research new developments in the teaching of phonics and early reading and share them with other staff.</p> <p>Track and monitor the impact of teaching synthetic phonics on reading, if and where appropriate.</p> <p>Impact is consistent and embedded in this area.</p>	As part of the leadership of the school, ensure that systematic synthetic phonics is taught effectively throughout the school and that the impact of this teaching is tracked and shared with all staff. Adjusting approaches and supporting CPD as necessary.

If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies	<p>Develop reflective practice and enhance own subject knowledge and understanding in maths, drawing on support from Senior Leaders.</p> <p>Use ideas and suggestions given by Subject Leaders. With support of Subject Leaders, plan, teach and assess maths accurately using appropriate strategies to develop students' accurate understanding of mathematical concepts.</p>	<p>Teach maths at a consistently good level.</p> <p>Share own good practice with colleagues.</p>	<p>Model highly effective teaching of mathematics and share good practice with colleagues.</p>	<p>If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.</p>	<p>If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.</p> <p>Impact is consistent and embedded in this area.</p>	

Standard 4: Plan and teach well-structured lessons

Criteria:	M1 and M2	M3 and M4	M5 and M6	UPS 1	UPS 2	UPS 3
Impart knowledge and develop understanding through effective use of lesson time	<p>Plan and teach a series of structured lessons to at least satisfactory standard, with support and guidance of Senior Leaders where necessary.</p> <p>Reflect on planning and progress and modify teaching in future lessons in light of this.</p>	<p>Plan and teach a series of structured lessons to a consistently good standard.</p> <p>Plan daily timetable to maximise use of time throughout the day and ensure learning and progress is continuous.</p> <p>Take part in CPD/coaching activities to develop whole school activities.</p> <p>With support, share good practice in planning delivery within own subject area and development SoW.</p>	<p>Plan and teach a series of structured lessons showing some highly effective practice.</p> <p>Plan daily timetable to maximise use of time throughout the day and ensure learning and progress is continuous.</p> <p>Support others through coaching to develop stronger teaching skills and develop whole school practice.</p> <p>Model good/highly effective teaching for others. Independently lead CPD and developments in teaching, delivery and SoW in own area.</p> <p>Monitor and evaluate impact of any actions implemented.</p> <p>With support, observe and support other members of staff teaching own subject area.</p>	<p>Plan and teach to a highly effective standard.</p> <p>Model highly effective teaching for others.</p> <p>Analyse and monitor impact of teaching across the school and implement any changes needed to improve teaching and learning.</p> <p>Observe and develop other members of staff.</p>	<p>Plan and teach to a highly effective standard.</p> <p>Model highly effective teaching for others.</p> <p>Analyse and monitor impact of teaching across the school and implement any changes needed to improve teaching and learning.</p> <p>Observe and develop other members of staff.</p> <p>Impact is consistent and embedded in this area.</p>	<p>Lead/contribute to initiatives in the effective development of planning and delivery of lessons and teaching skills across the school.</p>
Promote a love of learning and students'	<p>With support and guidance from Senior Leaders or other relevant staff, provide engaging and</p>	<p>Share innovative practice with colleagues.</p>	<p>Research and develop innovative practice in own class of subject area to develop enjoyment</p>	<p>Research, develop and evaluate engaging teaching practices across the</p>	<p>Research, develop and evaluate engaging teaching practices across the</p>	<p>Engage in wider research into learning and share results across KMAT where appropriate.</p>

intellectual curiosity	motivating lessons which inspire students to become independent learners.		and curiosity within learning. Implement whole school actions to improve engagement and motivation and monitor impact within own subject area.	whole school and curriculum areas.	whole school and curriculum areas. Impact is consistent and embedded in this area.	
Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding students have acquired	Set homework in line with school policy. Plan trips, visits and activities which extend and consolidate lessons and subjects taught, with the guidance of Senior Leaders or other relevant staff.	Plan and implement school trips, visits and activities or interest days, clubs and competitions which enhance an area of the curriculum, with support of other staff where needed.	Independently plan and implement school trips and visits or other activities or interest days and competitions which enhance an area of the curriculum in line with whole school development areas.			
Reflect systematically on the effectiveness of lessons and approaches to teaching	Reflect on own class teaching and learning to refine planning and teaching in future lessons to improve own practice and learning/progress of the class.	Embed reflective practice. Sharing of good practice in planning and delivery with colleagues in small groups or across whole school, with	Sharing of embedded, highly effective practice in teaching. Development of teaching strategies that may be shared across and contribute	Monitoring and observation of reflective practice and teaching techniques. Analysis and action planning to develop improved practice across the school	Monitoring and observation of reflective practice and teaching techniques. Analysis and action planning to develop improved practice across the school	Research and develop reflective practice and approaches to teaching in a broader context than own school.

		support and guidance from Senior Leaders or other relevant staff.	to the wider school plan. Implementation of improved reflective and refined practice.	either for individuals or whole school. Implementation of new techniques and monitoring of impact. Own development of highly effective practice and implementation across the school.	either for individuals or whole school. Implementation of new techniques and monitoring of impact. Own development of highly effective practice and implementation across the school. Impact is consistent and embedded in this area.	
Contribute to the design and provision of an engaging curriculum within the relevant subject areas	Contribute to the development of the curriculum through engagement at meetings and implementation of ideas discussed or required.	In own area, lead the development of the curriculum, monitoring, observing and checking planning. Experiment with new ideas and strategies in the delivery of the curriculum and share these with other staff with the guidance and support of Senior	Deliver exemplar lessons and share best practice through example. Monitor the delivery of the curriculum for own area and explore and implement new ideas for the design of the curriculum to increase engagement and learning. Coach other staff.	Understand the overview of all subjects which make-up the primary curriculum and contribute to the monitoring and development of the curriculum as a whole entity. Implement change across the school and monitor.	Understand the overview of all subjects which make-up the primary curriculum and contribute to the monitoring and development of the curriculum as a whole entity. Implement change across the school and monitor.	

		Leaders or other relevant staff.		Support and hold others to account for their subject monitoring. Research and lead the development of innovation in curriculum design for the school.	Support and hold others to account for their subject monitoring. Research and lead the development of innovation in curriculum design for the school. Impact is consistent and embedded in this area.	
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Standard 5: Adapt teaching to respond to the strengths and needs of all students

Criteria:	M1 and M2	M3 and M4	M5 and M6	UPS 1	UPS 2	UPS 3
Know when and how to differentiate appropriately, using approaches which enable students to be taught effectively	<p>Observe and analyse the differentiation across the school.</p> <p>Through data analysis identify, monitor and track key groups of students in own area of responsibility.</p> <p>Consistent and effective use of class data and marking to inform appropriate differentiation which uses a range of different methods.</p> <p>Teaching ensures all groups and individuals' needs are met and explanations</p>	<p>Observe and analyse the differentiation across the school.</p> <p>Through data analysis identify, monitor and track key groups of students in own area of leadership across the school.</p> <p>Independently and being aware of consistent and effective use of class data and marking to inform appropriate differentiation which uses a range of different methods.</p> <p>Teaching ensures all groups and</p>	<p>Observe and analyse the differentiation across the school.</p> <p>Through data analysis identify, monitor and track key groups of students in own area of leadership across the school.</p> <p>Research and implement methods to use within own area of leadership to support key groups and individuals effectively.</p> <p>Show highly effective practice in differentiation in own teaching which</p>	<p>Monitor and track the progress of key groups across the school.</p> <p>Have a good understanding of differentiation across the school including teachers' methods and strengths.</p> <p>Actively analyse and research methods and resources to improve learning and progress through differentiation methods, share these with others.</p> <p>Show highly effective practice in</p>	<p>Monitor and track the progress of key groups across the school.</p> <p>Have a good understanding of differentiation across the school including teachers' methods and strengths.</p> <p>Actively analyse and research methods and resources to improve learning and progress through differentiation methods, share these with others.</p> <p>Show highly effective practice in</p>	<p>Monitor and track the progress of key groups across the school.</p> <p>Lead the development of CPD and other initiatives to support the provision for key groups.</p>

	<p>enabling all to make good progress.</p> <p>Clear understanding of a range of needs.</p> <p>Ability to evaluate effects of differentiation and adjust planning accordingly. May draw on support of others for advice.</p>	<p>individuals' needs are met and explanations enabling all to make good progress.</p> <p>Clear understanding of a range of needs. Consistently evaluates effects of differentiation and adjusts planning accordingly. Share good practice in differentiation across age range taught and in leadership areas.</p>	<p>ensures good or highly effective progress of own students.</p>	<p>differentiation in own teaching which ensures good or highly effective progress of own students.</p>	<p>differentiation in own teaching which ensures good or highly effective progress of own students.</p> <p>Impact is consistent and embedded in this area.</p>	
<p>Have a secure understanding of how a range of factors can inhibit students' ability to learn, and how best to overcome these</p>	<p>Know about and plan lessons taking into account learning styles and barriers to learning.</p> <p>Plan and deliver lessons with an awareness of students' needs and with advice from others to ensure that interventions and methods are used which help to overcome barriers to learning.</p>	<p>Planning and delivery of lessons consistently and effectively takes into account the needs of all learners to enable them to make progress.</p> <p>Draw on advice and support from others where necessary to ensure all learners are able to access learning.</p>	<p>Have an established range of resources to draw on to overcome barriers to learning, begin to share these with others.</p>	<p>Actively research methods to overcome a range of barriers to learning and share these with others to improve the learning of all across the school.</p>	<p>Actively research methods to overcome a range of barriers to learning and share these with others to improve the learning of all across the school.</p> <p>Impact is consisted and embedded in this area.</p>	<p>Lead research and implement whole school strategies and resources to overcome a range of barriers to learning.</p>
<p>Demonstrate an awareness of the physical, social and intellectual development of students, and</p>	<p>Be aware of the need to develop students SMSC through school's agreed programme and opportunities that arise.</p>	<p>Have a developed understanding of SMSC and be able to incorporate opportunities for the development of skills in lessons.</p>	<p>Ability to adapt own teaching techniques to meet the needs of all primary age groups.</p> <p>Experiment with a range of opportunities to support the</p>	<p>Ability to adapt own teaching techniques to meet the needs of all primary age groups.</p> <p>Share a range of good practice in teaching and methods</p>	<p>Ability to adapt own teaching techniques to meet the needs of all primary age groups.</p> <p>Impact is consisted and embedded in this area.</p>	<p>Take an active lead/contribute to the development of SMSC across KMAT.</p>

<p>know how to adapt teaching to support students' education at different stages of development</p>	<p>Adapt teaching to ensure it meets the needs of the age group and stage of development within own class.</p> <p>Identify, discuss and refer relevant students in own class to the learning mentor or similar pastoral support.</p>	<p>Planning and delivery consistently and effectively meets the needs of all learner's stages of development across a range of age groups.</p> <p>Adapting teaching and methods to meet the needs of the whole student.</p>	<p>development of SMSC skills.</p> <p>Share own good practice in teaching and methods which meet the needs of all students' levels of development, across the key stage or school.</p>	<p>which meet the needs of all students' levels of development, across the school.</p>		
<p>Have a clear understanding of the needs of all students, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them</p>	<p>Identify students in own class who are not making age appropriate progress of development and adapt teaching appropriately with support and advice from the SENCo or Senior Leaders.</p> <p>Be aware of key groups of children in own class and use appropriate teaching strategies to engage and support them with the guidance of the SENCo or Senior Leaders.</p>	<p>Have a developed knowledge of appropriate intervention, strategies and differentiation and use these to meet the needs of vulnerable students.</p> <p>Involve outside agencies if necessary through liaison with the SENCo.</p> <p>Show consistent and effective adaptation of teaching to meet the needs of all groups of learners.</p> <p>Monitor data and results to ensure that strategies used are effective and adapt if necessary.</p> <p>Plan in small steps for specific students and advise teaching assistants on the delivery of relevant programmes, monitor</p>	<p>Have an extensive knowledge of appropriate and effective intervention, strategies and differentiation which are consistently effective in closing the gap between key groups of learners.</p> <p>Strategies are evaluated and good practice is shared with others.</p>	<p>Support and advise others in suitable methods, interventions and differentiation for all student groups.</p> <p>Evaluate methods used across the school to ensure effectiveness and research and implement new strategies where gaps are not closing or progress is not being made, especially within own areas of leadership.</p> <p>Model effective practice in own class which ensures good or above progress is made by all SEND, LAC and EAL students.</p>	<p>Support and advise others in suitable methods, interventions and differentiation for all student groups.</p> <p>Evaluate methods used across the school to ensure effectiveness and research and implement new strategies where gaps are not closing or progress is not being made, especially within own areas of leadership.</p> <p>Model effective practice in own class which ensures good or above progress is made by all SEND, LAC and EAL students.</p>	

		results and adjust with advice if needed to ensure progress. Ensure strategies used are effective in closing the gap.				
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Standard 6: Make accurate and productive use of assessment

Criteria:

Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements

Make use of formative and summative assessment to secure students' progress

Use relevant data to monitor progress, set targets and plan subsequent lessons

Give students regular feedback, both orally and through accurate marking, and encourage students to respond to the feedback.

The expectation of all staff in KMAT, regardless of career stage is to meet this standard in the following ways:

- Ensure that all students, regardless of their starting points make rapid and sustained progress
- Effectively monitor the progress of students in lessons
- Utilise data to inform planning and delivery
- Provide challenge, pace and support to encourage students to achieve at the highest level; create a culture of aspiration in all students
- Use a range of assessment techniques to secure rapid and sustained progress and good or highly effective achievement for all students.

The role of staff in achieving this is to:

- Utilise data effectively to inform planning, delivery and assessment
- Provide a range of assessment opportunities which are inclusive and differentiated
- Utilise a range of questioning and discussion techniques which promote learning and progress for all
- Use a range of formative and summative assessment techniques which promote independence and encourage active participation in assessment
- Encourage peer assessment and review in lessons
- Provide regular feedback both orally and in writing
- Ensure that all students understand how to improve their work and have the opportunity to do so to secure progress
- Produce accurate and timely reports as required

The school will support staff in achieving this through the provision of:

- Regular and comprehensive benchmark, progress and target setting data
- Observation and feedback which is supportive and development
- Work scrutiny and feedback on marking and assessment, the level of challenge and impact of feedback on students' progress and work completion, relevant and targeted CPD opportunities at individual, departmental and academy level according to need.

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

Criteria:	M1 and M2	M3 and M4	M5 and M6	UPS 1	UPS 2	UPS 3
<p>Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy</p>	<p>Act as a role model promoting consistently high expectations of behaviour in a professional and courteous manner at all times.</p> <p>Know, understand and apply the school's behaviour policy.</p> <p>Anticipate and plan for potential behaviour management.</p>	<p>Act as a role model promoting consistently high expectations of behaviour in a professional and courteous manner at all times.</p> <p>Know, understand and apply the school's behaviour policy.</p> <p>Anticipate and plan for potential behaviour management.</p> <p>Promote positive behaviour in accordance with school and class rules in own class and throughout the school.</p>	<p>Act as a role model promoting consistently high expectations of behaviour in a professional and courteous manner at all times.</p> <p>Know, understand and apply the school's behaviour policy.</p> <p>Anticipate and plan for potential behaviour management scenarios.</p>	<p>Act as a role model promoting consistently high expectations of behaviour in a professional and courteous manner at all times.</p> <p>Know, understand and apply the school's behaviour policy.</p> <p>To contribute to the development and implementation of whole school approaches to behaviour management.</p>	<p>Act as a role model promoting consistently high expectations of behaviour in a professional and courteous manner at all times.</p> <p>Know, understand and apply the school's behaviour policy.</p> <p>To contribute to the development and implementation of whole school approaches to behaviour management.</p> <p>Impact is consistent and embedded in this area.</p>	<p>Act as a role model promoting consistently high expectations of behaviour in a professional and courteous manner at all times.</p> <p>Know, understand and apply the school's behaviour policy.</p> <p>Develop and implement whole school approaches to behaviour management.</p>
<p>Have high expectations of</p>	<p>Establish and maintain consistent high expectations of</p>	<p>Maintain consistent high expectations of behaviour which</p>	<p>Set and model for others high</p>	<p>Have an extensive knowledge and understanding of a</p>	<p>Have an extensive knowledge and understanding of a</p>	<p>Have an extensive knowledge and understanding of a range of strategies to manage behaviour which are</p>

<p>behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly</p>	<p>behaviour which promotes effective learning in the classroom.</p> <p>Start to build a range of behaviour management strategies, using praise, rewards and sanctions effectively, drawing on support and guidance from others where needed.</p>	<p>promotes effective learning in the classroom.</p> <p>Develop a broad range of personal behaviour strategies which are consistently implemented and use praise, sanctions and rewards effectively.</p> <p>Embedding reflective practice facilitates highly effective behaviour management strategies and confidence n experimentation in a range of different contexts.</p>	<p>expectations of behaviour.</p> <p>Have a well-established range of strategies including praise, sanctions and rewards, consistently implemented which promote good and highly effective behaviour in the classroom.</p> <p>Share food practice in the implementation of a range of behaviour management strategies which promote effective behaviour for learning.</p>	<p>range of strategies to manage behaviour which are consistently implemented and ensure highly effective behaviour and engagement in learning.</p> <p>Be able to tailor them to specific needs and develop the skills in others.</p> <p>Establishes highly effective practice in behaviour management is shared across the school and its impact on students' attitudes and learning is monitored and evaluated.</p>	<p>range of strategies to manage behaviour which are consistently implemented and ensure highly effective behaviour and engagement in learning.</p> <p>Be able to tailor them to specific needs and develop the skills in others.</p> <p>Establishes highly effective practice in behaviour management is shared across the school and its impact on students' attitudes and learning is monitored and evaluated.</p> <p>Impact is consisted and embedded in this area.</p>	<p>consistently implemented and ensure highly effective behaviour and engagement in learning.</p> <p>Support others in the drive to secure good and highly effective behaviour in classes and across the school.</p> <p>Act as a coach and mentor to staff who need support and development in this area.</p> <p>Highly effective and innovative practice in behaviour management strategies which promote effective learning is investigated and leads to the implementation of new and relevant initiatives across KMAT.</p>
<p>Manage classes effectively, using approaches which are appropriate to students' needs in order to involve and motivate them</p>	<p>Manage behaviour effectively in own class to create a classroom environment which promotes positive relationships and engages and motivates students.</p>	<p>Manage behaviour effectively in own class to create a classroom environment which promotes positive relationships and engages and motivates students.</p> <p>Approaches ensure that students have good and highly effective behaviour in the classroom, resulting in effective learning.</p>	<p>Manage behaviour effectively in own class and throughout the school.</p> <p>Maintain an ethos in the classroom which ensures that students are highly motivated and learn well.</p> <p>A wide range of approaches are used and shared with colleagues.</p> <p>Strategies are developed which take</p>	<p>Model highly effective behaviour management in own class.</p> <p>Maintain an ethos in the classroom which ensures that students are highly motivated and learn well.</p> <p>Take a leading role in and take responsibility for enforcing high expectations of behaviour within the classroom and</p>	<p>Model highly effective behaviour management in own class.</p> <p>Maintain an ethos in the classroom which ensures that students are highly motivated and learn well.</p> <p>Take a leading role in and take responsibility for enforcing high expectations of behaviour within the classroom and</p>	<p>Model highly effective behaviour management in own class.</p> <p>Maintain an ethos in the classroom which ensures that students are highly motivated and learn well.</p> <p>Take a leading role in and take responsibility for enforcing high expectations of behaviour within the classroom and throughout the school.</p>

			account of individual needs.	throughout the school.	throughout the school. Impact is consistent and embedded in this area.	
Maintain good relationships with students, exercise appropriate authority, and act decisively when necessary	<p>Create a classroom environment which promotes positive relationships.</p> <p>Take appropriate measures to ensure behaviour is in line with school expectations, drawing on the advice of others.</p>	<p>Establish a rapport with all students throughout the school and implement a range of strategies which promote good behaviour and effective learning.</p> <p>Take appropriate measures to ensure positive behaviour at all times.</p>	Positive relationships are embedded and an in-depth knowledge of students and their needs enables all students to participate effectively in learning.	Support colleagues in the creation of positive relationships and effective behaviour management strategies to enable effective learning.	Support colleagues in the creation of positive relationships and effective behaviour management strategies to enable effective learning. Impact is consistent and embedded in this area.	<p>Act as a role model in strategies which encourage positive relationships and a climate for learning throughout the school.</p> <p>Take a leading role in taking decisive and effective actions in promoting high expectations of behaviour within the classroom and throughout the school.</p>

Standard 8: Fulfil wider professional responsibilities

Criteria:	M1 and M2	M3 and M4	M5 and M6	UPS 1	UPS 2	UPS 3
Make a positive contribution to the wider life and ethos of the school	<p>Participate in whole school events and activities.</p> <p>Organise own class trips with the support of others.</p>	<p>Participate in or organise extra-curricular clubs.</p> <p>Participate in whole school events including those organised by parent associations.</p> <p>Lead assemblies and other specialised areas of learning across the whole school.</p>	Instigate and organise whole school events which contribute to the wider activities and ethos of the school.	Be part of the organisation of the whole school calendar of wider events and activities and monitor and evaluate the range of events participated in and the impact of these on the student's learning and range of experiences.	<p>Be part of the organisation of the whole school calendar of wider events and activities and monitor and evaluate the range of events participated in and the impact of these on the student's learning and range of experiences.</p> <p>Impact is consistent and embedded in this area.</p>	Take a lead in the organisation of the whole school calendar of wider events and activities and monitor and evaluate the range of events participated in and the impact of these on the student's learning and range of experiences, upholding the principles and ethos of the school and KMAT at all times.
Develop effective professional relationships	<p>Participate effectively as a member of the team.</p> <p>Know who to ask for specific advice and</p>	<p>Undertake a curriculum responsibility.</p> <p>Develop own skills in curriculum area of</p>	Lead a team/key stage/whole school initiative and plan, implement and share change with colleagues, drawing	Undertake higher level CPD in order to develop an area within the school.	Undertake higher level CPD in order to develop an area within the school.	Instigate opportunities to collaborate with colleagues across the school and KMAT.

<p>with colleagues, knowing how and when to draw on advice and specialist support</p>	<p>support in different areas.</p>	<p>responsibility through drawing on advice and specialist support.</p> <p>Have ongoing high quality dialogue with colleagues within the school which contributes to improving practice and provision for students, including cascading of own CPD experiences.</p> <p>Where requested, undertake mentoring for ITT or NQT.</p>	<p>on support from others if required.</p> <p>Start to collaborate with other professionals beyond the school (KMAT) to improve teaching practices and provision for students.</p>	<p>Share own good practice in the wider KMAT.</p>	<p>Share own good practice in the wider KMAT.</p> <p>Impact is consistent and embedded in this area.</p>	<p>Lead, innovate and share best practice resulting from such collaboration.</p>
<p>Deploy support staff effectively</p>	<p>Plan activities for support staff which promote learning and progress.</p> <p>Communicate effectively with support staff to enable them to access and deliver your plans.</p>	<p>Planned use of support staff has a notable impact on the learning of key groups or individual students.</p> <p>Good relationships and effective communication exists within the classroom team.</p>	<p>Monitor and evaluate the effectiveness of own support staff on the learning of key groups of students to ensure that they have a notable impact on learning of key groups or individual students.</p> <p>Guide and monitor support staff in the delivery, recording and tracking of intervention programmes.</p>	<p>Timetable support staff hours across year group/key stage/school.</p> <p>Participate in the monitoring and evaluation of the effectiveness of support staff activities on learning and progress.</p>	<p>Timetable support staff hours across year group/key stage/school.</p> <p>Participate in the monitoring and evaluation of the effectiveness of support staff activities on learning and progress.</p> <p>Impact is consistent and embedded in this area.</p>	<p>Be involved in the performance management and development of support staff.</p>
<p>Take responsibility for improving teaching through appropriate professional development, responding to</p>	<p>Undertake appropriate professional development to improve own teaching, skills and secure progress in your career.</p> <p>Development areas informed by needs identified in</p>	<p>Take responsibility for cascading up to date knowledge and information from curriculum area of CPD activities across the school.</p> <p>Lead curriculum area training with support if needed.</p>	<p>Lead and plan curriculum area training independently.</p> <p>Undertake mentoring role for ITT and NQT if required.</p> <p>Consistent highly effective practice leads to developing</p>	<p>Undertake NQT induction process.</p> <p>Act as a reviewer in the school's performance management system.</p> <p>Undertake coaching as a developmental activity to support a</p>	<p>Undertake NQT induction process.</p> <p>Act as a reviewer in the school's performance management system.</p> <p>Undertake coaching as a developmental activity to support a</p>	<p>Lead/contribute to and facilitate professional development events across the school and KMAT.</p> <p>Act as a reviewer in the school's performance management system.</p> <p>Act as a lead professional in the coaching and mentoring of colleagues across the school and KMAT.</p>

<p>advice and feedback from colleagues</p>	<p>performance management or NQT meetings and in line with the school needs.</p> <p>Developing practice ensures effective professional contribution across the school.</p> <p>Know how and when to seek professional development advice.</p>	<p>Undertake mentoring role for ITT students if required.</p> <p>Embedding practice ensures highly effective professional contribution across the school.</p>	<p>skills in leadership and management and highly effective professional contribution across the school.</p>	<p>member of staff who is underperforming.</p> <p>Established highly effective practice ensures highly effective leadership and highly effective professional contribution across the school and beyond.</p>	<p>member of staff who is underperforming.</p> <p>Established highly effective practice ensures highly effective leadership and highly effective professional contribution across the school and beyond.</p> <p>Impact is consistent and embedded in this area.</p>	<p>Consistent highly effective practice in leadership and management ensures highly effective leadership, management and professional contribution across the school and beyond.</p>
<p>Communicate effectively with parents with regard to students' achievements and wellbeing</p>	<p>Start to build professional relationships with own class student's parents, through parent evenings and reports.</p>	<p>Communicate confidently with parents of own class and students in informal and formal situations.</p>		<p>Lead and document meetings supporting other class teachers in discussions with parents.</p>	<p>Lead and document meetings supporting other class teachers in discussions with parents.</p> <p>Impact is consistent and embedded in this area.</p>	<p>Have a high profile with parents in the school and deal with issues that arise.</p>

Threshold Application

Moving to Upper Pay Range

In accordance with the Teachers standards (June 2013) and STPCD 2017 any qualified teacher can apply to be on the upper pay range. Only one application can be made each year. Separate applications can be made if the teacher works at another school.

Applications must:

- Be submitted to the Headteacher;
- Include two successful performance management reviews
- Be submitted by 31 September each year (consideration will be given to accepting late applications where individual circumstances prevent this deadline being met e.g. absence).

The Criteria

Teachers who believe they're eligible for a performance threshold assessment can apply to the Headteacher/Executive Headteacher. The Headteacher/Executive Headteacher will consider each application against the standards as set out under section 15.2 of the School Teachers' Pay and Conditions Document 2017.

- a. that the teacher is highly competent in all elements of the relevant standards;
- b. that the teacher's achievements and contribution to an educational setting or settings are substantial and sustained.
- c. that the teacher moving up to UPS 1 can demonstrate that they can meet the Teachers standards (Appendix A- Page 9) and they are working towards some elements of the Post Threshold standards. Teachers moving from UPS1 to UPS 2 or UPS 2 to 3 have to show evidence against all the post threshold standards. **The [Kaleidoscope Career Stage Expectations document](#) should be used to support applications.**

Teachers who make successful applications will be placed on point 1 of the upper pay scale with effect from 1 September in the following school year. Teachers appointed to the school who have previously become entitled to be paid on the upper pay scale will retain their entitlement to any points already awarded on this scale.

Teachers who are unsuccessful in passing the performance threshold assessment should be given written reasons, detailing which standards have been met and those which have not. Written reasons should be given within 20 working days of the decision being notified to the Governing Body by the Headteacher/Executive Headteacher. They are also entitled to receive clear advice on how they need to develop in order to reach the threshold standards. If they wish to appeal against this decision they should refer to the Kaleidoscope Pay Policy for the Pay Appeals procedure.

Definition of Terms

‘Highly competent’: the teacher’s performance is assessed as having excellent depth and breadth of knowledge, skill and understanding of the Teachers’ Standards in the particular role s/he is fulfilling and the context in which s/he is working not just in his/her own classroom or with his/her own groups of children, but is also making significant wider contribution to school improvement, which impacts on pupil progress and the effectiveness of staff and colleagues.

‘Substantial’: the teacher’s achievements and contribution to the school are significant, not just in raising standards of teaching and learning in his/her own classroom, or with his/her own groups of children, but also in making a significant wider contribution to school improvement, which impacts on pupil progress and the effectiveness of staff and colleagues.

‘Sustained’: Sustained means the teacher must have had two consecutive successful appraisal reports in this school and have made good progress towards their objectives during this period. They will have been expected to have shown that their teaching expertise has grown over the relevant period and is consistently in line with the expectations contained in the School’s Appraisal Policy.

Moving up the Upper Pay Range

Progression through the upper pay scale is not automatic. Teachers can only progress if their performance has been reviewed and they are highly competent and have made a substantial and sustained contribution to the school/MAT. They should meet the Teaching Standards (listed at the end of this document) and show evidence of meeting the Post Threshold Standards. Those wishing to move up the upper pay range should also use this application process.

Teachers spend two years on each upper pay scale point before being considered for pay progression. Progression to the next point on the Upper Pay Scale will be based on two successful consecutive annual appraisal reviews and evidence to show that they meet all relevant standards. (Teaching Standards and Post Threshold Standards). This form needs to be completed to apply to move between each UPS point. Teachers on UPS will be expected to fulfil wider school/MAT roles.

All teachers will have their pay reviewed annually in accordance with the [Appraisal Policy](#).

Pay Appeals procedure

An employee may seek a review of any decision taken in relation to their pay. The following list includes the usual reasons for seeking a review of a pay determination:

- Incorrectly applied any provision of the Schools Pay Policy;
- Failed to have proper regard for statutory guidance;
- Failed to take proper account of relevant evidence;
- Took account of irrelevant or inaccurate evidence;
- Was biased, or
- Otherwise unlawfully discriminated against the employee.

The pay appeals procedure is detailed within the [Pay Policy](#).

Confidential

This page should be completed for all requests to move to and through the upper scale. Only one application can be made each year. Separate applications can be made if the teacher works at another school.

Section A – Your details

Name of teacher:
School name:
Teacher ref. no:
Payscale in 2023/2024:

Please provide details below if you are submitting Appraisal Statements from another school/Local Authority:

Name and Address of School	Date(s) of Employment	Headteacher/Executive Headteacher/Head of School

Section B – Declaration by teacher

I confirm that I have read the guidance notes relating to the submission of this application and understand the governing body's policy and arrangements for dealing with applications to be paid on the upper pay range. I attach my two most recent appraisal statements in accordance with the governing body's requirements.

Signature:		Date:	
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This application and attachments must be submitted to the Headteacher, or other person designated by the Headteacher to receive applications, by the stated deadline of 31st September.

Section C – Evidence

Prior to providing your evidence on the subsequent pages, please note:

- You will need to provide written evidence in support of the Teaching standards (UPS1) and Post Threshold Standards (UPS 1, 2, and 3) below. You must also demonstrate that you meet the Teaching Standards as detailed at the end of this form. Your written evidence will need to address the requirement that you are highly competent in all elements of the Standards;
- Your written evidence in addressing each of the Standards will also need to show that your achievements and contribution to the school have been substantial and sustained over the relevant period of your application (**please use the Kaleidoscope Career Stage Expectations Document to support your application**);
- You may attach any additional information and/or evidence in support of your application if you consider that it would be helpful to do so;
- If you cite specific examples of work in your evidence this must be available for inspection, if required by the Headteacher of your application.

1. Professional Attributes:

P1. Contribute significantly, where appropriate, to implementing workplace policies and practice and to promote collective responsibility for their implementation.

**2) Professional Knowledge and Understanding
Teaching and learning**

P2. Have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential.

Assessment and monitoring

P3. Have an extensive knowledge and well-informed understanding of the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those related to public examinations and qualifications.

P4. Have up-to-date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs.

Subjects and curriculum

P5. Have a more developed knowledge and understanding of their subjects/curriculum areas and related pedagogy including how learning progresses within them.

Health and well-being

P6. Have sufficient depth of knowledge and experience to be able to give advice on the development and well-being of children and young people.

(3) Professional skills

Planning

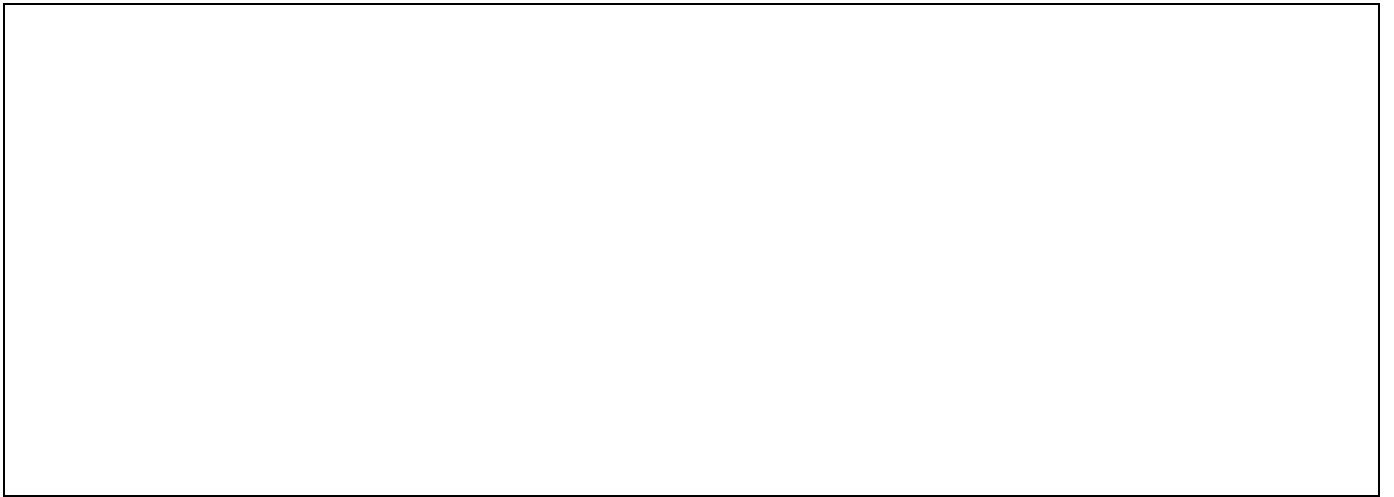
P7. Be flexible, creative and adept at designing learning sequences within lessons and across lessons that are effective and consistently well-matched to learning objectives and the needs of learners and which integrate recent developments, including those relating to subject/curriculum knowledge.

Teaching

P8. Have teaching skills which lead to learners achieving well relative to their prior attainment, making progress as good as, or better than, similar learners nationally.

Team working and collaboration

P9. Promote collaboration and work effectively as a team member.



P10. Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback.



Appendix 1: Teacher's Standards

Below taken from the Teacher Standards (2013):

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/301107/Teachers_Standards.pdf

Preamble

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

A teacher must:

1 Set high expectations which inspire, motivate and challenge pupils

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

2 Promote good progress and outcomes by pupils

- Be accountable for pupils' attainment, progress and outcomes
- Be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- Guide pupils to reflect on the progress they have made and their emerging needs
- Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- Encourage pupils to take a responsible and conscientious attitude to their own work and study.

3 Demonstrate good subject and curriculum knowledge

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

4 Plan and teach well-structured lessons

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

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

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

6 Make accurate and productive use of assessment

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

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

- Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy

- Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8 Fulfil wider professional responsibilities

- Make a positive contribution to the wider life and ethos of the school
- Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- Deploy support staff effectively
- Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- Communicate effectively with parents with regard to pupils' achievements and well-being.

In addition to the above, teachers, must meet the standards outlined within the [KMAT Careers Expectations Document](#) to progress to and through the Upper Payscale.

Teacher Appraisal Record



KALEIDOSCOPE
Multi Academy Trust

Name	Date	Role	Grade MPS/UPS/TLR/SEND/L	Appraiser

Overview of year including strengths, positive feedback and actions as identified through lesson observations, monitoring, and any other feedback. Appraiser and Appraisee discussions including Interim Review, self-review and additional evidence offered by the Appraisee.

Self-Review of Kaleidoscope Career Stage Expectations Document.

Comments – Strengths/Areas to Develop

Next Steps

Review of previous Year

Objective (Related to Teaching Standards, SDP or Subject Team)	Progress	Impact/Evidence	Objective Met – Yes/No/Partially (Y,N,P)
1. Pupil Progress – At least good teaching will lead to good achievement in English (Reading, Writing, GSP) and Mathematics.			

2. Subject Leadership (Subject Team Contribution)			
3. School Leadership (SLT only)			
4. Personal Development			

OBJECTIVES FOR YEAR Linked Teaching Standards (including UPS where applicable), SDP or Subject Team) 2024 - 2025	Actions including training needs	Success Criteria – Evidence of Impact Required.	Target Date	Review Date
1. Pupil Progress At least good teaching will lead to good achievement in English (Reading, Writing, GSP) and Mathematics.				
2. Subject Leadership (Subject Team Contribution)				
3. Personal Development				

4. School Leadership (SLT only)				

<p>How do you support your own wellbeing? Are there ways the school can support your wellbeing further?</p>
<p> </p>

<p>Mid Term Review Date</p>	<p> </p>
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Training and Development Plan agreed? Y/N

Signed – Teacher _____ **Date** _____

Signed – Appraiser - _____ **Date** _____

Signed – Headteacher/Executive Headteacher _____ **Date** _____



Headteacher Appraisal Autumn 2024

[Insert Date]

Dear Headteacher/Executive Headteacher/Head of School,

I am in the process of planning your appraisal meeting, which will take place next Term (dates have been agreed).

As we did last year, the meeting will be led by me, with up to 2 Governors attending to contribute. Please can you ask Governors who are attending, to allocate enough time for the full meeting.

Please bring any evidence that you feel will support discussion relating to each objective.

I have attached 2 documents:

- 1) The Appraisal Document
- 2) Progress Against National Standards of Excellence for Headteachers which will guide the meeting and I would appreciate it if these could be completed (relevant sections) and returned to me prior to the meeting - in particular the Progress against last years objectives section on the Appraisal form.

There is a section in document 2, to outline more broadly the successes and other key information you would like the panel to be aware of, as this is not always evident in the objectives or data.

Regards,

CEO Kaleidoscope

Progress Against Headteachers' Standards (2020) - September 2024

Name:

Date:

Section 1: Ethics and Professional Conduct

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

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

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

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

- build relationships rooted in mutual respect, and at all times observe proper boundaries appropriate to their professional position
- show tolerance of and respect for the rights of others, recognising differences and respecting cultural diversity within contemporary Britain
- uphold fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- ensure that personal beliefs are not expressed in ways which exploit their position, pupils' vulnerability or might lead pupils to break the law
- As leaders of their school community and profession, headteachers:
- serve in the best interests of the school's pupils
- conduct themselves in a manner compatible with their influential position in society by behaving ethically, fulfilling their professional responsibilities and modelling the behaviour of a good citizen
- uphold their obligation to give account and accept responsibility
- know, understand, and act within the statutory frameworks which set out their professional duties and responsibilities
- take responsibility for their own continued professional development, engaging critically with educational research
- make a positive contribution to the wider education system

Section 2: Headteachers' Standards

Name:

Date:



KALEIDOSCOPE
Multi Academy Trust

Standard	Expectations	Evidence/Notes	Standards Met – Y/N/P
Standard 1: School culture	Headteachers: <ul style="list-style-type: none"> • establish and sustain the school's ethos and strategic direction in partnership with those responsible for governance and through consultation with the school community • create a culture where pupils experience a positive and enriching school life • uphold ambitious educational standards which prepare pupils from all backgrounds for their next phase of education and life • promote positive and respectful relationships across the school community and a safe, orderly and inclusive environment • ensure a culture of high staff professionalism 		
Standard 2: Teaching	Headteachers: <ul style="list-style-type: none"> • establish and sustain high-quality, expert teaching across all subjects and phases, built on an evidence-informed understanding of effective teaching and how pupils learn • ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains • ensure effective use is made of formative assessment 		

<p>Standard 3: Curriculum and assessment</p>	<p>Headteachers:</p> <ul style="list-style-type: none"> • ensure a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught • establish effective curricular leadership, developing subject leaders with high levels of relevant expertise with access to professional networks and communities • ensure that all pupils are taught to read through the provision of evidence-informed approaches to reading, particularly the use of systematic synthetic phonics in schools that teach early reading • ensure valid, reliable and proportionate approaches are used when assessing pupils' knowledge and understanding of the curriculum 		
<p>Standard 4: Behaviour</p>	<p>Headteachers:</p> <ul style="list-style-type: none"> • establish and sustain high expectations of behaviour for all pupils, built upon relationships, rules and routines, which are understood clearly by all staff and pupils • ensure high standards of pupil behaviour and courteous conduct in accordance with the school's behaviour policy • implement consistent, fair and respectful approaches to managing behaviour 		

	<ul style="list-style-type: none"> ensure that adults within the school model and teach the behaviour of a good citizen 		
Standard 5: Additional and special educational needs and disabilities	<p>Headteachers:</p> <ul style="list-style-type: none"> ensure the school holds ambitious expectations for all pupils with additional and special educational needs and disabilities establish and sustain culture and practices that enable pupils to access the curriculum and learn effectively ensure the school works effectively in partnership with parents, carers and professionals, to identify the additional needs and special educational needs and disabilities of pupils, providing support and adaptation where appropriate ensure the school fulfils its statutory duties with regard to the SEND code of practice 		
Standard 6: Professional development	<p>Headteachers:</p> <ul style="list-style-type: none"> ensure staff have access to high-quality, sustained professional development opportunities, aligned to balance the priorities of whole-school improvement, team and individual needs prioritise the professional development of staff, ensuring effective planning, delivery and evaluation which is consistent with the approaches laid out in the standard for teachers' professional development ensure that professional development opportunities draw on expert provision from beyond 		

	the school, as well as within it, including nationally recognised career and professional frameworks and programmes to build capacity and support succession planning		
Standard 7: Organisational management	<p>Headteachers:</p> <ul style="list-style-type: none"> • ensure the protection and safety of pupils and staff through effective approaches to safeguarding, as part of the duty of care • prioritise and allocate financial resources appropriately, ensuring efficiency, effectiveness and probity in the use of public funds • ensure staff are deployed and managed well with due attention paid to workload • establish and oversee systems, processes and policies that enable the school to operate effectively and efficiently • ensure rigorous approaches to identifying, managing and mitigating risk 		
Standard 8: Continuous school improvement	<p>Headteachers:</p> <ul style="list-style-type: none"> • make use of effective and proportional processes of evaluation to identify and analyse complex or persistent problems and barriers which limit school effectiveness, and identify priority areas for improvement • develop appropriate evidence-informed strategies for improvement as part of well-targeted plans which are realistic, timely, appropriately sequenced and suited to the school's context 		

	<ul style="list-style-type: none"> ensure careful and effective implementation of improvement strategies, which lead to sustained school improvement over time 		
Standard 9: Working in partnership	<p>Headteachers:</p> <ul style="list-style-type: none"> forge constructive relationships beyond the school, working in partnership with parents, carers and the local community commit their school to work successfully with other schools and organisations in a climate of mutual challenge and support establish and maintain working relationships with fellow professionals and colleagues across other public services to improve educational outcomes for all pupils 		
Standard 10: Governance and accountability	<p>Headteachers:</p> <ul style="list-style-type: none"> understand and welcome the role of effective governance, upholding their obligation to give account and accept responsibility establish and sustain professional working relationship with those responsible for governance ensure that staff know and understand their professional responsibilities and are held to account ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties 		

<p>Summary of Key Points from Year 2023-2024 and further information / successes you would like to make the panel aware of:</p>	
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**Headteacher/Executive Headteacher/Head of School Appraisal
Review and Objective Setting**

**Review
Objective setting**

School	
Headteacher	
Local Governor Representatives	
CEO/Advisor	SM
Date of Review and Planning meeting	

Notes about previous year e.g. strengths, challenges

Review of 2023/24 objectives	
Previous objectives	Evaluation of the progress based on evidence
1.	
2.	
3.	

Contribution to Kaleidoscope MAT

Review of overall performance and professional development of Headteacher/Executive Headteacher/Head of School with reference to the National Standards of Excellence for Headteachers (2022)

This relates to the separate document - *Progress Against National Standards of Excellence for Headteachers* (sent prior to the meeting).

Objectives 2024/25 (linked to Standards and whole school/MAT priorities)

Objectives and related headteacher standard	Success Criteria	Governor monitoring
1.		
2.		
3.		

Support Received From Governors

Support Received From MAT

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Professional Learning and Development for 2024/25

Learning and development need (linked to whole school priorities and Headteacher Standards)	How the agreed needs will be met	Timescale

**How does the Headteacher/Executive Headteacher/Head of School support their own wellbeing?
How can Governors/Kaleidoscope support wellbeing?**

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Dates of interim meeting/s to review progress towards objectives	
Headteacher/Executive Headteacher/Head of School signature	
CEO Signature	
Date	
<i>This form is confidential. A copy should be kept by the appraisee, CEO and Governors should keep a copy on the school premises.</i>	