

Kenmore Park Infant & Nursery School



Together Achieving Life- Long Learning.

STAFF APPRAISAL POLICY

The Governing Body of Kenmore Park Infant & Nursery school

adopted this policy from 6th December 2023

following consultation with the recognised teaching unions

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Introduction

Under statutory regulations, appraisal arrangements for all teachers in maintained schools in England changed from 1 September 2013.

The Education (School Teachers' Appraisal) (England) Regulations 2012, made under the Education Act 2002, came into force on 1 September 2012 and replace The Education (School Teacher Performance Management) (England) Regulations 2006; the new regulations can be found at www.legislation.gov.uk/ukxi/2012/115/pdfs/ukxi_20120115_en.pdf

These regulations will apply to any teacher employed for one school term or more, in a community, voluntary, foundation, community special or foundation special school or a maintained nursery school, whether employed by the governing body of that school or by the local authority to work in that school.

The regulations place a legal obligation on qualifying schools to have an appraisals procedure in place for all teachers and a capability procedure in place for all staff.

The regulations do not apply to a teacher whilst that teacher is undergoing an induction period or whilst a teacher is the subject of a formal capability procedure.

Support staff are not covered by the regulations but it would be both prudent and practicable for the governing body to agree and the head teacher to implement the same or a broadly similar staff appraisal policy for non-teaching staff.

Guiding principles

In its oversight of the appraisal system, the governing body is committed to ensuring consistency of treatment and fairness and to stay within the prevailing legal framework applicable to all employers; for example, the Equality Act 2010, the Employment Rights Act 1996, the Part-Time Workers Regulations 2000, the Fixed Term Employees Regulations 2002 and the Data Protection Act 1998.

The head teacher will moderate a sample of the planning statements to check that the agreed plans are consistently weighted between employees who have similar levels of responsibility and that the plans comply with the school's appraisal policy.

The appraisal process and the supporting documentation will be treated with strict confidentiality at all times. Only those who need access to such information will be granted access to enable them to discharge their responsibilities as directed by the school. The governing body will monitor the operation of the appraisal system and review it at appropriate intervals.

Purpose

This policy sets out the framework for a clear and consistent assessment of the overall performance of teachers and support staff and for supporting their development needs within the context of the school's improvement plan.

The Appraisal

The governing body of a school must appraise the performance of a head teacher. In turn, the head teacher of a school is responsible for ensuring the review of the performance of every other teacher and member of support staff employed at the school.

Appraisal meetings should be held during normal working hours and should be scheduled for at least one hour or longer if necessary.

The purpose of the appraisal meeting is to review the employee's current job, their performance and their future plans. More specifically, the meeting will also be an opportunity to discuss how the employee can contribute to the wider work of the school and to agree and set a number (typically 3) of objectives (there is no minimum or maximum number of objectives however four are usually agreed for senior leaders and three for all other staff members). One objective is related to pupil progress, the second whole school development priorities for the year and the third is usually personal to the individual in terms of their professional development. Senior leaders have a fourth objective linked to their leadership role.

The Appraisal Period

The appraisal period will be for 12 months and will begin on 1 September; it must be completed by 31 October for teachers and for support staff and by 31 December for head teachers. The cycle will begin with a Planning Meeting and will end with a Review Meeting. Mid-year review meetings will be held during the second half of the spring term.

Where a teacher starts their employment or transfers to a new post within the school part way through a performance management cycle, the head teacher, or in the case where the employee is the head teacher, the governing body, shall determine appraisal arrangements for the remainder of the appraisal period, with a view to bringing their cycle into line with the cycle for other teachers and staff as soon as possible.

Where a teacher is employed on a fixed term contract for a period less than 12 months, the length of the appraisal period will be determined by the duration of the contract.

The Appraisers

All appraisers, including allocated members of the governing body, should be provided with appropriate training.

For the head teacher

The governing body is the appraiser for the head teacher, and to discharge this particular responsibility on its behalf, will appoint (typically) 3 governors. Head Teachers can raise an objection to the chair of governors, in writing and with good reason, outlining why an appointed governor should be excluded from the appraisal process.

The governing body of a school must appoint an external adviser for the purposes of providing it with advice and support in relation to the appraisal of the head teacher. The qualifications and

experience required of an external adviser are not set by regulation. It is for the governing body to decide who they wish to use as an external adviser, ideally with the agreement of the head teacher.

The external adviser is not responsible for determining a recommendation to the Pay Committee on whether an increment should be paid to the head teacher, following the review; this is a matter for the governor's panel alone. However, governors can ask for advice and should take account of any advice offered.

For all other employees

The head teacher is responsible for the appraisal of all other employees but may delegate this responsibility to others who will normally have line management responsibility for those they appraise.

Teaching staff should be able to object to the appointment of an appraiser, on professional grounds, in writing to the head teacher who will consider this and make a decision. Where the objections are rejected by the head teacher, the teacher should be advised in writing.

Objective setting

The setting and agreement of objectives is fundamentally important to the effective operation of a performance management system that aims to link individual performance to pay progression. The job description can be a particularly useful place to begin the process of identifying relevant objectives for each individual job holder. However, the job description is just one 'reference document' that can be helpful context to the process of setting and agreeing objectives. Other useful 'reference documents' may include the school improvement plan, the school's business plan, the Ofsted School Inspection Report and the Teachers' Standards.

In addition, it may be prudent to allow for some flexibility in the setting and agreement of objectives to enable objectives to be set and agreed around issues that are emerging for the school and that require some dedicated attention that is best articulated as one or as a set of objectives. On the grounds that emerging issues are unlikely to be known at the outset of an appraisal period, objectives may need to be adjusted throughout the appraisal period so that they remain relevant to the performance of the individual and to the priorities of the school. This is considered to be perfectly standard practice; the ideal outcome for all parties is that the overall weight of objectives is broadly or proportionately the same at the conclusion of any subsequent 'objectives' discussion.

Objectives should be CSMART

- C = Challenging
- S = Specific
- M = Measurable
- A = Achievable
- R = Relevant
- T = Timed

Objectives should also be fair and equitable when judged across employees with similar roles and responsibilities. However, appraisal objectives will normally become more challenging as a teacher progresses up the main pay scale.

The governing body of a school must, before, or as soon as practicable after, the start of each appraisal period, in relation to a head teacher, inform the head teacher of the standards against which their performance will be assessed and set objectives for the Head teacher for the appraisal period.

The head teacher of a school must, before, or as soon as practicable after, the start of each appraisal period, in relation to every teacher employed at that school, inform the teacher of the standards against which their performance will be assessed and set objectives for the teacher for the appraisal period. Head teachers may delegate this responsibility to the line manager cohort.

The objectives must be set such that they will contribute to the improvement of a school's educational provision and performance and appraisers will therefore be expected to align individual objectives with the school's priorities.

Every effort should be made to achieve agreement on the head teacher's objectives; only in the last resort, should targets be imposed on the head teacher. Similarly, all appraisers and appraisees should look to agree objectives; where agreement cannot be reached, the appraiser will make the final determination.

Objectives should focus on the priorities for the school or individual for the duration of the appraisal cycle. Normally, staff should expect to have no more than (typically) 3 objectives but there is no actual minimum or maximum number.

Objectives will be set out in a planning statement, along with details of any training and support which have been agreed. The planning statement should also specify the evidence that will be collected to support the review of performance including details of the arrangements for task or classroom observation, where relevant.

Objectives may be revised if circumstances change.

Teachers' Standards

Under the appraisal arrangements that take effect from 1 September 2013, the performance of all teachers, regardless of their career stage, will be assessed against the Teachers' Standards. The standards define the minimum level of practice expected of trainees and teachers from the point of being awarded QTS.

The standards against which performance must be assessed in respect of a teacher are the set of standards articulated in the Teachers' Standards document and any other set of standards relating to teachers' performance published by the secretary of state as the governing body or head teacher determine as being applicable.

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 & Professional Conduct).

Applying the Teachers' Standards

Teachers make the education of their pupils their first concern and are accountable for achieving the highest possible standards in their work and their conduct. Teachers act with honesty and integrity, have strong subject knowledge and are self-critical. They forge positive professional relationships with those around them and work with parents in the best interests of their pupils.

Teachers

The Teachers' Standards effectively set out a 'code' of good teaching practice and professional conduct and as such, it would seem to be perfectly reasonable for schools to expect all teaching staff to meet the expectations set out in the Standards document. Teachers should therefore be evaluated against all the elements set out in the Teachers' Standards and it is for schools to put appropriate arrangements in place to achieve a fair and equitable process of evaluation.

Head teachers

Teachers' Standards may be applied to Head Teachers as well as to all other teachers. However, on the grounds that only a proportion of Head Teachers spend part of their scheduled week teaching, governing bodies should exercise particularly careful judgement when assessing Head Teachers against the Teachers' Standards. Support from the External Adviser will be important in this respect.

A full version of the Teachers' Standards can be found at <http://media.education.gov.uk/assets/files/pdf/t/teachers%20standards%20information.pdf>

Use of the standards in Academies and Free Schools will depend on the arrangements of those schools. Independent schools are not required to use the standards but may do so if they wish.

Gathering the evidence

As part of the overall appraisal process, it will be critically important for all members of staff who are subject to the school's staff appraisal policy to be clear about the evidence that will be required by their appraiser to enable the appraiser to assess their performance and make a substantiated and evidence-based pay recommendation to the 'decision maker'.

Judgements relating to performance should be supported by evidence, agreed at the beginning of the performance cycle. Evidence should show and demonstrate a contribution towards:

- an increasing positive impact in pupil progress;
- an increasing impact on wider outcomes for pupils;
- improvement in specific elements of practice, e.g. lesson planning;
- an increasing contribution to the work at the school;
- an increasing impact on the effectiveness of staff.

The evidence gathered by a member of staff will largely be determined by the nature and scope of the agreed objectives and / or the Teachers' Standards. Examples of evidence may include:

- classroom observations
- task observations
- reviews of assessment results
- reviews of lesson planning records
- internal tracking
- moderation within and across schools
- pupils' Voice
- parents' Voice
- head teachers' walkabouts
- evidence supporting progress against Teachers' Standards

Any classroom or task observations will be carried out in accordance with the schools 'classroom and task observation protocol'. Classroom observation will be carried out by qualified teachers. At least 5 working day's notice of the date and time of the observation will be given and verbal feedback provided by the end of the next school day in a suitable private environment. Written feedback will be provided within 5 working days. The appraisee has the right to append written comments to the feedback document.

For appraisal purposes, the governing body is committed to ensuring that classroom and task observation is developmental and supportive 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 / task observation will be stated in the appraisal planning statement and will include the amount of observation, specify its primary purpose, any particular aspects of the employee's performance which will be assessed, the duration of the observation, when, during the appraisal cycle, the observation is likely to take place and who is likely to conduct the observation.

Where evidence emerges about the appraisee's performance, which gives rise to concern during the cycle, additional observations may be arranged during the cycle.

The 3 hours statutory limit on classroom observations for appraisal has been removed; the government believes that head teachers and other appraisers should be free to decide how much observation is necessary for them to form an accurate assessment of a teacher's performance. However, a head teacher may determine that it is necessary to collect additional evidence to help inform the evaluation of teaching standards and school improvement strategies. This additional evidence may include walkabouts, task observation, reviews of assessment results and lesson planning records. It may not be practicable to provide advance notice of these additional monitoring activities.

As part of their overall inspection framework, Ofsted wishes to see evidence in schools that the appraisal procedure is used effectively and enables school improvement; if appraisal evidence is not available, this is likely to impact negatively on the Ofsted Inspection Grade for Leadership and Management. It is therefore prudent for schools to generate and retain as much reasonable 'appraisal system' evidence as practicably possible.

Reviewing Performance and the Annual Assessment

At the end of the cycle, assessment of performance will be on the basis agreed at the beginning of the cycle.

In determining an appraisal, the governing body or head teacher must assess the performance in the appraisal period, apply the relevant 'Standards', assess performance against the agreed objectives and assess the professional development needs and identify any action that should be taken and, finally, include a recommendation relating to pay.

It will be for individual schools to establish their own arrangements for determining the overall evaluation and rating of individual performance. Many schools may wish to continue to use their existing arrangements for evaluating and rating individual performance, applying the Teachers' Standards where appropriate. In their School Inspection Handbook, Ofsted also provide some useful 'grade descriptors' that schools may find helpful in determining the overall assessment of teachers' performance.

A written appraisal report must be provided at the conclusion of the appraisal process – by 31st October for teachers and support staff and by 31 December for head teachers; the report must record the overall performance assessment and pay recommendation.

Performance criteria should be successfully met to be assessed favourably. If agreement cannot be reached, especially on the outcomes of an appraisal meeting, the teacher may appeal to the

head teacher or the head teacher may appeal to the chair of the governing body, whose decisions will be final.

The overall assessment of performance and its subsequent performance rating for individual members of staff will be subject to a process of moderation, arrangements for which will be put in place by the head teacher with the approval of the governing body.

The final version of the appraisal documentation will be placed on the employee's file and a copy of their CPD made available to the school's CPD Coordinator. The sharing of such information is governed by the data protection principles under the Data Protection Act 1998.

The governing body and head teacher will ensure that all written appraisal records are retained in a secure place for 6 years and then destroyed.

Continuing Professional Development

The school's CPD programme will be informed by the training and development needs identified through the appraisal procedure. The governing body will ensure in the budget planning, that, as far as possible, appropriate resources will be made available for any agreed training, support and continuing professional development.

Support to meet individual or collective development needs should be provided within the context of the school's improvement plan.

Conflict of Interest

In any circumstances where an individual believes that their participation in any part of the appraisal process amounts or may amount to a 'conflict of interest' they should declare this to their appraiser and / or absent themselves from any part of the appraisal process where they believe that a 'conflict of interest' would or is likely to prevail.

Pay progression linked to performance

The governing body must consider annually whether or not to increase the salary of teachers who have completed a year of employment since the previous annual pay determination and, if so, to what salary within the relevant pay ranges.

All pay recommendations should be clearly attributable to the performance of an employee.

The relevant body must decide how pay progression will be determined, subject to the following:

- a. The decision, whether or not to award pay progression, must be related to a teacher's performance.
- b. A pay recommendation must be made in writing as part of a teacher's annual appraisal report.
- c. Where a teacher is not subject to either the 2012 or the 2011 regulations, the relevant body must determine through what process the teacher's performance will be assessed and a pay recommendation made for the purposes of making its decision on pay.
- d. Continued good performance, as defined by an individual school's pay policy, should give a classroom or an unqualified teacher an expectation of progression to the top of their respective pay ranges.
- e. A decision may be made not to award pay progression, whether or not the teacher is subject to capability proceedings.

The relevant body must set out clearly in the school's pay policy how pay progression will be determined. The head teacher will be responsible for ensuring that appropriate arrangements are put in place to support the links between performance and pay and that rate of pay progression are affordable and comply with prevailing legislation (e.g. Equal Pay).

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

To move up the main pay range, one point at a time, teachers will need to have made good progress towards achieving their objectives and have demonstrated that they are competent in all elements of the Teachers' Standards. Teaching should be 'good', as defined by Ofsted.

If the overall appraisal evidence shows that a teacher has demonstrated exceptional performance, the governing body will consider awarding enhanced pay progression, up to a maximum of 2 reference points. Teaching should be 'outstanding', as defined by Ofsted.

The head teacher will consult with staff and union representatives on the establishment of appraisal and pay policies and will ensure that appraisers have the knowledge and skills to apply procedures fairly.

Teachers will work with their appraisers to ensure that there is sufficient evidence to support pay recommendations. Teachers will also keep records of objectives and review them throughout the appraisal period.

Applications to be paid on the Upper Pay Range

From 1 September 2013, any qualified teacher can apply to be paid on the Upper Pay Range. All applications should include the results of appraisals; plus a written statement and summary of evidence that sets out how the applicant has met the assessment criteria. Teachers who have been absent through sickness, disability or maternity may cite written evidence over a 3-year period before the date of the application.

To be assessed successfully, a teacher will be required to meet the criteria set out in the School Teachers' Pay and Conditions Document (STPCD) (the Career Progression Framework provides guidance and a form against which evidence can be documented in order to demonstrate sustained and substantial performance UPS 1 and beyond):

- The teacher is 'highly competent' in all the elements of the Teachers' Standards;
- The teacher's achievements and contribution to the school is 'substantial' and 'sustained'.
- And should continue to be so following the successful application, if not the teacher may be subject to capability proceedings.

Highly competent

The teacher's performance is assessed as having excellent depth and breadth of knowledge, skills and understanding of the Teachers' Standards in the particular role they are fulfilling and the context in which they are working.

Substantial

The teacher's achievements and contribution to the school are significant, not just in raising standards of teaching and learning in their own classroom but also in making a significant wider

contribution to school improvement which impacts on pupil progress and the effectiveness of staff and colleagues. (Refer to Career Progression Framework)

Sustained

The teacher must have had two consecutive successful appraisal reports and have successfully met all their objectives; they will have been expected to have shown that their teaching expertise has grown over the relevant period and is consistently good to outstanding.

Leading Practitioner role

Typically, the additional duties of a leading practitioner role will include:

- A leadership role in developing, implementing and evaluating policies and practices in a school that contribute to school improvement;
- The improvement of teaching within school which impacts significantly on pupil progress;
- Improving the effectiveness of staff and colleagues, particularly in relation to specific areas e.g. lesson planning.

The head teacher will agree appraisal objectives for the leading practitioner, who, in turn, must demonstrate that, they:

- have successfully met their objectives;
- are an exemplar of teaching skills which should impact significantly on pupil progress within school and within the wider school community;
- have made a substantial impact on staff and colleagues, including any specific elements of practice that have been highlighted as in need of improvement;
- are highly competent in all aspects of the Teachers' Standards;
- have shown strong leadership in developing, implementing and evaluating policies and practices in their workplace that contribute to school improvement.

Staff, especially teachers, experiencing difficulties

When a member of staff is experiencing difficulties, support and guidance will be provided through the appraisal process. Where it is clear that a member of staff's personal circumstances are leading to difficulties at work, appropriate support should be offered at the earliest opportunity.

If long-term sickness absence appears to have been triggered by the commencement of monitoring or a formal capability procedure, the case will be dealt with in accordance with the school's absence policy and will be referred to the occupational health service who will assess the member of staff's health and fitness for continued employment and whether continuing with monitoring or formal procedures is deemed to be appropriate.

If the appraiser identifies through the appraisal process or through other sources of information, parental complaints for example, that the difficulties experienced by a teacher are such that, if not rectified could lead to the capability procedure, the appraiser will, as part of the appraisal process, meet the member of staff to:

- give clear written feedback to the teacher about the nature and seriousness of the concerns;
- give the teacher the opportunity to comment on and discuss the concerns;
- give the teacher at least 5 working days' notice that a meeting will be held to discuss targets for improvement alongside a programme of support and remind the teacher that they have the right

to be accompanied by a work colleague or trade union representative at any future meetings where capability will be discussed;

- agree and establish, in consultation with the teacher, an action plan with support that will help to remedy specific concerns;
- make clear, how progress will be monitored and when it will be reviewed;
- explain the implications and process if no, or insufficient, improvement is made.

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

If sufficient progress is made, the teacher should be informed of this at a formal meeting and the appraisal process will continue as normal.

If no, or insufficient improvement has been made, the teacher will be invited to a transition meeting to determine whether formal capability proceedings will be invoked.

Transition to Capability

Performance concerns should be dealt with through the staff appraisal policy but if progress towards addressing performance concerns is insufficient or the concerns are sufficiently serious, a 'transition meeting' should be held; the expectation is that this meeting will reduce the likelihood of invoking the capability procedure or triggering a prolonged period of sickness absence.

In this event, further support should be granted through the appraisal procedure or, alternatively, the employee will be advised to consider the relative merits of resigning their post before the formal capability procedure is invoked.

Capability Procedure

This procedure complies with the provisions of the ACAS code of practice.

The capability procedure applies only to teachers and head teachers where there are serious concerns about their performance that are not able to be addressed by the appraisal procedure.

The purpose of a capability meeting is to establish the facts and will usually be chaired by either the chair of governors or the head teacher. The subject of the capability meeting will be able to respond to concerns about their performance and to present any relevant evidence.

Formal Capability Meeting

At least 5 working days' notice will be given of the formal capability meeting. The notification will contain sufficient information about performance concerns and the possible consequences to enable the teacher to prepare to present their case at the meeting. The notification of a capability meeting will be accompanied by copies of written evidence, details of the date and time of the meeting and will confirm the teacher's entitlement to be accompanied by a companion who may be a work colleague or a trade union representative.

The chair of the capability meeting will aim to a) identify the teacher's professional shortcomings; b) give clear guidance on the improved standard of performance needed; c) explain any support that will be available to help the teacher improve to a point where they can be removed from the

capability procedure; d) set out the timetable for improvement and explain how performance will be monitored and reviewed; and e) warn the teacher formally that failure to improve within the set period could lead to dismissal (in very serious cases, the warning could be a final written warning). Notes will be taken of the formal meeting and a copy sent to the member of staff.

Monitoring and Review Period following a Capability Meeting

A performance monitoring and review period will follow the formal capability meeting.

Formal Review Meeting

Following the conclusion of a monitoring and review period, the member of staff will be invited to a formal review meeting. At the formal review meeting, if the person conducting the meeting is satisfied that the teacher has made sufficient improvement, the capability procedure will end and the appraisal process will re-start. If some progress has been made and there is confidence that more is likely, it may be appropriate to extend the monitoring and review period. If no or insufficient improvement has been made during the monitoring and review period, the teacher will receive a final written warning.

Decision Meeting

At the decision meeting, if an acceptable standard of performance has been achieved during the monitoring and review period, the capability procedure will end and the appraisal process will re-start. If performance remains unsatisfactory, a decision, or recommendation to the Governing Body, will be made that the teacher should be dismissed or required to cease working at the school (consulting the Local Authority in those schools where the Local Authority is the teacher's employer).

Dismissal

Once the decision to dismiss has been taken, the governing body will dismiss the teacher with notice or once the governing body has decided that the teacher should no longer work at the school, it will notify the local authority of its decision and the reasons for it. The local authority must dismiss the teacher within 14 days of the date of the notification.

Appeal

If a teacher feels that the decision to dismiss them is wrong or unjust, they may appeal in writing against the decision, setting out the grounds of the appeal. The teacher will be informed in writing of the results of the appeal hearing without unreasonable delay.

Kenmore Park Infant & Nursery School

Career Progression Framework & Expectations

| Standard One | |
|---|---|
| Set high expectations which inspire, motivate and challenge students | <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 behaviours which are expected of students. |
| Standard 2: | |
| Promote good progress and outcomes by students | <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 |
| Standard 3: | |
| Demonstrate good subject and curriculum knowledge | <ul style="list-style-type: none"> • have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain students' 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 |

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| | <ul style="list-style-type: none"> • 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. |
| Standard 4: | |
| <p>Plan and teach well-structured lessons</p> | <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 • 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: | |
| <p>Adapt teaching to respond to the strengths and needs of all students</p> | <ul style="list-style-type: none"> • know when and how to differentiate appropriately, using approaches which enable students to be taught effectively • 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 • 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. |

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| Standard 6: | |
| Make accurate and productive use of assessment | <ul style="list-style-type: none"> • 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. |
| Standard 7: | |
| Manage behaviour effectively to ensure a good and safe learning environment | <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 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 students' needs in order to involve and motivate them • Maintain good relationships with students, exercise appropriate authority, and act decisively when necessary. |
| Standard 8: | |
| Fulfil wider professional responsibilities | <ul style="list-style-type: none"> • make a positive contribution to the wider life and ethos of KPINs • 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. |

Kenmore Park Infant & Nursery School – Staff Appraisal Policy

| 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 MS pt2 | MS pt3 and MS pt4 | MS pt 5 and MS pt 6 | UPS pt 1 | UPS pt 2 | UPS pt 3 |
| <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>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 awareness and responsibility with appropriate support</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.</p> <p>Monitors, analyses,</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 is good.</p> <p>Have well developed understanding of subject knowledge, curriculum content and current specification content and coverage 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 coach and mentor others in the school.</p> <p>Teaching is highly effective and average progress is good or above across own students.</p> <p>Have an extensive subject knowledge and understanding of the curriculum and current specification content and related pedagogy.</p> <p>School wide monitoring, analysing,</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 coach and mentor others in the school.</p> <p>Teaching is highly effective and average progress is good or above across own students.</p> <p>Have an extensive subject knowledge and understanding of the curriculum and current specification content and related pedagogy.</p> <p>School wide monitoring, analysing,</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. Continues to build experience by extending own research</p> |

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| <p>Effectively takes on board whole school developments and initiatives. If not in the first year of teaching takes an increasingly active involvement in whole school developments in line with KPIN's SDP.</p> | <p>evaluates and develops own subject area or key stage with appropriate guidance.</p> <p>Is actively involved with whole school developments in line with KPIN's SDP.</p> | <p>Monitors, analyses, evaluates and develops own key stage or subject area independently.</p> <p>Is actively involved with whole school developments and will lead or initiate training in some areas in line with KPIN's SDP.</p> | <p>evaluation and development across a range of areas over time. Researches and leads school wide developments in line with KPIN's SDP, including giving effective guidance and support to ensure good progress and good practice is apparent in own subject area across the school.</p> | <p>evaluation and development across a range of areas over time.</p> <p>Researches and leads school wide developments in line with KPIN's SDP, including giving effective guidance and support to ensure good progress and good practice is apparent in own subject area across the school.</p> | <p>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 a series of cohorts and across all abilities.</p> <p>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> <p>A high level of contribution</p> |
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| | | | | | <p>across the school and beyond, through monitoring, analysing, evaluation and development across a range of areas over time.</p> <p>Continued active involvement in KPIN's teaching and beyond, in research and development which helps to keep the school at the forefront of education.</p> |
|--|--|--|--|--|--|

The following section outlines sub-categories of the teaching standards aligned with career progression expectations.

They are to be used for reference when determining career progression and setting targets for UPS.

| Standard One | | | | | |
|---|--|---|--|---|--|
| Set high expectations which inspire, motivate and challenge students | | | | | |
| MS pt 1 and 2 | MS pt 3 and 4 | MS pt 5 and 6 | UPS pt 1 | UPS pt 2 | UPS pt 3 |
| <p>Relationships are consistently calm and respectful.</p> <p>Believe and demonstrate through positive relationships that all pupils are capable of learning and making good progress. Teaching reflects this. On the whole, students' work and outcomes reflects differentiation and challenge.</p> <p>Identifies specific groups and plans for challenge.</p> | <p>Relationships are consistently calm and respectful.</p> <p>Believe and demonstrate through positive relationships that all pupils are capable of extremely high standards. Teaching reflects this. Students' work and outcomes reflects differentiation and challenge.</p> <p>Routinely identifies specific groups and plans for challenge.</p> | <p>Relationships are consistently calm and respectful.</p> <p>Believe and demonstrate through positive relationships that all pupils are capable of extremely high standards. Teaching always reflects this. Students' work and outcomes always reflects differentiation and challenge.</p> <p>Highly strategic in planning to meet the needs of every student.</p> | <p>Relationships are always calm and respectful. This is a model for others to learn from.</p> <p>Believe and demonstrate through positive relationships that all pupils are capable of extremely high standards. Teaching always reflects this. Students' work and outcomes evidences a good model to challenge others to learn from.</p> <p>Highly strategic in planning to meet the needs of every student and supports others in doing this.</p> | <p>Relationships are always calm and respectful. This is a model for others to learn from.</p> <p>Believe and demonstrate through positive relationships that all pupils are capable of extremely high standards. Teaching always reflects this. Students' work and outcomes evidences a good model to challenge others to learn from.</p> <p>Highly strategic in planning to meet the needs of every student and supports others in doing this.</p> <p>Impact is consistent and embedded in this area.</p> | <p>Relationships are always calm and respectful. This is a model for others to learn from.</p> <p>Believe and demonstrate through positive relationships that all pupils are capable of extremely high standards. Teaching always reflects this. Students' work and outcomes evidences an outstanding model to challenge others to learn from.</p> <p>Highly strategic in planning to meet the needs of every student. Supports others and initiates school wide strategies to quantify impact of interventions.</p> |

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The expectations of all staff at KPIN's, regardless of career stage is to meet this standard in the following ways:

- Act as a role model for students demonstrating professionalism and consistent high expectations at all times which support the ethos of the school
- Continually promote the school values and vision
- Establish and maintain consistent high expectations of all
- Encourage individual and collective responsibility
- Promote the dispositions of an effective learner at KPIN's, supporting the development of assessment capable learners
- Focus on equality and mutual respect as a Right Respecting School.

The role of staff in achieving this is to:

- Deliver a curriculum which reflects the school's curriculum intent statement
- Use a range of flexible, responsive and evidence based 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

KPINS will support staff in achieving this through the provision of:

- A supportive and inclusive working environment
- Observation and feedback which is supportive and developmental
- Annual performance management and professional review
- Individual and collective professional development opportunities
- Opportunities to innovate and participate in any aspect of KPIN's broader work
- Effective CPD reflecting the KPIN's SDP and PM outcomes

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| Standard Two | | | | | |
|--|--|---|---|--|--|
| Promote good progress and outcomes by students: | | | | | |
| MS pt 1and 2 | MS pt 3 and 4 | MS pt 5 and 6 | UPS pt 1 | UPS pt 2 | UPS pt 3 |
| Use of Data | | | | | |
| Students make good progress in line with KPIN's expectations. Maintain accurate teaching records and data for individual classes. Understand the data relating to own teaching groups. Use data to inform planning | Students make good progress in line with KPIN's expectations. Target setting and benchmark data used to inform future planning and teaching. | Students make good progress in line with KPIN's expectations. Data used methodically to target teaching to specific groups. | Many students exceed expected progress. Centralised data and tracking information is analysed to determine intervention across department/subject. | Many students exceed expected progress. Centralised data and tracking information is analysed to determine interventions across the subject. Impact is consistent and embedded in this area. | Most students exceed expected progress. Data is used accurately to predict progress and outcomes and provide interventions across the subject. |
| Target Setting for Independent Learning | | | | | |
| Encourage student awareness of individual targets in reading / writing and maths or any personal targets. | Work collaboratively with students to set targets and motivate individual learning in lessons and in long term planning. Applies some strategies to foster independence of students. | Encourage independent and aspirational target setting in students to foster independent learning. | Contribute to the review and development of SOW which encourages independence and aspiration in learning at all levels and for all groups. | Contribute to the review and development of SOW which encourages independence and aspiration in learning at all levels and for all groups. Impact is consistent and embedded in this area. | Facilitate school wide progress expectations and encourage students to develop strategies for achieving personal goals and targets. |
| Differentiation | | | | | |
| Awareness of a range of T&L strategies and key groups. Awareness of factors which may impact on student access to curriculum and have some strategies to address the issues. | Planning of T&L includes implementation of strategies to engage all key groups. Multi-level differentiation accounting for specific needs of students. Planning reflects whole school strategies | Differentiation is consistently incorporated in T&L to enable all students to progress. Whole school strategies embedded across all subjects. | Key groups which require specific intervention are provided with targeted and timely differentiation. Lead and develop strategies across subject area/year groups | Key groups which require specific intervention are provided with targeted and timely differentiation. Lead and develop strategies across subject area/year groups. Impact is | Differentiation is consistently applied providing rich learning opportunities for all students. |

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| | | | | | |
|---|--|--|---|--|---|
| Evidence of whole school strategies shared through INSET in planning. | shared through INSET. | | | consistent and embedded in this area. | |
| Assessment for Learning (AfL) | | | | | |
| Awareness of AfL techniques and integration of these in lessons. | AfL used effectively to guide T&L in lessons. | A wide range of techniques including AfL are consistently incorporated to influence student learning and promote progress. | AfL is embedded in planning and is implemented across the department/subject/age/year group. Good practice is shared with colleagues. Take responsibility for facilitating sharing of practice. | AfL is embedded in planning and is implemented across the subject/year group. Good practice is shared with colleagues. Take responsibility for facilitating sharing of practice. Impact is consistent and embedded in this area. | AfL is consistently implemented across the subject. New and innovative practice is investigated and shared with the whole school. |
| Developing Professional Practice | | | | | |
| Developing reflective practice ensures a variety of T&L methods are utilised in lessons to enable all students to progress. | Embedding reflective practice facilitates experimentation in T&L to maximise student progress. | Sharing good practice in T&L across department/subject facilitates improvements in T&L securing rapid and sustained progress for all students. | Established highly effective practice is developed/shared and its impact on securing rapid and sustained student progress is monitored and evaluated. Support, mentor or coach other teachers. | Established highly effective practice is developed/shared and its impact on securing rapid and sustained student progress is monitored and evaluated. Support, mentor or coach other teachers. Impact is consistent and embedded in this area. | Highly effective and innovative practice in T&L in the wider context is investigated and leads to the implementation of new and relevant initiatives across the school. Develop potential to share practice across the school and/or borough. |

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| Standard Three | | | | | |
|---|---|--|--|--|---|
| Demonstrate good subject and curriculum knowledge: | | | | | |
| MS pt 1and 2 | MS pt 3 and 4 | MS pt 5 and 6 | UPS pt 1 | UPS pt 2 | UPS pt 3 |
| Subject Knowledge and Understanding | | | | | |
| Have a good knowledge and understanding of the relevant subject and curriculum area. Plan and deliver structured lessons covering curriculum content. | Have a secure knowledge and understanding of the relevant subject and curriculum area. Be more selective about resources and their relevance to students. | Have well developed subject knowledge and understanding and contribute to developments in the subject and curriculum area. | Have an extensive knowledge and understanding of the subject and curriculum area and related pedagogy. | Have an extensive knowledge and understanding of the subject and curriculum area and related pedagogy. | Lead developments /Contribute to developments in the provision of subject and curriculum training to develop knowledge and expertise across the year group / school. |
| Student Engagement | | | | | |
| Know and understand how to relate subject knowledge to students' experiences. Recognise the impact of T & L approaches on student engagement. | Know and understand how to relate subject knowledge to students' experiences. Recognise the impact of T & L approaches on student engagement. | Know and understand how to relate subject knowledge to students' experiences. Recognise the impact of T & L approaches on student engagement. | Know and understand how to relate subject knowledge to students' experiences. Recognise the impact of T & L approaches on student engagement. | Know and understand how to relate subject knowledge to students' experiences. Recognise the impact of T & L approaches on student engagement. | Know and understand how to relate subject knowledge to students' experiences. Recognise the impact of T & L approaches on student engagement. |
| Developing a Culture of Enquiry | | | | | |
| Awareness of the relevance of developments in their subject and curriculum area. Plans groups of lessons and assessments in collaboration and shares ideas with colleagues. | Have a clear understanding of developments in their subject and curriculum area. Plans groups of lessons and assessments in collaboration and shares ideas with colleagues. | Evaluate and share knowledge and understanding of developments in their curriculum area. Plans groups of lessons and assessments in collaboration and shares ideas with colleagues. Leads the development of schemes of work. Actively supports development in curriculum areas. | Active involvement and engagement in enquiry and action research projects and promote the value of scholarship. Plans groups of lessons and assessment in collaboration and shares ideas with colleagues. Leads the development of schemes of work. Actively supports and leads development in curriculum areas. | Active involvement and engagement in enquiry and action research projects and promote the value of scholarship. Plans groups of lessons and assessment in collaboration and shares ideas with colleagues. Leads the development of schemes of work. Actively supports and leads development in curriculum areas. Impact is consistent & embedded in this area. | Actively identify the need for an investigative/enquiry approach to improve T&L. Influence and lead/model best practice of an enquiry based approach. Always take a proactive lead and actively support developments across the school and its cluster schools. |

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| Securing high standards of literacy and articulation | | | | | |
|---|---|---|--|--|--|
| Promote high levels of literacy and articulation in lessons, through the marking of books, correction of errors and accurate SPAG. Understand how systematic synthetic phonics (SSP) supports the development of reading. | Incorporate opportunities in lessons to develop skills in literacy. Consistently, seek out opportunities to highlight good practice in literacy and high levels of technical accuracy. Incorporate elements of SSP to support weaker readers. | Develop strategies which embed high standards of literacy in T&L whilst strengthening technical accuracy in SPAG. SSP is embedded in lessons to support the development of reading. | Contribute to the professional development of colleagues in understanding and embedding high standards of literacy in lessons. Contribute to embedding SSP in SOW. | Contribute to the professional development of colleagues in understanding and embedding high standards of literacy in lessons. Contribute to embedding SSP in SOW. Impact is consistent and embedded in this area. | Promote consistency and collaboration across the school in embedding high standards of literacy. Have a secure understanding of SSP and support others in its use. |
| Developing Professional Practice | | | | | |
| Developing reflective practice enhances subject knowledge and understanding. Work on tasks delegated by subject leader. | Embedding reflective practice facilitates deepening of subject knowledge and understanding. Proactive involvement in development of curriculum and SoW, including sharing good practice across the year group. | As reflective practitioners, contribute to the sharing of good practice and dialogue about subject and curriculum knowledge. | Established highly effective practice is utilised to enhance and develop subject knowledge across the school. | Established highly effective practice is utilised to enhance and develop subject knowledge across the school. Impact is consistent and embedded in this area. | Developments in subject and curriculum knowledge are investigated and utilised to lead/contribute to the implementation of new and relevant initiatives across the school and wider community. |

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| Standard Four | | | | | |
|---|---|---|--|--|---|
| Plan and teach well- structured lessons: | | | | | |
| MS pt 1and 2 | MS pt 3 and 4 | MS pt 5 and 6 | UPS pt 1 | UPS pt 2 | UPS pt 3 |
| Planning and delivery | | | | | |
| Plan, deliver and reflect on the effectiveness of structured lessons. | Reflect on lesson planning and delivery and be able to modify future lessons in light of this. | Individual reflection on planning and delivery contributes to the evaluation and improvement of departmental SOW. Individual staff take responsibility to create and update SOW. Share good practice in the planning and delivery of lessons. | Take responsibility for the evaluation and development of SOW for the subject/curriculum areas. Model highly effective practice in the planning and delivery of lessons. | Take responsibility for the evaluation and development of SOW for the subject/curriculum areas. Model highly effective practice in the planning and delivery of lessons. Impact is consistent and embedded in this area. | Lead initiatives/Contribute to development of new initiatives in the department and subject area which promote effective planning and delivery in the subject and curriculum area. Share good practice across the school and wider community. |
| Student Engagement | | | | | |
| Students are engaged in learning in lessons. | Students are motivated and want to deepen their learning in lessons. | Students are encouraged to take responsibility for developing intellectual curiosity and initiative in their learning. | Independent learning enables students to be experimental in their learning. Supports others to develop this. | Independent learning enables students to be experimental in their learning. Supports others to develop this. Impact is consistent and embedded in this area. | Levels of student engagement are evaluated and used to inform the implementation of innovative strategies to motivate and engage students. Expertise is shared with other colleagues. |
| Curriculum Design | | | | | |
| Awareness of a variety of approaches in the design and delivery of the curriculum to support student engagement. Contribute to planning of SoW. | Implement and experiment with ideas and strategies in the delivery of the curriculum, including those that are more adventurous in promoting curiosity. | Contribute to the development of exemplar lessons and sharing of best practice. Meetings records will show evidence of the quality and extent of this contribution | Reflect and evaluate the effectiveness of the curriculum delivery model for the department/subject. | Reflect and evaluate the effectiveness of the curriculum delivery model for the department/subject. Impact is consistent and embedded in this area. | Lead on/Support delivery of an aspect of CPD for the whole school as directed by the HT, reflecting KPIN's SDP. |

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| Developing Professional Practice | | | | | |
|--|---|--|--|--|--|
| Developing reflective practice ensures effective planning and delivery. | Embedding reflective practice facilitates experimentation in planning and delivery. | Sharing good practice in planning and delivery across department/subject facilitates improvements in student engagement. | Established highly effective practice in planning and delivery is shared across year group / school and its impact on student engagement is monitored. | Established highly effective practice in planning and delivery is shared across year group / school and its impact on student engagement is monitored. Impact is consistent and embedded in this area. | Developments in highly effective and innovative practice in models of planning and delivery are investigated and lead to the implementation of new and relevant initiatives across the school. |
| Standard Five | | | | | |
| Adapt teaching to respond to the strengths and needs of all students. | | | | | |
| MS pt 1 and 2 | MS pt 3 and 4 | MS pt 5 and 6 | UPS pt 1 | UPS pt 2 | UPS pt 3 |
| Key Groups | | | | | |
| Awareness of the range of key groups of students and their individual needs. Implementation of strategies to support students. | Understand and implement a range of strategies to effectively support key groups. | Develop a range of strategies to support key groups achieving their targets. Support colleagues through coaching and mentoring. | Develop highly effective strategies for supporting key groups. Implement a range of intervention strategies across the department/subject. | Develop highly effective strategies for supporting key groups. Implement a range of intervention strategies across the department/subject. Impact is consistent and embedded in this area. | Investigate latest thinking and develop innovative strategies to support key groups across year group. |
| Use of Data | | | | | |
| Use data to understand the starting points of all students and be aware of National and school expectations. | Use data effectively to track and monitor progress of key groups in classes. | Interrogate data to identify issues for key groups and implement appropriate intervention across the year group and their subject. | Comprehensive interrogation of data and subsequent interventions ensures that all groups of students progress and achieve their targets. | Comprehensive interrogation of data and subsequent interventions ensures that all groups of students' progress and achieve their targets. Impact is consistent and embedded in this area. | Analysis and evaluation of data leads to a range of interventions at student/ teacher/year group/ school level to secure rapid and sustained progress for all. |

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| Differentiation | | | | | |
|---|---|---|---|--|--|
| Utilise a range of strategies to differentiate T&L to meet the needs of all groups. | Consistent and highly effective differentiation ensures that all key groups are able to access the learning opportunities and make good progress. Clear understanding of a range of needs, and know how to address the impact on planning and progress. | Evaluate the effectiveness of differentiation and other strategies used to support key groups and individual students. Share good practice across the year group and their subject. | Monitor and track progress of key groups across department/subject. Active involvement in the development of resources to support others. | Monitor and track progress of key groups across department/subject. Active involvement in the development of resources to support others. Impact is consistent and embedded in this area. | Monitor and track progress of key groups across year group/ school. Lead/ Support the development of CPD and other initiatives to support the provision for key groups. |
| SMSC | | | | | |
| Be aware of opportunities to develop students understanding and appreciation of SMSC. | Have a more developed understanding of SMSC and be able to incorporate opportunities for the development of skills in lessons. | Experiment with a range of opportunities to support the development of SMSC skills. Share good practice across the department/subject. | Evaluate the effectiveness of SMSC development opportunities across the department/subject. Implement a range of opportunities to secure the development of SMSC skills | Evaluate the effectiveness of SMSC development opportunities across the year group. Implement a range of opportunities to secure the development of SMSC skills. Impact is consistent and embedded in this area. | Lead on/Contribute to developing innovative opportunities to support the development of SMSC across the school and that will provide challenge and stimulation. Support the development of colleagues. |
| Developing Professional Practice | | | | | |
| Developing reflective practice ensures effective and consistent support for key groups. Successful completion of NQT training where applicable. | Embedding reflective practice facilitates the development of a range of strategies to support key groups. | Sharing good practice in the planning and implementation of strategies to support key groups across department/subject facilitates good or highly effective support for all. | Implementation and impact of strategies across year group/ school to support key groups is monitored and evaluated to determine impact on securing highly effective support/progress for all. | Implementation and impact of strategies across year group / school to support key groups is monitored and evaluated to determine impact on securing highly effective support/progress for all. Impact is consistent and embedded in this area. | Innovative and highly effective practice in strategies to support the learning and progress of key groups is investigated and leads to the implementation of new and relevant initiatives across the school. |

| Standard Six Make accurate and productive use of assessment | | | | | |
|---|---------------|---------------|----------|----------|----------|
| <ul style="list-style-type: none"> • 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 | | | | | |
| MS pt 1 and 2 | MS pt 3 and 4 | MS pt 5 and 6 | UPS pt 1 | UPS pt 2 | UPS pt 3 |
| <p>The expectations of all staff at KPIN's regardless of career stage is to meet this standard in the following ways:</p> <ul style="list-style-type: none"> • 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 <p>The role of staff in achieving this is to:</p> <ul style="list-style-type: none"> • 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 <p>KPINS will support staff in achieving this through the provision of:</p> <ul style="list-style-type: none"> • Regular and comprehensive benchmark, progress and target setting data | | | | | |

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- Observation and feedback which is supportive and developmental
- Work scrutiny and feedback on marking and assessment, the level of challenge and the impact of feedback on students' progress and work completion

Relevant and targeted CPD opportunities at individual, year group and school level according to KPIN's SDP and PM outcomes.

| Standard Seven | | | | | |
|---|---|---|---|---|---|
| Manage behaviour effectively to ensure a safe learning environment. | | | | | |
| Act as a role model promoting consistently high expectations of behaviour in a professional and courteous manner at all times | | | | | |
| MS pt 1 and 2 | MS pt 3 and 4 | MS pt 5 and 6 | UPS pt 1 | UPS pt 2 | UPS pt 3 |
| Behaviour Management Strategies | | | | | |
| Know, understand and apply KPIN's behaviour management policy. Implement strategies to manage behaviour of students in your groups. Accesses support through KPIN's behaviour management system when required to develop professional practice. | Develop and implement a broad range of personal behaviour management strategies which promote good and highly effective behaviour in and out of the classroom, consistent with KPIN's policy. Accesses support through the school's behaviour management system when required to develop professional practice. | Anticipate and plan for potential behaviour management scenarios. Provide guidance and support for colleagues in developing strategies to manage behaviour in line with KPIN's behaviour management system. | Have an extensive knowledge and (understanding) and proven ability to apply a range of strategies to manage behaviour. Be able to tailor them to specific needs and develop the skills in others. | Have an extensive knowledge and (understanding) and proven ability to apply a range of strategies to manage behaviour. Be able to tailor them to specific needs and develop the skills in others. Impact is consistent and embedded in this area. | Support others in the drive to secure good and highly effective behaviour in classes and across the school. Act as a coach and mentor to staff who need support and development in this area. Contribute to the delivery of training at departmental or whole school level. |

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| Behaviour to support learning | | | | | |
|---|---|--|--|--|--|
| Establish and maintain consistent high expectations of behaviour which promote effective learning in the classroom. | Promote an ethos in the classroom which motivates students and makes the link between good behaviour and effective learning. | Implement a range of strategies which encourage students to take individual responsibility for their behaviour, learning and progress. | Be a presence and take responsibility for enforcing high expectations of behaviour within the classroom and throughout the school. | Be a presence and take responsibility for enforcing high expectations of behaviour within the classroom and throughout the school. Impact is consistent and embedded in this area. | Take a leading role in taking decisive and effective actions in promoting high expectations of behaviour within the classroom and throughout the school. |
| Creating Positive Relationships | | | | | |
| Create a classroom environment which promotes positive relationships. Use praise and sanctions consistently. | Establish a rapport with all students and implement a range of strategies which promotes good behaviour and effective learning. | 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 encouraging the creation of positive relationships, effective behaviour management strategies to enable effective learning. | Support colleagues in encouraging the creation of positive relationships, effective behaviour management strategies to enable effective learning. Impact is consistent and embedded in this area. | Act as a role model in strategies which encourage positive relationships and a climate for learning throughout the school. |
| Developing Professional Practice | | | | | |
| Developing reflective practice ensures increasingly effective management of behaviour in class. | Embedding reflective practice facilitates highly effective behaviour management strategies and developing confidence enabling experimentation in a range of different contexts. | Sharing good practice in the implementation of a range of behaviour management strategies across department/subject facilitates consistency and promotes effective behaviour for learning. | Established highly effective practice in behaviour management is shared across Year group / school and its impact on students' attitudes to learning is monitored and evaluated. | Established highly effective practice in behaviour management is shared across The year group / school and its impact on students' attitudes to learning is monitored and evaluated. Impact is consistent and embedded in this area. | Highly effective and innovative practice in behaviour management strategies which promote effective learning is investigate and leads to the implementation of new and relevant initiatives across the school. |

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| Standard Eight | | | | | |
|--|--|--|--|--|---|
| Fulfil wider professional responsibilities: | | | | | |
| MS pt 1 and 2 | MS pt 3 and 4 | MS pt 5 and 6 | UPS pt 1 | UPS pt 2 | UPS pt 3 |
| Wider School Life | | | | | |
| <p>Undertake the role of a teacher and shadow an experienced teacher.</p> <p>Participate in class trips and extra-curricular activities.</p> <p>Contribute to the delivery of an assembly.</p> <p>Understand the high performance culture of KPIN's and support the ethos by being involved in events and wider initiatives.</p> | <p>Contribute effectively as a teacher and as a member of the Year Group.</p> <p>Contribute to the delivery of an assembly.</p> <p>Understand the high performance culture of KPIN's and play a proactive role in it and support the ethos by being involved in events and wider initiatives.</p> <p>Participate in extra-curricular activities.</p> | <p>Act as a role model to other members of staff as a year group leader.</p> <p>Lead/participate in extracurricular activities e.g. clubs. Organise extra-curricular activities.</p> | <p>Act as a lead professional in pastoral work or subject lead, for example.</p> <p>Develop good working relationships with outside agencies to support this.</p> <p>Support the work of other staff in managing challenging behaviour and under-performance.</p> <p>Encourage student participation in activities at local and national level.</p> <p>Takes part in events and wider initiatives to enrich and improve provision and outcomes for all pupils.</p> | <p>Act as a lead professional in pastoral work and subject lead, for example.</p> <p>Develop good working relationships with outside agencies to support this.</p> <p>Support the work of other staff in managing challenging behaviour and under-performance.</p> <p>Encourage student participation in activities at local and national level.</p> <p>Takes part in events and wider initiatives to enrich and improve provision and outcomes for all pupils.</p> <p>Impact is consistent and embedded in this area.</p> | <p>Have presence around the school and act as a lead professional in supporting all aspects of wider school life, upholding the principles and ethos at all times.</p> <p>Takes an active role in mentoring, building and supporting our cluster schools. Takes part in events and wider initiatives to enrich and improve provision and outcomes for all pupils.</p> |
| Collaboration and Team Work | | | | | |
| <p>Participate effectively as a member of a team. Where appropriate, utilise support staff effectively.</p> | <p>Undertake a subject group responsibility.</p> <p>Participate in a whole school initiative.</p> | <p>Lead a subject contribute to the development of a whole school initiative.</p> | <p>Lead on an aspect across the whole school – linked to your subject or the SDP.</p> <p>Seek opportunities to collaborate with other professionals beyond the school, with its cluster or families of schools.</p> | <p>Lead on an aspect across the whole school – linked to your subject or the SDP.</p> <p>Seek opportunities to collaborate with other professionals beyond the school, with its cluster or families of schools</p> <p>Impact is consistent and embedded in this area.</p> | <p>Instigate opportunities to collaborate with colleagues across the cluster, families of school and the borough.</p> <p>Lead/model, innovate and share best practice resulting from such collaboration.</p> |

Kenmore Park Infant & Nursery School – Staff Appraisal Policy

| Support the Development of Others | | | | | |
|---|---|--|---|---|---|
| Undertake appropriate professional development to secure progress in your career. | Take responsibility for cascading to the year group up to date knowledge and information about particular areas. Mentor new (to school) members of staff (with QTS) | Lead year group training on a relevant issue. Undertake a mentoring role e.g. ITT, GTP, PGCE, and School Direct/NQT. Participate in whole school training/induction events/ Teaching School events | Lead whole school training/induction events. Act as a reviewer in the school's performance management system in required. Undertake coaching as a developmental activity to support a member of staff who is underperforming. | Lead whole school training/induction events. Act as a reviewer in the school's performance management system in required. Undertake coaching as a developmental activity to support a member of staff who is underperforming. Impact is consistent and embedded in this area. | Lead and facilitate/Contribute to facilitation of professional development events across the school and its cluster or families of schools. Act as a reviewer in the school's performance management system in required. Act as a lead professional in coaching and mentoring colleagues across the school, cluster, families of schools and wider borough. |
| Developing Professional Practice | | | | | |
| Developing practice ensures effective professional contribution across the school. Know how and when to seek professional development advice. | Embedding practice ensures highly effective professional contribution across the school. | Consistent highly effective practice leads to developing skills in leadership and management and highly effective professional contribution across the school. | Established highly effective practice ensures highly effective leadership and management and/or highly effective professional contribution across the school and beyond. | Established highly effective practice ensures highly effective leadership and management and/or highly effective professional contribution across the school and beyond. Impact is consistent and embedded in this area. | Consistent highly effective practice in leadership and management ensures highly effective leadership, management and/or highly effective professional contribution across the school and beyond. |