



Appraisal Policy Teaching Staff 2019-2020

Review Period: Annual

Status: Statutory

Next Review: Autumn 2020

1. Introduction and Purpose of Policy

This policy sets out the framework for a clear and consistent assessment of the overall performance of teachers and for supporting their development within the context of the school's plan for improving educational provision and performance, and the standards expected of teachers.

The appraisal system in this school is intended to be a supportive and developmental process designed to ensure that teachers:

- have the skills and support they need to carry out their role effectively;
- can continue to improve their professional practice and to develop as teachers;
- receive fair pay progression awards reflecting their achievements and contribution, in accordance with the school's pay policy.

This policy applies to all teachers (including the Headteacher) employed by the school except those on contracts of less than one term, those undergoing induction (i.e. NQTs) and those who are the subject of capability procedures.

The Governing Body is mindful of its obligations under the Equality Act 2010 and this policy will be applied fairly and consistently to all teaching staff employed at the school, with the exceptions outlined above.

Notes:

All pay progression decisions for teachers in maintained schools are now based on appraisal reports and therefore there is a much stronger link between the outcomes of appraisal and pay than there has been in the past. Schools will wish to reflect this greater emphasis with appropriate cross-references between the appraisal policy and school pay policy.

2. The Appraisal Period

The appraisal period will run for twelve months from 1st September to 31st August in accordance with the timescale offered below.

Teachers who are employed on a temporary or fixed term contract likely to last for less than one year will have their performance managed in accordance with the principles underpinning this policy. The length of the appraisal period will be determined by the known or likely duration of the contract.

October Year B:	Final Review of Year A & Set Objectives for Year B
March of Year B:	Spring Review of objectives
June of Year B:	Summer review of objectives
October of Year C:	Final Review of Year B & Set objectives for Year C

3. Appointing Appraisers

The Headteacher will be appraised by the Governing Body, supported by an external adviser who has been appointed by the Governing Body for the purpose.

The task of appraising the Headteacher, including the setting of objectives, will be delegated to a sub-group consisting of **two** members of the Governing Body.

The Headteacher will determine who will appraise other teachers.

Notes:

The headteacher must be appraised by the governing body, supported by an external adviser chosen by the governing body. The number of governors to be involved in appraising the headteacher is not specified in the regulations, however it is usual to have no more than three.

4. Setting Objectives and Agreeing Evidence Base

The Headteacher's objectives will be set by the Governing Body after consultation with the external adviser.

Objectives for each teacher will be set before, or as soon as practicable after, the start of each appraisal period. The objectives set for each teacher will be 'SMART' (i.e. specific, measurable, achievable, realistic and time-bound) and will be appropriate to the teacher's role and level of experience. It may be determined that specific objectives require a longer time span than a single appraisal period, in which case appropriate milestones towards the achievement of such objectives will be built in, in order to monitor progress within each appraisal period.

The appraiser and teacher will seek to agree the objectives. Where this is not possible, the appraiser will determine the objectives. Objectives may be revised if circumstances change.

The objectives set for each teacher will, if achieved, contribute to the school's plans for improving the school's educational provision and performance and improving the education of pupils at the school.

Before, or as soon as practicable after, the start of each appraisal period, each teacher will be informed of the standards (**Teacher Standards 2012**) against which that teacher's performance in that appraisal period will be assessed. In addition, the reviewer will discuss, and wherever possible agree with each teacher, the evidence base to be used for assessment at the end of the appraisal period. The evidence base may vary according to the chosen objectives and any development focus but is likely to include:

- Classroom observation (see also 5.1)
- Lesson plans
- Book scrutiny
- Learning walks
- Pupil progress data
- Examination / test outcomes
- Pupil / parental surveys

5. Reviewing Performance

5.1 Classroom Observation

Sunnydown School believes that observation of classroom practice and other responsibilities is important both as a way of assessing teachers' performance in order to identify any particular strengths and areas for development they may have and of gaining useful information which can inform school improvement more generally. All observation will be carried out in a supportive fashion.

Teachers' performance will be regularly observed but the amount and type of classroom observation will depend on the individual circumstances of the teacher and the overall needs of the school. **Teachers can, however, expect to be formally observed on a minimum of 3 occasions in any appraisal cycle.** Classroom observation will be carried out by those with QTS.

In addition to formal observation, head teachers or other leaders with responsibility for teaching standards may "drop in" in order to evaluate the standards of teaching and to check that high standards of professional

performance are established and maintained. The length and frequency of “drop in” observations will vary depending on specific circumstances.

Teachers (including the Headteacher) who have responsibilities outside the classroom should also expect to have their performance of those responsibilities observed and assessed.

5.2 Development and Support

Appraisal is designed to be a supportive process which will be used to inform continuing professional development. The school wishes to encourage a culture in which all teachers take responsibility for improving their teaching through appropriate professional development. Professional development will be linked to school improvement priorities (SDP) and to the ongoing professional development needs and priorities of individual teachers.

5.3 Feedback

Teachers will receive constructive feedback on their performance throughout the year and as soon as practicable after observation has taken place or other evidence has come to light. Feedback will highlight particular areas of strength as well as any areas that need further development. Where there are concerns about any aspects of the teacher’s performance the appraiser will arrange to meet the teacher to:

- give clear feedback to the teacher about the nature and seriousness of the concerns;
- give the teacher the opportunity to comment and discuss the concerns;
- agree any support (e.g. coaching, mentoring, structured observations), that will be provided to help address those specific concerns;
- make clear how, and by when, the appraiser will review progress;
- explain the implications and process if no – or insufficient – improvement is made.

When progress is reviewed, if the appraiser is satisfied that the teacher has made, or is making, sufficient improvement, the appraisal process will continue as normal, with any remaining issues continuing to be addressed through that process.

The appraisal plan will be revised as necessary to reflect any changes, such as to the objectives or planned development activities. [Teachers are encouraged to refer to the Appendix Teacher Appraisal Supporting Document.](#)

5.4 Transition to Capability Procedures

If the appraiser is not satisfied with progress, the teacher will be notified in writing that the appraisal system will no longer apply and that their performance will be managed under the capability procedure. They will be invited to a formal capability meeting in accordance with the school’s adopted procedure.

5.5 Progression To and Through the Upper Pay Range

If a teacher wishes to be considered for progression to the upper pay range, he/she should follow the process laid out in the school’s pay policy and submit an application by the deadline in the policy. Copies of the application forms are available via the teacher’s reviewer.

Progression through the upper pay range will be based on the outcome of appraisal and assessment against criteria in the school’s pay policy.

5.6 Annual Assessment

Each teacher's performance will be formally assessed in respect of each appraisal period. In assessing the performance of the Headteacher, the Governing Body will consult the external adviser.

This assessment is the end point to the annual appraisal process, but performance and development priorities will be reviewed and addressed on a regular basis throughout the year in interim meetings. The reviewer will use interim meetings to check progress against objectives and that evidence-gathering is on track to inform the final

assessment of performance at the end of the appraisal year.

The teacher will receive as soon as practicable following the end of each appraisal period – and have the opportunity to comment in writing on – a written appraisal report. **Teachers have constant access to and should be contributing to the authorship of their personal appraisal document on OneDrive.** The appraisal report will include:

- details of the teacher's objectives for the appraisal period in question;
 - an assessment of the teacher's performance of their role and responsibilities against their objectives and the relevant standards;
 - an assessment of the teacher's training and development needs and identification of any action that should be taken to address them;
 - a recommendation on pay where relevant, in accordance with the school's pay policy;
- The assessment of performance and of training and development needs will inform the planning process for the following appraisal period.

5. Data Protection

6.

When conducting an employee's appraisal, **Sunnydown School** processes personal data collected in accordance with its data protection policy. Data collected by the school as part of the operation of the appraisal process is held securely and accessed by, and disclosed to, individuals only for the purposes of managing his/her appraisal or to quality assure the operation and effectiveness of the appraisal system. Inappropriate access or disclosure of employee data constitutes a data breach and should be reported in accordance with the data protection policy immediately. It may also constitute a disciplinary offence, which will be dealt with under the **School's** disciplinary procedure.

7. Monitoring and Evaluation

8.

The Governing Body and Headteacher will monitor the operation and effectiveness of the school's appraisal arrangements.

- *The headteacher might review all teachers' objectives (or a sample) to check consistency of approach and expectation between different appraisers;*
- *Reviewers will receive training to ensure they are familiar with the Teachers' Standards and the school's approach to appraisal, objective setting and pay recommendations.*
- *The headteacher will provide the governing body with a written annual report on the appraisal process.*

8. Retention

The Governing Body and Headteacher will ensure that all written appraisal records are retained in a secure place and then destroyed.

9. Status of Policy and Review

The content and operation of this policy is reviewed as and when deemed necessary by the Governing Body. The policy is discretionary and does not confer any contractual rights.

Appendix - Teacher Appraisal Supporting Document September 2019

For the teacher being reviewed, you will need ‘**Appraisal Report 2018 – 2019**’ (this is the previous cycle which is being reviewed as part of your meeting) and **Appraisal Report 2019– 2020** (this contains a summary of and recommendation from the previous cycle and sets the objectives for the new cycle).

The role of the Appraisee is to convince the appraiser that the objectives agreed in autumn 2019 have been met. This will demonstrate appraisee ownership of and responsibility for the objectives. Objectives for 2019-2020 will also be agreed.

Step 1- Decide if each objective for the previous cycle has been met, partially met or not met.

Using a copy of the 2018 - 2019 Appraisal Report (Part B), review each agreed objective (up to 4 for teachers). There is space at the bottom of the page where it says ‘Final Assessment’, for a record of comments and your final decision. This section is transferred to the front of the **Appraisal Report 2019-2020** under ‘1 by the School Secretary. Review of performance of previous objectives’.

Please consider the following questions for each objective:

- What tangible evidence has been offered by the appraisee to demonstrate that the objective has been met and what impact has there been? The evidence needs to be observed. A conversational response is not substantive.
- How has this added measurably and meaningfully to the young men?
- How has this supported the SDP and hence the vision and mission the school?

NB: Not all objectives need to be ‘Met’ for a pay increase to be awarded, but these objectives may then be carried forward, either verbatim or in a modified version. [Please refer to Notes: under Section 1 of the Appraisal Policy.](#)

Step 2 – Training and development undertaken during the previous cycle

List all of the training and development provided, with direct reference to that identified under Part B Number 2. Have the needs of the teacher been met?

Step 3 – Review of Teacher Standards (there are 8) during the previous cycle

The main evidence here will come from lesson observations. Not all sub-points need to be met. Simply identify and evidence strengths and areas for development. Your observations are recorded on the **2018 - 2019 Appraisal Report (Part C Section 3). Strengths and areas for development are recorded on the current Appraisal Report 2019-2020 (Part A Section 3) document.**

Step 3A – Personal and Professional Conduct

Your observations are recorded on the Appraisal Report (Part 2).

Step 4 – Make a collaborative professional judgement regarding teacher performance.

Exceptional Performance: means that the teacher consistently meets or exceeds the Teachers’ Standards and performance regularly exceeds expectations of a teacher at his/her career level. Teaching is mostly or always outstanding and the teacher has met or exceeded his/her targets and objectives. Any aspect of performance which does not consistently exceed expectations is due to events outside his/her control. The teacher regularly contributes to improving the efficiency and effectiveness of the wider school through his/her own work and participation in the work of others.

Effective Performance: means that the teacher consistently meets the Teachers’ Standard and performance generally meets expectations of a teacher at his/her career level and may sometimes exceed expectations. Teaching is consistently good and may sometimes be outstanding and the teacher has met, or very largely met, his/her targets and objectives. The teacher contributes to improving the efficiency and effectiveness of the wider school through his/her own work and participation in the work of others.

Developing Performance: means that the teacher largely meets the Teachers' Standards and that performance sometimes, but not always, meets expectations of a teacher at his/her career level. Teaching is generally good but overall requires some improvement. The teacher has largely met his/her targets and objectives. The teacher sometimes contributes to improving the efficiency and effectiveness of the wider school through his/her own work and participation in the work of others.

Unsatisfactory Performance: means that the teacher does not regularly meet the Teachers' Standards and performance regularly falls below that expected of a teacher at his/her career level. Teaching requires a significant improvement. The teachers' progress against targets and objectives is limited. The teacher requires extensive support and does not contribute to improving the efficiency and effectiveness of the wider school through his/her own work or participation with the work of others.

Sign the previous cycle record.

Final decisions about whether or not to accept a pay recommendation is made by the governing body.

Step 5 – Agree objectives for 2019 – 2020 and set CPD requirements

Using a copy of the Appraisal Report 2018 – 2019 & [Section 4 of the Appraisal Policy](#), agree four (4) objectives with the appraisee.

- One should be about developing leadership and management (possibly taking on a project or additional training)
SDP Priority 1
- One about teaching and learning, and possibly linked to increased use and application of ICT in lessons or assessment practices. **SDP Priority 2**
- One about personal development, behaviour and welfare. **SDP Priority 3**
- One about Outcomes for children and needs to be linked to data for a subject which the teacher has responsibility. ie 65% of students in year 10J will make expected progress or greater, in English. This should be based on actual expectations. Where are the boys at the start of the year? Where should they be at the end? **SDP Priority 4**
- Identify which SDP and Teacher professional standard each objective links to.
- Identify the performance criteria and monitoring / timescale for completion.
- Identify the training / Inset / CPD opportunities required to meet the objectives.

Sunnydown Teacher Appraisal Report 2018 - 2019

Appraisee's Name	
Appraiser's Name	

Part A: Summary Assessment of Performance of previous academic year (cycle)

Assessment Period		Date of Meeting	
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1. Review of performance against previous objectives

Objective	Progress		
	Met	Partially Met	Not Met

2. Review of training and development needs

Have the training requirements identified in Part B Number 2 been able to have been met	Yes	No

3. Review of teaching Standards

Strengths	Area(s) for Development	
-	-	
Does the portfolio of evidence provide evidence that the teaching standards have been met? n/a	Yes	No

4. Pay Recommendation

Current Pay Conditions	Main Pay Scale Point X
Recommendations	

5. Signatures

	Name	Signature	Date
Appraisee			
Appraiser			
Headteacher	Paul Jensen		
Chair of Governors (if appraised by Headteacher)	Teresa Parkinson		

Part B: Planning for current academic year (cycle) (2018 -2019)

1. Agreed Objectives for current appraisal period (informed from Part A with appropriate modification to reflect current SDP priorities)

Objective 1 – Direct link to SDP Priority 1 <i>What is to be done?</i> Copy to be discussed with Priority 1 lead by appraisee.	<ul style="list-style-type: none"> <i>Links to Leadership and management (possibly taking on SDP Priority 1)</i> 		
Link to SDP Priority			
Link to Professional Standards	<i>1. High Expectations</i> <i>2. Promote Progress</i>	<i>3. Subject Knowledge</i> <i>4. Well-structured lessons</i>	<i>5. Adaptive teaching</i> <i>6. Accurate Assessment</i>

Performance Criteria (What the appraisee will have achieved/be doing when objective met)	Monitoring & Timescale (What evidence be needed)
<ul style="list-style-type: none"> 	
Spring Review	Summer Review

Final Assessment <i>Has the objective been met?</i>			Comments and evidence
Met	Partially Met	Not Met	

Objective 2 – Direct link to SDP Priority 2 <i>What is to be done?</i> Copy to be discussed with Priority 2 lead by appraisee.	<ul style="list-style-type: none"> <i>Links to Teaching, Learning and Assessment (SDP Priority 2)</i> 		
Link to SDP Priority			
Link to Professional Standards	<ul style="list-style-type: none"> <i>1. High Expectations</i> <i>2. Promote Progress</i> 	<ul style="list-style-type: none"> <i>3. Subject Knowledge</i> <i>4. Well-structured lessons</i> 	<ul style="list-style-type: none"> <i>5. Adaptive teaching</i> <i>6. Accurate Assessment</i>

Performance Criteria (What the appraisee will have achieved/be doing when objective met)	Monitoring & Timescale (What evidence be needed)
<ul style="list-style-type: none"> 	
Spring Review	Summer Review

Final Assessment <i>Has the objective been met?</i>			Comments and evidence
Met	Partially Met	Not Met	

Objective 3 – Personal development, behaviour and welfare <i>What is to be done? Appraisee is encouraged to discuss with Priority Lead.</i>	• <i>Links to Personal development, behaviour and welfare (S</i>		
Link to SDP Priority			
Link to Professional Standards	1. High Expectations 2. Promote Progress	3. Subject Knowledge 4. Well-structured lessons	5. Adaptive teaching 6. Accurate Assessment

Performance Criteria (What the appraisee will have achieved/be doing when objective met)	Monitoring & Timescale (What evidence be needed)
•	
Spring Review	Summer Review

Final Assessment <i>Has the objective been met?</i>			Comments and evidence
Met	Partially Met	Not Met	

One needs to be linked to data for a subject which the teacher has responsibility. ie 65% of students in year 10J will make expected progress or greater, in English. This should be based on actual expectations. Where are the boys at the start of the year? Where should they be at the end? SDP Priority 3

<p>Objective 4 – Links to SDP 4 – Outcomes for children and other learners</p> <p><i>What is to be done?</i> <i>Appraisee is encouraged to discuss with Priority Lead.</i></p>	<ul style="list-style-type: none"> <i>Links to Outcomes for children and other learners (SDP Pr</i> 		
<p>Link to SDP Priority</p>			
<p>Link to Professional Standards</p>	<p><i>1. High Expectations</i></p>	<p><i>3. Subject Knowledge</i></p>	<p><i>5. Adaptive teaching</i></p>
	<p><i>2. Promote Progress</i></p>	<p><i>4. Well-structured lessons</i></p>	<p><i>6. Accurate Assessment</i></p>

Performance Criteria (What the appraise will have achieved/be doing when objective met)	Monitoring & Timescale (What evidence be needed)
•	
Spring Review	Summer Review
	•

Final Assessment <i>Has the objective been met?</i>			Comments and evidence
Met	Partially Met	Not Met	

2. Identified Training and Development Needs (and subsequent review)

Name of Appraisee: _____ Date of Planning Meeting _____

This section should identify any training and development needs. These activities need not be training courses but could include support in a range of different forms, such as coaching or mentoring, additional assistance in the classroom, provision of equipment, observing colleagues, project work or job shadowing.

Area to be Addressed (link to objective)	Action to be Taken	Spring (_/_/_)

NB: Copy to be discussed with CPD Lead (IM) by appraisee at earliest convenience.

3. Lesson Observations to support the demonstration of the teaching standards

Lesson observations should be seen as an opportunity to reflect on practice. Whilst some formal observations need to be undertaken, peer observations, learning walks and team teaching are valid practices to be encouraged to ensure regular reflection on our teaching practice.

For the current period, it is proposed that the following will take place. All observations and associated feedback should be considered as folio evidence for the appraisee.

1. HT to observe all teachers individually using Teacher Standards
2. DHT/MM to observe all teachers 3 times in the academic year using school based TME approach

In addition, teachers will be observed by Ofsted inspectors as required or as part of a school health check.

During Lesson observation feedback meetings, the teacher will have the opportunity to discuss the available data demonstrating progress of students within the lesson and over time.

Part C: Assessment of Performance

1. Review of performance against current agreed objectives

Performance will be reviewed during the review meetings (Spring 1st half term and Summer 2nd half term) and the Final Assessment in September and recorded in the appropriate section of Part B Number 1 for each objective.

2. Review of performance against training and development needs

Performance will be reviewed during the review meetings (Spring 1st half term and Summer 2nd half term) and the Final Assessment in September and recorded in the appropriate section of Part B Number 2.

3. Review of performance against relevant teaching standards

Performance will be reviewed during the review meetings (Spring 1st half term and Summer 2nd half term) and the Final Assessment in September and recorded in the appropriate sections below.

Standards for Teachers	Date	Progress	Comments Note evidence used
Part One: Teaching Standards			
Set high expectations which inspire, motivate and challenge pupils 1.1 establish a safe and stimulating environment for pupils, rooted in mutual respect 1.2 set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions 1.3 demonstrate consistently the positive attitudes, values and behaviour which 1. are expected of pupils.	Spring 1 st Half Term	M / PM / NM	
	Summer 2 nd Half Term	M / PM / NM	
Promote good progress and outcomes by pupils 1.4 be accountable for pupils' attainment, progress and outcomes 1.5 be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these 1.6 guide pupils to reflect on the progress they have made and their emerging needs 1.7 demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching 1.8 encourage pupils to take a responsible and conscientious attitude to their own 2. work and study.	Spring 1 st Half Term	M / PM / NM	
	Summer 2 nd Half Term	M / PM / NM	
Demonstrate good subject and curriculum knowledge 1.9 have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings 1.10 demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship 1.11 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	Spring 1 st Half Term	M / PM / NM	

<p>1.12 if teaching early reading, demonstrate a clear understanding of systemic synthetic phonics</p> <p>1.13 if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.</p>	<p>Summer 2nd Half Term</p>	<p>M / PM / NM</p>	
<p>Plan and teach well structured lessons</p> <p>1.14 impart knowledge and develop understanding through effective use of lesson time</p> <p>1.15 promote a love of learning and children’s intellectual curiosity</p> <p>1.16 set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired</p> <p>1.17 reflect systematically on the effectiveness of lessons and approaches to teaching</p> <p>4.5 contribute to the design and provision of an engaging curriculum within the relevant subject area(s).</p>	<p>Spring 1st Half Term</p>	<p>M / PM / NM</p>	
	<p>Summer 2nd Half Term</p>	<p>M / PM / NM</p>	
<p>Adapt teaching to respond to the strengths and needs of all pupils</p> <p>4.1 know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively</p> <p>4.2 have a secure understanding of how a range of factors can inhibit pupils’ ability to learn, and how best to overcome these</p> <p>4.3 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</p> <p>4.4 have a clear understanding of the needs of all pupils, including those with SEN; those of high ability; those with English as an additional language; those with disabilities; and be able to use them and evaluate distinctive teaching approaches to engage and support them.</p>	<p>Spring 1st Half Term</p>	<p>M / PM / NM</p>	
	<p>Summer 2nd Half Term</p>	<p>M / PM / NM</p>	
<p>Make accurate and productive use of assessment</p> <p>4.5 know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements</p> <p>4.6 make use of formative and summative assessment to secure pupils’ progress</p> <p>4.7 use relevant data to monitor progress, set targets, and plan subsequent lessons</p> <p>4.8 give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.</p>	<p>Spring 1st Half Term</p>	<p>M / PM / NM</p>	
	<p>Summer 2nd Half Term</p>	<p>M / PM / NM</p>	
<p>Manage behaviour effectively to ensure a good and safe learning environment</p> <p>4.9 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>4.10 have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly</p> <p>4.11 manage classes effectively, using approaches which are appropriate to pupils’ needs in order to involve and motivate them</p> <p>4.12 maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.</p>	<p>Spring 1st Half Term</p>	<p>M / PM / NM</p>	
	<p>Summer 2nd Half Term</p>	<p>M / PM / NM</p>	
<p>Fulfil wider professional responsibilities</p> <p>4.13 make a positive contribution to the wider life and ethos of the school</p> <p>4.14 develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support</p> <p>4.15 deploy support staff effectively</p> <p>4.16 take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues</p> <p>4.17 communicate effectively with parents with regard to pupils’ achievements and</p>	<p>Spring 1st Half Term</p>	<p>M / PM / NM</p>	
	<p>Summer 2nd Half Term</p>	<p>M / PM / NM</p>	

Part Two: Personal and Professional Conduct

<ul style="list-style-type: none"> ● Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by: <ul style="list-style-type: none"> ○ treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher’s professional position ○ having regard for the need to safeguard pupils’ well-being, in accordance with statutory provisions ○ showing tolerance of and respect for the rights of others ○ not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs ○ ensuring that personal beliefs are not expressed in ways which exploit pupils’ vulnerability or might lead them to break the law. 	<p>Does the appraisee consistently m Note evidence used in assessing perform</p> <hr/> <p>Spring 1st Half Term</p> <hr/> <p>Summer 2nd Half Term</p>
<ul style="list-style-type: none"> ● Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality. 	<p>Spring 1st Half Term</p> <hr/> <p>Summer 2nd Half Term</p>
<ul style="list-style-type: none"> ● Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities. 	<p>Spring 1st Half Term</p> <hr/> <p>Summer 2nd Half Term</p>

Part D: Additional Comments (if applicable)

1. Appraisee's Comments

The appraisee may provide written comments on this appraisal report. These may be entered below or appended to the file copy of the report.

2. Appraiser's Comments

The appraiser may provide written comments on this appraisal report. These may be entered below or appended to the file copy of the report.

3. Headteachers comments (if appropriate / requested)

The headteacher may provide written comments on this appraisal report. These may be entered below or appended to the file copy of the report.

4. Dates of reviews and final assessment

Date of Spring review	Date of Summer review	Date of final assessment meeting