

School Logo here

**Date:**

**Appraisal Assessment against**

**National Standards**

**for**

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**School / Self Assessment**

Current pay point: Specific Responsibilities :

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| **Professional**  **Area(Highlight for discussion)** | **Relevant**  **Standards** | **M2** | **M4** | **M6** | **UPS1** | **UPS** | **TLR/SENIOR**  **Teacher** | **DHT** |
| **WORKING**  **PRACTICES**  **Quality of Teaching Knowledge, Classroom Performance** | **Preamble 1.1(1);**  **1.2(2,3,5)**  **1.3 (1,3) 1.4(1,2,3)**  **1.5 all**  **1.6 (1)**  **1.7 (1,2,3)**  **1.8 (3)**  **2.1 (2,4)** | A minimum expectation that all teaching is satisfactory; many lessons judged good or better.  Schedule class parent meetings.  Contribute to SDP, School Evaluation and curriculum information meetings.  Class assembly | Majority of teaching good or better.  Presentation of data; proactive in finding issues.  Begin to take a more leading role in staff meetings | All teaching good with some outstanding.  Lead staff meetings. | All teaching good with some outstanding.  Begin to take responsibility for sections of the SDP and School Evaluation.  Lead staff meetings.  Monitor planning across Key Stage. | All teaching good with many outstanding.  Responsibility for sections of the SDP and School Evaluation.  Be proactive in planning, organising and leading staff meetings. | All teaching good with many outstanding (most outstanding within their specialism).  Leading teaching and learning throughout the school within their specialism. | All teaching good with many outstanding.  Larger responsibility for sections of the SDP and School Evaluation.  A major lead in planning, organising and leading staff meetings.  Schedule parents’ meetings across the school. |
| **OUTCOMES AND**  **ACHIEVEMENTS**  **Attainment, standards.** | **Preamble**  **1.1(2)**  **1.2(1,2,3)**  **1.5(1)**  **1.6 (3,4)** | Most pupils achieve in line with school expectations, some exceed them.  Collation of class data from sound assessment. Class analysis of different groups | Almost all pupils achieve in line with school expectations, some exceed them. | Almost all pupils achieve in line with school expectations’ many exceed them.  Whole school data analysis for specific subjects. | Work with other teachers to effect improvement of standards across a Key Stage.  Provide KS data analysis including impact of tracking. Analysis of different groups. | Work with other teachers to effect improvement of standards across whole school. Analyse KS data including impact of tracking on school development. | Monitor and evaluate expectations in relevant specialism against school, national and international benchmarks to provide strategies for whole school improvement. | Monitor and evaluate expectations in relevant groups of children to provide strategic plans for improvement. |
| **RELATIONSHIPS**  **Environment and Ethos**  **Pupils, colleagues, parents.** | **Preamble**  **1.1(1)**  **1.6(4)**  **1.7(4)**  **1.8(2,3,5)**  **2.1 (1,3,4)** | Positive working relationships with pupils, colleagues and parents.  Responsibility for pupils’ emotional health, safety, behaviour and well-being. | These relationships are securely focused on improving provision for pupils. | Professional relationships with pupils, colleagues and staff lead to excellent class provision. | Monitor pupils’ emotional health, safety and well-being across the Key Stage.  Monitor learning environment across the Key Stage. | Monitor pupils’ emotional health, safety and well-being across the school.  Monitor learning environment across the school and develop strategy for improvement. | Plays a leading role in building school-wide teams to improve provision and outcomes in specific area and to develop strategies to utilise this knowledge across other areas of the curriculum. | Plays a leading role in building school-wide teams to improve provision and outcomes. |
| **DEVELOPMENT** | **Preamble**  **1.2(4,5)**  **1.3(1,2,4,5) 1.4(5)**  **1.5(2,3,4)**  **1.6(1)**  **1.8(4)**  **2.1(2)**  **2.3** | With support identify key professional development needs and respond to advice and feedback | Proactive in identifying own professional development and able to access relevant support and development from colleagues to change practice. | Fully competent in identifying professional development needs and able to change practice accordingly. | Begin to take responsibility for the induction of new colleagues-coaching, mentoring.  Proactive role in leading Key Stage Development.  Begin to play a proactive role in the Trust. | Proactive role in whole school professional development including INSET and Trust wide linking with other schools.  Appraisal of support staff.  Mentor to new colleagues. | Plays a leading role in building school-wide teams, utilising their specialist knowledge to improve provision and outcomes across the whole curriculum.  Engage with and contribute to the professional networks beyond the school within the Trust. | Plays a leading role in building school-wide teams, to improve provision and outcomes across the whole curriculum.  Engage with and contribute to the professional networks beyond the school. |
| **CONDUCT** | **Preamble**  **1.1(3) 1.7(1)**  **1.8(1) 2.1(all)**  **2.2 2.3** | Meets all standards | Meets all standards | Meets all standards | Meets all standards | Meets all standards | Meets all standards.  Assume role of HT / DHT in their absence. Involved in the day to day leadership of the school. Proactively takes responsibility for key actions. | Meets all standards.  Assumes role of Head Teacher in their absence. |
| **SCHOOL**  **SPECIFIC** |  |  |  |  |  |  |  |  |