

TEACHER/SUPPORT STAFF APPRAISAL (INCLUDING MIDDAY SUPERVISORS AND TAS)

Name:	Date of initial planning meeting:
Post Held (inc: main responsibilities):	Date of mid-year review:
Pay Scale (inc TLR, if appropriate):	Date of end of PM cycle review:
Name of PM reviewer:	JD reviewed: Yes/No
Name of Line Manager (if different to PM reviewer):	

OBJECTIVE SETTING FOR 2017-2018

Initial Planning Meeting				
Objective (what you are going to do)	STEP FIRST Success Criteria incl. STEP VALUES (what is needed to achieve your objectives)	Evidence (examples of things needed to demonstrate success of objectives)	STEP UP We all succeed together (applicable teacher/leadership standards/ SS competencies to assess against)	STEP Way /Ahead (other parts of the STEP Compass, as applicable)
STEP WAY: Teaching and Learning/Pupil Outcomes (We agree to do things like this) (ie: quality first teaching that leads to excellent knowledge and understanding and first-rate progress and attainment, from starting points)				
1.				

Comments:

STEP UP: Leadership and Management (We all succeed together) (ie: a target dedicated to role: to achieve Healthy Schools Award/to ensure Year 4 are engaged in a variety of playground games)				
Objective (what you are going to do)	Success Criteria incl. STEP VALUES (what is needed to achieve your objectives)	Evidence (examples of things needed to demonstrate success of objectives)	STEP UP We all succeed together (applicable teacher/leadership standards/ SS competencies to assess against)	STEP Way /Ahead (other parts of the STEP Compass, as applicable)
2.				
<p><i>Comments:</i></p>				

STEP AHEAD: CPD (Investing In Your Future)
 (ie: CPD: training, courses, coaching, peer observations, etc planned for you to be the best you can be in your role and assess impact on pupil outcomes/role)

Objective (what you are going to do)	Success Criteria incl. STEP Values (what is needed to achieve your objectives)	Evidence (concrete examples of what you plan to achieve, the impact of your actions through STEP values, in order to demonstrate success in meeting your objectives)	STEP UP We all succeed together (applicable teacher standards/ SS competencies to assess against)	STEP Way /Ahead (other parts of the STEP Compass, as applicable)
3.				

Comments:

*Notes/Feedback: when setting objectives, please think about baseline evidence, ie: where are the pupils/teachers/support staff now, where do they want/need to be and how will they get there? Success Criteria and Evidence must include language of the STEP Values as well as a discussion on **what** you do and **how** you bring PUPAC values into your role. STEP UP: teachers need to fill in 'assessment against standards' document for the STEP UP column to be assessed. NB: please delete these comments when setting targets*

Reviewee's signature:

Date:

Reviewer's signature:

Date:

MID-YEAR REVIEW

Objective (what you are going to do)	Development to Date (to achieve your objectives)	Evidence incl. STEP Values (concrete examples to demonstrate progress in meeting your objectives through STEP values)	STEP UP We all succeed together (PM reviewer comments on assessment against standards/SS competencies)	STEP Way /Ahead (other parts of the STEP Compass, as applicable)
1.				
<i>Assessment of objective to date (progress made and impact to children/Academy, etc):</i>				
2.				
<i>Assessment of objective to date (progress made and impact to children/Academy, etc):</i>				
3.				
<i>Assessment of objective to date (progress made and impact to children/Academy, etc):</i>				
Notes/Feedback:				

FINAL REVIEW				
Objective (what you are going to do)	Development to Date (to achieve your objectives)	Evidence incl. STEP Values (concrete examples of what you have achieved, the impact of your actions through STEP values ,in order to meet the objectives)	STEP UP We all succeed together (PM reviewer comments on assessment against standards/SS competencies)	STEP Way /Ahead (other parts of the STEP Compass, as applicable)
1.				
<i>Assessment of overall performance:</i>				
2.				
<i>Assessment of overall performance:</i>				
3.				
<i>Assessment of overall performance:</i>				
Notes/Feedback:				
Overall Assessment against the Standards/Competencies:				
Recommendation for pay progression (where applicable):				

Reviewee's signature:

Date:

Reviewer's signature:

Date:

STEP WAY: Assessment against teacher standards

(by end of cycle, each Teacher Standard will be evidenced by the CT and assessed by the PM reviewer on the basis of exceeded, met, partially met and not met)

A teacher must:		
Standard	Assessment	
1 Set high expectations which inspire, motivate and challenge pupils	Notes/Evidence (including quotes from observations, etc)	Achieved? Exceeded (E)/Met (M)/ Partially Met (PM)
<ul style="list-style-type: none"> establish a safe and stimulating environment for pupils, rooted in mutual respect set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils. 		
2 Promote good progress and outcomes by pupils		
<ul style="list-style-type: none"> be accountable for attainment, progress and outcomes of the pupils plan teaching to build on pupils' capabilities and prior knowledge guide pupils to reflect on the progress they have made and their emerging needs demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching encourage pupils to take a responsible and conscientious attitude to their own work and study 		
3 Demonstrate good subject and curriculum knowledge		
<ul style="list-style-type: none"> have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics 		

<ul style="list-style-type: none"> • if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies 		
<p>4 Plan and teach well structured lessons</p>		
<ul style="list-style-type: none"> • impart knowledge and develop understanding through effective use of lesson time • promote a love of learning and children’s intellectual curiosity • set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired • reflect systematically on the effectiveness of lessons and approaches to teaching • contribute to the design and provision of an engaging curriculum within the relevant subject areas(s) 		
<p>5 Adapt teaching to respond to the strengths and needs of all pupils</p>		
<ul style="list-style-type: none"> • know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively • have a secure understanding of how a range of factors can inhibit pupils’ ability to learn, and how best to overcome these • demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils’ education at different stages of development • have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them. 		
<p>6 Make accurate and productive use of assessment</p>		
<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 pupils’ progress • use relevant data to monitor progress, set targets, and plan subsequent lessons • give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback 		

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 pupils’ needs in order to involve and motivate them ▪ maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary. 		
8 Fulfil wider professional responsibilities		
<ul style="list-style-type: none"> ▪ make a positive contribution to the wider life and ethos of the school ▪ develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support ▪ deploy support staff effectively ▪ take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues ▪ communicate effectively with parents with regard to pupils’ achievements and well-being. 		

Comments/Notes: