

Tenacitas Trust

Appraisal Policy

(2026/27 implementation version)

Implementation version issued	September 2026
Trust Board ratification	Pending - earliest available Trust Board meeting

STATUS FOR SEPTEMBER 2026

This is a limited 2026/27 update of the existing Trust appraisal policy. The established appraisal structure, objective framework and appendices have been retained. The policy has been tidied and updated where necessary in line with current Department for Education guidance while the Trust undertakes a wider review for 2027/28.

Implementation version: September 2026

Trust Board ratification: Pending - earliest available Trust Board meeting

Policy owner: Director of Education

Next review: Summer 2027, for the refreshed 2027/28 approach

ACADEMY ACTION BEFORE APPRAISAL BEGINS

- Confirm the appraiser for every eligible employee and ensure appraisers understand this policy.
- Complete objective setting promptly and use the existing objective framework in this policy.
- Ensure evidence expectations remain proportionate and arise mainly from normal professional activity and existing quality-assurance processes.
- Plan the February interim review and the end-of-year annual assessment.
- Raise and address performance concerns promptly through the supportive process set out in this policy rather than storing them up for appraisal.
- During 2026/27, notice what makes appraisal meaningful, developmental or unnecessarily bureaucratic so that this can inform the Trust review for 2027/28.

Contents

1	Introduction
2	Scope and purpose of this policy
3	The appraisal period
4	Appointing appraisers
5	Setting objectives
6	Reviewing performance
7	Development and support
8	Feedback
9	Unsatisfactory performance
10	Evidence
11	All employees
12	Teachers
13	Annual assessment
14	Transition to Capability
15	General principles underlying this policy
16	Review of policy
17	Appendices

1. Introduction

- 1.1** The Trust is committed to providing high-quality teaching and learning. We aim to provide opportunities for all pupils, whatever their ability. Each employee will therefore be given support to develop the skills they need to carry out their role, continually improve their performance and develop to their full potential, which in turn will help improve outcomes for pupils.
- 1.2** Having an effective appraisal process in place is one of the ways we can support employees and deal with performance matters as they arise. This involves effective day-to-day supervision, carrying out appraisals, providing development opportunities and operating a fair and reasonable Capability Process.

Appraisal in each academy will be a supportive and developmental process. It will help ensure that employees are able to continue to improve their professional practice and to develop in their role.

- 1.3** The Education (School Teachers' Appraisal) (England) Regulations 2012 apply directly to maintained schools. As an academy trust, Tenacitas Trust is not required to follow those Regulations, but has decided to follow the principles of the Department for Education's current teacher appraisal guidance as good practice.

This policy also applies to support staff (i.e. Admin and Teaching and Learning) employed within the Trust, to ensure consistency in managing performance across employees.

- 1.4** This policy should be read alongside the Trust Capability Policy, Probation Policy, Pay Policy and relevant employment, equality and data-protection arrangements.
- 1.5** This policy does not form part of any employee's contract of employment and may be amended following the appropriate consultation and approval process.

2. Scope and purpose of this policy

- 2.1** The purpose of this policy is to set out the framework for a clear and consistent assessment of the overall performance of employees, and for supporting their development within the context of the Trust's plan for improving educational provision, performance and the standards expected of each employee. The policy links to the Capability Policy and Probation Policy.
- 2.2** The Trust regards the Department for Education Teachers' Standards as the baseline expectations for the professional practice and conduct of teachers, from the point of qualification.
- 2.3** In implementing this policy, the Trust will ensure that appraisal is managed in a way that minimises any increase in workload for all parties concerned, for example by reviewing the number and

frequency of meetings and observations and ensuring the process for collecting evidence is proportionate.

2.4 This policy applies to all employees of the Trust including Headteachers, teachers and support staff (i.e. Admin and Teaching and Learning), except:

- employees on contracts of less than one term;
- employees undergoing statutory induction (i.e. Early Career Teachers - ECTs);
- employees who are subject to the Trust's Capability Policy; and
- agency workers.

2.5 Employees within a probationary period are subject to the Trust's Probation Policy. Upon successful completion of the probationary period, employees' appraisal will be covered by this Appraisal Policy.

2.6 Where an employee is not covered by this policy as set out above, performance will be managed through regular supervision, feedback and any other applicable Trust policies.

3. The appraisal period

3.1 The appraisal period will run for twelve months from 1 September to 31 August.

3.2 Employees who are employed on a fixed-term contract of less than one year, but more than one term, will have their performance managed in accordance with the principles underpinning this policy. The length of the period and the employee's objectives will be determined by the duration of their contract. Employees within their probationary period will have their performance managed in accordance with the Probation Policy; however, the appraisal principles set out in this policy will still apply.

4. Appointing appraisers

4.1 The CEO will be appraised by the Board of Trustees, led by the Chair.

4.2 The Headteachers of each academy and senior positions within the central team will be appraised by the CEO.

4.3 The Headteacher of each academy will decide who will appraise all other employees.

4.4 Employees will be notified of who their appraiser will be before, or as soon as practicable after, the start of each appraisal period.

5. Setting objectives

All employees

Objectives for each employee will be set before, or as soon as practicable after, the start of each appraisal period. Objectives will be Specific, Measurable, Achievable, Realistic and Time-bound (SMART) and will be fair, reasonable and appropriate to the employee's role and level of experience.

The appraiser and appraisee will seek to agree the objectives. If agreement is not possible, the appraiser will determine the objectives. If an appraisee has concerns about the objectives set, they should inform the relevant SLT link, who will make a final decision about appropriateness.

The CEO's objectives will be set by the Trust Board, led by the Chair. Headteacher objectives will be set by the CEO.

The Trust has a duty to have regard to the work-life balance of employees and objectives will reflect this.

5.1 Objectives and performance discussions for teachers will not be based on teacher-generated data, predictions or external data.

5.2 Objectives may be revised if circumstances or roles change during the appraisal period.

5.3 The objectives set for each employee will, if achieved, contribute to and be linked to the Trust's plans for improving educational provision and performance and improving the education of pupils.

The Headteacher of the academy, together with the CEO or Director of Education as appropriate, will be responsible for setting and quality assuring objectives for Vice Principals.

The Headteacher of the academy, together with the Deputy Headteachers, will be responsible for issuing and quality assuring objectives for Assistant Headteachers.

The appropriate member of the Senior Leadership Team will be responsible for issuing and quality assuring objectives for relevant HoDs and HoHs.

The appropriate Head of Department will be responsible for issuing and quality assuring objectives for relevant classroom teachers.

The designated member of SLT, together with the SENDCo, will be responsible for issuing and quality assuring objectives for Support Staff - Teaching and Learning.

Line managers for Support Staff - Admin will be responsible for issuing and quality assuring objectives for Support Staff - Admin.

5.4 The performance of each employee will be assessed against the relevant standards and the set objectives, which contribute to Trust aims and provide a guide for employees in their relevant role.

In this Trust, the standards are:

- Teachers - the Teachers' Standards (see Appendix 1).
- Support Staff - Teaching and Learning - the Support Staff Teaching and Learning Standards (see Appendix 2).
- Support Staff - Admin - the Academy Support Staff Admin Standards (see Appendix 3).

6. Reviewing performance

6.1 Teachers - Lesson Visits, Learning Walks and Book Looks

The Trust understands the importance of completing lesson visits, learning walks and monitoring of both classroom practice and other responsibilities of teachers.

Lesson visits, learning walks and monitoring assess performance to identify strengths so that the appraiser (e.g. SLT, Teaching and Learning Team (TLT), HoD) can give positive feedback and praise and identify areas for development. They also provide useful information which can inform academy improvement and enable teachers to learn from each other and collaborate.

Lesson visits, learning walks and Book Looks will be completed on a regular basis, but the type of monitoring will depend on the individual circumstances of the employee and the overall needs of the academy.

The planned cycle is to be agreed between the Headteacher and Director of Education and could follow the model in Appendix 5.

SLT/TLT lesson visits will not grade lessons but will provide balanced feedback including praise, strengths and areas for development. HoD/SLT Learning Walks and/or Book Looks will not grade lessons but will provide balanced feedback including praise, strengths and areas for development.

Responsibilities outside the classroom may also be observed and assessed where appropriate. All lesson visits will be carried out in a supportive fashion and will not add unnecessarily to teacher workload.

Lesson visits for teachers will be carried out by an appropriate member of SLT/TLT.

6.2 Support Staff - Teaching and Learning

The Trust understands the importance of carrying out observation of classroom practice and other responsibilities for Support Staff - Teaching and Learning.

Classroom observations for Support Staff - Teaching and Learning will be carried out by one of the following: SENDCo; Deputy SENDCo; member of SLT.

Lesson visits and learning walks will allow the SLT/TLT and/or SENDCo/Deputy SENDCo to assess performance, identify strengths, give positive feedback and praise and identify areas for development. Monitoring will also provide useful information which can inform improvements in the Trust more generally and enable Support Staff - Teaching and Learning to learn from each other and collaborate.

6.3 Performance of Support Staff - Teaching and Learning will be observed on a regular basis, but the type of observation will depend on the individual circumstances of the employee and the overall needs of the Trust.

A typical cycle could include:

Autumn 1	SEND leadership - Learning Walk and/or Book Look
Spring 1	SEND leadership - Learning Walk and/or Book Look
Summer 1	SEND leadership - Learning Walk and/or Book Look
Other half terms	N/A unless required by individual circumstances or academy need

All Learning Walks and/or Book Looks will be carried out in a supportive fashion and will not add unnecessarily to Support Staff - Teaching and Learning workload.

Learning Walks and/or Book Looks for Support Staff - Teaching and Learning will be carried out by an appropriate member of leadership, usually the SENDCo and/or Deputy SENDCo.

7. Development and support

7.1 Our appraisal process is supportive and is used to inform and decide continuing professional development which improves performance. The Trust encourages a culture in which all employees take responsibility for improving their performance in their role and extending their depth of knowledge through appropriate professional development.

Agreed training and professional development will be linked to academy improvement priorities and, where possible, to the ongoing professional development needs and priorities of individuals.

We are committed to supporting appropriate and reasonable development which not only assists the employee in their role but also leads to improvements in performance across the Trust.

8. Feedback

8.1 Within each academy, employees will receive constructive feedback on their performance during the year and as soon as practicable after a lesson visit, learning walk or book look has taken place (where applicable), or other evidence has come to light.

Lesson visits should lead to written feedback.

Learning Walks and Book Looks should lead to written or verbal feedback; this may be on an individual or departmental basis.

Feedback should highlight areas of strength, offer praise and identify any areas for development.

Feedback on Support Staff - Teaching and Learning may also be sought from relevant qualified employees, e.g. classroom teachers with QTS within the Trust. For example, a teacher may be asked to provide feedback on a member of Support Staff - Teaching and Learning.

9. Unsatisfactory performance

9.1 Where there are concerns about any aspects of an employee's performance, a designated member of SLT (usually a Deputy Headteacher) will meet the appraisee to:

- give clear feedback about the nature and seriousness of the concerns;
- give the appraisee the opportunity to comment on and discuss the concerns;

- find out whether there are any issues, in or outside work, affecting performance that the appraiser can assist with or provide support for;
 - set clear objectives for the required improvements and how these can be achieved;
 - agree any support (for example coaching, mentoring, training, structured observations or observing others in a similar role) that will be provided to help address the concerns;
 - make clear how and by when progress will be reviewed, allowing sufficient time for improvement. This will be an informal review period and will be confirmed in an Action Plan; and
 - explain the implications and process if no, or insufficient, improvement is made during the informal review period, including a potential move to formal capability.
- 9.2** This meeting can happen at any time during the appraisal cycle. It is designed to be supportive, to address issues early and give the employee the opportunity to improve. The appraiser will present the evidence that indicates performance is not at the required standard. There is no right to be accompanied to this informal meeting. A note of the meeting will be made and a copy given to the employee so that they are clear about the support to be provided, the improvements required and the timescales involved.
- 9.3** An informal review period will follow this meeting. Its length will be determined by the appraiser based on the individual circumstances, but it should not be unduly long. During the informal review period, regular meetings should take place to ensure progress is being made.
- 9.4** At the end of the informal review period, if the appraiser is satisfied that the employee has made, or is making, sufficient improvement, the appraisal process will recommence as normal, with any remaining issues continuing to be addressed through that process. If performance is improving and further time is required, the appraiser may extend the informal review period. If no, or insufficient, improvement is being made, the Capability Process should be followed.

10. Evidence

Evidence is an important part of the appraisal process. The range and level of evidence used for appraisal will always be proportionate and minimise workload. Employees are expected to provide or identify relevant evidence arising from normal professional activity and existing quality-assurance processes. Employees should not be required to create a separate portfolio of evidence solely for appraisal.

11. All employees

11.1 During the appraisal period, each employee has a responsibility for providing and/or identifying proportionate evidence of progress so that strengths and areas for further development can be discussed at interim and annual review meetings. The appraiser will record the discussion and make an assessment in the appraisal report.

12. Teachers

12.1 In addition, a range of evidence should be available to the appraiser on a teacher's performance as part of the Trust's quality-assurance processes. Evidence may include, but is not limited to, information gained through:

- lesson visits;
- learning walks;
- book looks;
- evidence of meeting the relevant Standards;
- assessment of work relevant to any allocated TLRs; and
- assessment of progress towards set objectives.

13. Annual assessment

13.1 Performance and development priorities will be reviewed and addressed throughout the process and an interim appraisal meeting will take place at the mid-point of the cycle (February) to review performance and progress towards objectives.

Any concerns will be noted and an appropriate plan, if required, will be put in place for the remainder of the cycle. The plan will set out what improvement is required and what support will be provided.

Each employee's performance will be formally assessed in respect of each appraisal period.

An annual assessment is the end point to the annual appraisal cycle and will formally assess each employee's performance in respect of that cycle (see Appendix 6).

The employee will receive a written appraisal report as soon as practicable afterwards and by 31 October at the latest, and can comment on it in writing.

The appraisal report will be a summary of performance during the year and set out the employee's development needs for the next year. In particular the report will include:

- the original objectives for the appraisal period in question;
- an assessment of performance against the relevant standards;
- an assessment of performance against set objectives;
- a summary of the findings of lesson visits, learning walks and book looks, if applicable;
- an assessment of professional development needs and identification of any action that should be taken to address them; and
- if appropriate, a recommendation for the Headteacher to consider additional progress if the appraisee has exceeded expectations in all areas.

Any pay recommendation will be made in accordance with the criteria and arrangements set out in the Trust Pay Policy.

13.2 Pay recommendations need to be made by 31 December for the CEO and 31 October for all other staff, where applicable under the Pay Policy.

13.3 The assessment of performance and professional development needs from each individual appraisal will inform the planning process for the following appraisal period for the Academy/Trust.

Existing objective framework for 2026/27

Role	CPD	Teaching & Learning	Role / responsibility specific	Total
Support Staff - Admin	1	-	1	2
Support Staff - Teaching & Learning	1	-	1	2
Teacher	1	1	-	2
Teacher with TLR	1	1	1 per TLR	3+
HoD/HoH/Middle Leader	1	1	1	3
Lead Practitioner	1	1	2	4
SLT	1	1	3	5

14. Transition to Capability

Appraisal is an ongoing process. If an employee demonstrates underperformance and has not responded to support provided within the appraisal process, the employee will be notified in writing that

the appraisal system will no longer apply and that their performance will be managed under the Capability Policy. They will be invited to a formal capability meeting.

15. General principles underlying this policy

15.1 Confidentiality

The appraisal process will be treated confidentially. However, the desire for confidentiality does not override the need for the CEO and Trust to quality-assure the operation and effectiveness of the appraisal system. In each academy, the Headteacher, in conjunction with the Senior Leadership Team, is responsible for reviewing objectives and written appraisal records to check consistency of approach and expectation between different appraisers.

15.2 Consistency of treatment and fairness

The Trust is committed to ensuring consistency of treatment and fairness. It will abide by all relevant equality legislation, including the duty to make reasonable adjustments for disabled employees. The Trust is aware of Department for Education guidance relating to the Equality Act 2010.

15.3 Monitoring and evaluation

The Trust and CEO will monitor the operation and effectiveness of the appraisal arrangements. In developing, applying and evaluating this policy, the Trust will monitor the impact on different groups of people with protected characteristics in line with the Trust's Equal Opportunities Policy and Workforce Privacy Notice.

15.4 Retention and data protection

The CEO and academy Headteachers will ensure that all written appraisal records are retained securely. It is the appraiser's responsibility to ensure HR administrators have a copy of all relevant documents. As part of the application of this policy, the Trust may collect, process and store personal data in accordance with the Data Protection Policy. The Trust will comply with the UK General Data Protection Regulation, the Data Protection Act 2018 and associated legislation. Records will be kept in accordance with the Workforce Privacy Notice and Retention and Destruction Policy.

16. Review of policy

This policy is reviewed annually by the Trust. The Trust will monitor the application and outcomes of the policy to ensure it is working effectively.

During 2026/27, the Trust will undertake a wider review and refresh of appraisal and professional growth for 2027/28. This year will be used as a developmental and "noticing" year, with leaders paying attention to what makes appraisal genuinely meaningful, what supports professional growth and what creates unnecessary bureaucracy. The wider redesign will be developed collaboratively through the Trust Leadership Network during spring and summer 2027 before any substantive changes are made for 2027/28.

17. Appendices

Appendix 1 - Teachers' Standards

A teacher must:

1. Set high expectations which inspire, motivate and challenge pupils

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

2. Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes

- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

3. Demonstrate good subject and curriculum knowledge

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

4. Plan and teach well-structured lessons

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

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

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

6. Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set objectives, 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

- 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 to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8. Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents about pupils' achievements and well-being.

Part Two: Personal and professional conduct

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

- 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.

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.

Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

Appendix 2 - Support Staff Standards - Teaching and Learning

Part 1 - Teaching and Learning

Standard	Description	Requirements
1.1	Knowledge and understanding	Share responsibility for ensuring that their own knowledge and understanding is relevant and up to date by reflecting on their own practice, liaising with other professionals, and identifying relevant continued professional development to improve personal effectiveness. Take opportunities to acquire (and /or develop) the appropriate skills, qualifications, and/or experience required for their role ,with support from the school. Demonstrate expertise and skills in understanding the needs of relevant pupils (including specialist expertise as appropriate) and know how to contribute effectively to the adaptation and delivery of support to meet individual needs. Demonstrate an appropriate level of knowledge and skill relevant to their role and apply this effectively in supporting teachers and pupils. Understand their roles and responsibilities within the classroom (and learning environment) and whole school context recognising that these may extend beyond a direct support role.

Standard	Description	Requirements
1.2	Working with others	Recognise and respect the role and contribution of other professionals and parents by liaising (when relevant) effectively and working in partnership with them. With the class teacher, keep other professionals accurately informed of performance and progress or concerns they may have about the pupils they work with. Understand their responsibility to share knowledge (as and when relevant) to inform planning and decision making. Understand their role to be able to work collaboratively with classroom teachers and other colleagues, including specialist advisory teachers. Communicate their knowledge and understanding of pupils to other school staff and education, health, and social care professionals, so that informed decision making can take place on intervention and provision.

Part 2 - Personal and Professional Conduct

Standard	Description	Requirements
2	Personal and professional conduct.	A member of Support Staff – Teaching and Learning is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct. Members of Support Staff – Teaching and Learning uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by: treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to their 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. Members of Support Staff – Teaching and Learning 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.

Appendix 3 - Support Staff Standards - Admin

Part 1

Standard	Description	Requirements
1.1	Knowledge and understanding	Share responsibility for ensuring that their own knowledge and understanding is relevant and up to date by reflecting on their own practice, liaising with managers, and identifying relevant professional development to improve personal effectiveness. Take opportunities to acquire the appropriate skills and/or experience required for their role i.e. with support from the school/employer. Demonstrate expertise and skills in understanding the needs of their role (including specialist expertise as appropriate) and know how to contribute effectively. Demonstrate an appropriate level of knowledge relevant to their role and apply this effectively in their role. Understand their roles and responsibilities within the whole school context recognising that these may extend beyond an administrative role.
1.2	Working with others	Where appropriate recognise and respect the role and contribution of other professionals, parents by liaising effectively and working in partnership with them. Keep other professionals accurately informed of concerns they may have about the pupils or staff that they work with. Understand their responsibility to share knowledge to inform planning and decision making. Understand their role in order to be able to work collaboratively with colleagues at all levels. Communicate their knowledge and understanding of pupils to relevant school staff so that informed decision making can take place.

Part 2 - Personal and Professional Conduct

Standard	Description	Requirements
2	Personal and Professional conduct	A member of Support Staff – Admin is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct. Members of Support Staff – Admin uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by: treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to their 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. Members of Support Staff – Admin 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.

Appendix 4 - Threshold Standards

Standard	Requirements
P1	Contribute significantly, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their implementation.
P2	Have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential.
P3	Have an extensive knowledge and well-informed understanding of the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those related to public examinations and qualifications.
P4	Have up-to-date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs.
P5	Have a more developed knowledge and understanding of their subjects/curriculum areas and related pedagogy including how learning progresses within them.
P6	Have sufficient depth of knowledge and experience to be able to give advice on the development and well-being of children and young people.
P7	Be flexible, creative, and adept at designing learning sequences within lessons and across lessons that are effective and consistently well-matched to learning objectives and the needs of learners and which integrate recent developments, including those relating to subject/curriculum knowledge.
P8	Have teaching skills which lead to learners achieving well relative to their prior attainment, making progress as good as, or better than, similar learners nationally.
P9	Promote collaboration and work effectively as a team member.
P10	Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback.

Appendix 5 - Model Lesson Visit / Learning Walk / Book Look timeline

The precise cycle is to be agreed by the academy Headteacher and Director of Education.

Half term	Indicative activity
Autumn 1	SLT / Middle Leaders - Lesson Visit
Autumn 2	Middle Leaders / SLT - Learning Walk and/or Book Look

Half term	Indicative activity
Spring 1	Middle Leaders / SLT - Learning Walk and/or Book Look
Spring 2	Middle Leaders / SLT - Learning Walk and/or Book Look
Summer 1	N/A
Summer 2	SLT / Middle Leaders - Lesson Visit

Appendix 6 - Appraisal Review Matrices

Teaching staff

SLT

Appraisal area	Review judgement
Teachers' Standards - Part 1 (Teaching)	Exceeded / Met / Support
Teachers' Standards - Part 2 (Personal and Professional Conduct)	Exceeded / Met / Support
1 x Teaching & Learning objective	Exceeded / Met / Support / Not Met
3 x role-specific objectives	Exceeded / Met / Support / Not Met
1 x CPD objective	Exceeded / Met / Support / Not Met

Lead Practitioner

Appraisal area	Review judgement
Teachers' Standards - Part 1 (Teaching)	Exceeded / Met / Support
Teachers' Standards - Part 2 (Personal and Professional Conduct)	Exceeded / Met / Support
1 x Teaching & Learning objective	Exceeded / Met / Support / Not Met
2 x role-specific objectives	Exceeded / Met / Support / Not Met
1 x CPD objective	Exceeded / Met / Support / Not Met

Middle Leaders

Appraisal area	Review judgement
Teachers' Standards - Part 1 (Teaching)	Exceeded / Met / Support
Teachers' Standards - Part 2 (Personal and Professional Conduct)	Exceeded / Met / Support
Threshold Standards	Met / Support
1 x Teaching & Learning objective	Exceeded / Met / Support / Not Met
1 x role-specific objective	Exceeded / Met / Support / Not Met
1 x CPD objective	Exceeded / Met / Support / Not Met

Teacher with TLR(s)

Appraisal area	Review judgement
Teachers' Standards - Part 1 (Teaching)	Exceeded / Met / Support
Teachers' Standards - Part 2 (Personal and Professional Conduct)	Exceeded / Met / Support
Threshold Standards	Met / Support
1 x Teaching & Learning objective	Exceeded / Met / Support / Not Met
1 x role-specific objective per TLR	Exceeded / Met / Support / Not Met
1 x CPD objective	Exceeded / Met / Support / Not Met

Teaching Staff

Appraisal area	Review judgement
Teachers' Standards - Part 1 (Teaching)	Exceeded / Met / Support
Teachers' Standards - Part 2 (Personal and Professional Conduct)	Exceeded / Met / Support
Threshold Standards	Met / Support
1 x Teaching & Learning objective	Exceeded / Met / Support / Not Met
1 x CPD objective	Exceeded / Met / Support / Not Met

Support Staff - Teaching and Learning

Appraisal area	Review judgement
Support Staff T&L Standards - Part 1	Exceeded / Met / Support
Support Staff T&L Standards - Part 2	Exceeded / Met / Support
1 x role-specific objective	Exceeded / Met / Support / Not Met
1 x CPD objective	Exceeded / Met / Support / Not Met

Support Staff - Admin

Appraisal area	Review judgement
Support Staff Admin Standards - Part 1	Exceeded / Met / Support
Support Staff Admin Standards - Part 2	Exceeded / Met / Support
1 x role-specific objective	Exceeded / Met / Support / Not Met
1 x CPD objective	Exceeded / Met / Support / Not Met