



# Learn-AT

Learning ~ Fellowship

## LAT046 Teachers' Performance Review Policy 2021/22

Version 1 Updated November 2021

Created by: S. Edwards  
Approved by: Trustees (4<sup>th</sup> November 2021)  
Next Review: November 2022

# Table of Contents

<b>Scope .....</b>	<b>5</b>
<b>1. PART 1 – TEACHERS.....</b>	<b>5</b>
<b>1.1. APPLICATION OF THE POLICY .....</b>	<b>5</b>
<b>1.2. PURPOSE .....</b>	<b>5</b>
<b>1.3. LINKS TO SCHOOL IMPROVEMENT, SCHOOL SELF-EVALUATION AND SCHOOL REVIEW .....</b>	<b>6</b>
<b>1.4. CONSISTENCY OF TREATMENT AND FAIRNESS.....</b>	<b>6</b>
<b>1.5. QUALITY ASSURANCE AND MODERATION.....</b>	<b>6</b>
<b>1.6. OBJECTIVE SETTING .....</b>	<b>6</b>
<b>1.7. THE PERFORMANCE REVIEW .....</b>	<b>9</b>
<b>1.8. REVIEWING PROGRESS.....</b>	<b>9</b>
<b>1.9. PROGRESSION TO THE UPPER PAY RANGE (UPR).....</b>	<b>10</b>
<b>1.10. PROGRESSION THROUGH THE UPPER PAY RANGE (UPR).....</b>	<b>11</b>
<b>1.11. PERFORMANCE REVIEW FOR MIDDLE AND SENIOR LEADERS.....</b>	<b>12</b>
<b>1.12. APPEALS.....</b>	<b>13</b>
<b>1.13. CONFIDENTIALITY .....</b>	<b>13</b>
<b>1.14. TRAINING AND SUPPORT.....</b>	<b>13</b>
<b>1.15. APPOINTMENT OF REVIEWERS .....</b>	<b>14</b>
<b>1.16. THE PERFORMANCE REVIEW CYCLE.....</b>	<b>14</b>
<b>1.17. RETENTION OF STATEMENTS .....</b>	<b>15</b>
<b>1.18. MONITORING AND EVALUATION.....</b>	<b>15</b>
<b>1.19. REVIEW OF THE POLICY .....</b>	<b>16</b>
<b>1.20. ACCESS TO DOCUMENTATION .....</b>	<b>16</b>
<b>2. PART 2 – Assistant and Deputy Headteachers/Heads of School .....</b>	<b>17</b>
<b>2.1. APPLICATION OF THE POLICY .....</b>	<b>17</b>
<b>2.2. PURPOSE .....</b>	<b>17</b>
<b>2.3. CONSISTENCY OF TREATMENT AND FAIRNESS.....</b>	<b>17</b>
<b>2.4. APPOINTMENT OF REVIEWERS FOR THE EXEC/HEADTEACHER .....</b>	<b>17</b>
<b>2.5. OBJECTIVE SETTING .....</b>	<b>17</b>
<b>2.6. APPEALS.....</b>	<b>20</b>
<b>2.7. CONFIDENTIALITY .....</b>	<b>20</b>
<b>2.8. TRAINING AND SUPPORT.....</b>	<b>20</b>
<b>2.9. THE PERFORMANCE REVIEW CYCLE.....</b>	<b>21</b>
<b>2.10. RETENTION OF STATEMENTS .....</b>	<b>21</b>

2.11. MONITORING AND EVALUATION.....	22
2.12. REVIEW OF THE POLICY .....	22
2.13. ACCESS TO DOCUMENTATION .....	23
<b>3. PART 3 – EXECUTIVE HEADTEACHERS AND HEADTEACHERS .....</b>	<b>24</b>
3.1. APPLICATION OF THE POLICY .....	24
3.2. PURPOSE .....	24
3.3. LINKS TO SCHOOL IMPROVEMENT, SCHOOL SELF-EVALUATION AND SCHOOL REVIEW .....	24
3.4. CONSISTENCY OF TREATMENT AND FAIRNESS.....	24
3.5. APPOINTMENT OF REVIEWERS FOR THE EXEC/HEADTEACHER .....	24
Appointment of an External Adviser .....	25
3.6. OBJECTIVE SETTING .....	25
3.7. APPEALS.....	27
3.8. CONFIDENTIALITY .....	27
3.9. TRAINING AND SUPPORT.....	27
3.10. THE PERFORMANCE REVIEW CYCLE.....	28
3.11. RETENTION OF STATEMENTS .....	28
3.12. MONITORING AND EVALUATION.....	28
3.13. REVIEW OF THE POLICY .....	29
3.14. ACCESS TO DOCUMENTATION .....	30
<b>4. PART 4: TRUST LEADER.....</b>	<b>31</b>
4.1. APPLICATION OF THE POLICY .....	31
4.2. PURPOSE .....	31
4.3. LINKS TO SCHOOL IMPROVEMENT, SCHOOL SELF-EVALUATION AND SCHOOL REVIEW .....	31
4.4. CONSISTENCY OF TREATMENT AND FAIRNESS.....	31
4.5. APPOINTMENT OF REVIEWERS FOR THE TRUST LEADER .....	31
4.6. OBJECTIVE SETTING .....	31
4.7. APPEALS.....	34
4.8. CONFIDENTIALITY .....	34
4.9. TRAINING AND SUPPORT.....	34
4.10. THE PERFORMANCE REVIEW CYCLE.....	34
4.11. RETENTION OF STATEMENTS .....	35
4.12. MONITORING AND EVALUATION.....	35
4.13. REVIEW OF THE POLICY .....	35
4.14. ACCESS TO DOCUMENTATION .....	36

<b>Appendix 1: Teacher's Review of performance against professional standards .....</b>	<b>37</b>
<b>Appendix 2: Learn-AT Teacher's Request for Progression to UPR.....</b>	<b>47</b>
<b>Appendix 3: UPR Evaluation Form .....</b>	<b>48</b>
<b>Appendix 3: Teacher Leader Standards – (for information only).....</b>	<b>51</b>
<b>Appendix 5: Standards for Headteachers 2020 .....</b>	<b>52</b>
<b>Appendix 6: Attributes of Executive Headteachers (Information only).....</b>	<b>53</b>

**Before you use this policy, please check you have the latest version using the footer reference and Learn-AT Policy Index.**

## **Status of Policy**

**This policy was consulted upon in 2021/22.**

**It replaces the previous policy of the same name which was dated 2020/21.**

**Changes cannot be made to this document without the approval of the Trust Board. If you have any queries about the application of this policy/procedure, please contact the appropriate Exec/Headteacher.**

## **Scope**

**This policy applies to all Learn-AT teaching staff and should be read in conjunction with the Learn-AT Teachers' Pay Policy.**

In accordance with Learn School Trust's (Learn-AT) Scheme of Delegation and Articles of Association, application of this policy is devolved to individual academies within the Trust, unless otherwise stated.

The Trustees of Learn Academies Trust adopted this Performance Review Policy on 4<sup>th</sup> November 2021

## **1. PART 1 – TEACHERS**

### **1.1. APPLICATION OF THE POLICY**

- 1.1.1. The policy applies to all teachers (qualified and unqualified) employed by the Trust, except teachers on contracts of less than one term, those undergoing induction (i.e. newly qualified teachers) and those who are subject to capability procedures.
- 1.1.2. The performance review process will not be used as a substitute for the capability procedure. Capability is subject to a separate policy and procedure and will only be invoked when the performance review process has been exhausted.

### **1.2. PURPOSE**

- 1.2.1. This policy sets out the framework for a clear and consistent evaluation of the overall performance of teachers. It aims to support teachers' professional learning and development needs within the context of their own aspirations and the Trust's and individual schools' strategic development and improvement plans.
- 1.2.2. Where teachers are eligible for pay progression, the reviewer will make a recommendation based on evaluation of performance throughout the performance review cycle. This evaluation is of the teachers' overall performance against the Teachers' Standards and will include key objectives highlighted from the teachers standards, selected by agreement between the teacher and the reviewer in the previous cycle (see Appendices 1 and 2).

### **1.3. LINKS TO SCHOOL IMPROVEMENT, SCHOOL SELF-EVALUATION AND SCHOOL REVIEW**

- 1.3.1. The performance review process is a key source of information for trust and school self-evaluation and the wider trust and school development process.
- 1.3.2. Reviewees' objectives will be aligned with the Trust's and the school's development priorities, as well as reflecting reviewees' professional aspirations and professional learning and development needs.

### **1.4. CONSISTENCY OF TREATMENT AND FAIRNESS**

- 1.4.1. The Trust Board is committed to ensuring consistency of treatment and fairness in the operation of performance review. To ensure this, the following provisions are made in relation to moderation, quality assurance and objective setting:

### **1.5. QUALITY ASSURANCE AND MODERATION**

- 1.5.1. The school's Exec/Headteacher may delegate the reviewer role for some or all teachers for whom he/she is not the line manager. In these circumstances the Exec/Headteacher will moderate all the performance review records to check that the performance review records of teachers at the school:
  - are consistent between those who have similar experience and similar levels of responsibility, and take account of teachers who work part-time.
  - comply with the regulations and the requirements of equality legislation
- 1.5.2. Where additional moderation is required, the headteacher may request additional support from the Trust Leader and/or another Learn-AT headteacher.

### **1.6. OBJECTIVE SETTING**

- 1.6.1. Teachers' performance in the performance review period will be assessed against the Teachers' Standards, see Appendix 1. Teachers who have responsibilities beyond the classroom, should also expect to have their performance of those responsibilities evaluated.
- 1.6.2. Reviewers will assess qualified teachers against the standards to a level that is consistent with what should reasonably be expected of a teacher in the relevant role, contracted hours and at the relevant stage of his or her career. The professional judgement of reviewers will therefore be central to appraisal against these standards.
- 1.6.3. The performance review process involves the teacher in each of his or her roles: class teacher, teacher leadership beyond the classroom and/or TLR/Leadership post if relevant.
- 1.6.4. In preparation for setting objectives at the performance review meeting, teachers will complete a self-review against the extant Teachers' Standards in order to identify which of the Teachers' Standards they might want to select as specific, key objectives (usually three) for the following

year in order to improve the quality of their performance in the classroom (see Appendix 1). They will be linked to the teacher's individual professional learning and development needs and relevant to whole school development priorities. They will have regard to what can reasonably be expected of any teacher in that position given the desirability of the reviewee being able to achieve a satisfactory balance between the time required to discharge his/her professional duties and the time required to pursue his/her personal interests outside work, consistent with the desire to ensure the well-being of staff and the maintenance of a healthy work/home balance.

- 1.6.5. Data relating to pupil achievement, behaviour, well-being and the quality of education will form part of the evidence base for evaluating the teachers' performance. Key objectives will not focus on narrow numerical targets.
- 1.6.6. The objectives will also take account of the teacher's professional aspirations and any relevant pay progression criteria and any change in circumstances. They should be such that, if they are achieved, they will contribute to improving the quality of teaching and learning in the school and the achievement of its pupils.
- 1.6.7. The reviewer and reviewee will seek to agree the objectives, but where a joint determination cannot be made, the Exec/Headteacher will make the determination. The reviewee will be able to register their objections to the objectives on the review document.
- 1.6.8. 1.6.8 All teachers will usually have three key objectives taken from the Teachers' Standards. One will usually relate closely to pupil achievement; one to a broader school/leadership role and one to the teacher's own professional learning and development.
- 1.6.9. It is important to emphasise that performance review is an assessment of overall performance of the teacher, against the full Teachers' Standards. Three key objectives cannot cover the full range of a teacher's roles/responsibilities. They will be selected to focus upon the development priorities emerging from school self-evaluation and the teacher's and the reviewer's joint evaluation. It follows that meeting the key objectives will explicitly help the teacher to meet the Teachers' Standards or to continue to improve/develop expertise in the Teachers Standards.
- 1.6.10. At the assessment stage the reviewer will evaluate the teacher's overall performance over the previous year against the Teachers' Standards. The onus will be upon the teacher to provide evidence of their performance as detailed in below. The review discussion will give the teacher the opportunity to highlight to the reviewer his or her successes over the past year. This discussion will lead into the second half of the review meeting in which key objectives will be set for the following year.
- 1.6.11. To support the review the teacher will provide the following evidence:
  - review of their pupils' achievement in reading, writing, maths and other

- curriculum subjects, providing commentary on their pupils' performance
- feedback from monitoring activities such as observations of pupil learning, 'learning walks', 'drop ins' and work scrutiny.
  - evidence of skilled planning of effective sequences of lessons
- 1.6.12. The teacher is invited to provide any other evidence which will exemplify his or her performance against the Teachers' Standards.
- 1.6.13. The professional judgement of reviewers will be central to evaluation of performance against these standards. To that end the School Leadership Team members who undertake all performance review assessments in this trust, will be trained.
- 1.6.14. Where a teacher is eligible for pay progression, recommendations for pay progression of one point on the Main Scale should be based on evidence that shows that the teacher is meeting the vast majority of the Teachers' Standards and is at least making good progress towards those not met (see Appendix One).
- 1.6.15. Newly Qualified Teachers who pass their probationary year will be recommended for pay progression, as it will be assumed that they have met the Teachers' Standards. Three key objectives taken from the Teachers' Standards will be agreed with their performance reviewer at the first meeting of the performance review cycle of the RQT year.
- 1.6.16. Further details of the decision-making process for pay progression can be found in the current Learn-AT Teachers' Pay Policy.
- 1.6.17. The teacher will receive a written performance review report within 20 working days following the end of each performance review period – and have the opportunity to comment in writing on it.
- 1.6.18. This review is the culmination of the annual review process. However, performance will be reviewed on a regular basis throughout the year. Where evidence emerges during the review cycle which causes concern, the reviewee's objectives may be amended and re-prioritised. Any additional/different objective(s) set to address the concerns must not take the total number of key objectives beyond the usual three for any teacher.
- 1.6.19. The Trust Board is committed to promoting a trust-wide culture of continuous professional learning, development and support. All teachers have access to instructional leadership and an entitlement to regular, in-school coaching and CPDL in contexts of Research Lesson Study, professional development meetings, other in-house training and support from subject specialists as appropriate, and/or external training for improvement and development. All teachers are expected to engage with the professional learning opportunities provided. Where minor concerns for a teacher's professional learning needs or performance arise, a schedule of more frequent regular interim performance review reviews will be established to review learning needs, provide more bespoke CPD support, such as Lesson Study and/or incremental

coaching, and to evaluate its impact. Where continuing concerns remain, a move to a more formal capability procedure would be considered.

- 1.6.20. If, despite the reviewee receiving appropriate support, the reviewee's performance does not improve and goes on to give rise to significant concerns, the performance review process will cease and the Exec/Headteacher will invoke the separate Capability Policy and Procedure.
- 1.6.21. In cases where the teacher's performance has prompted the Exec/Headteacher to invoke the Capability Policy, the Pay Committee will not award progression through the pay range.
- 1.6.22. In this Trust, performance review meetings will usually take place between July and September, with the review cycle completed by 31st October. At least one interim review will take place in the Spring Term.

## 1.7. THE PERFORMANCE REVIEW

- 1.7.1. The performance review will include:
  - details of the teacher's key objectives for the performance review period in question
  - the teacher's own self-review of their performance against the Teachers' Standards and their key performance review objectives set the previous year
  - the reviewer's evaluation of the teacher's performance against the Teachers' Standards including their three key performance review objectives set the previous year
  - an assessment of the teacher's training, professional learning and development needs and identification of any actions that should be taken or provision made to address them
  - a recommendation on pay where that is relevant (NB – pay recommendations need to be made by 31 December for Exec/Headteachers and by 31 October for other teachers).
- 1.7.2. The assessment of performance and of training, professional learning and review needs will inform the planning process for the following performance review period.

## 1.8. REVIEWING PROGRESS

- 1.8.1. The following statement is designed to clarify what is expected of Learn AT teachers so that there is no doubt about the level of performance required by our teachers:
- 1.8.2. It is understood that the assessment of a teacher's performance during the performance review meeting will be rooted in the evidence outlined in above. However, it is important to be clear that the final judgement of a teacher's performance on a 1-5 grading system will be made within the context of Learn-AT, where:
  - we place the highest priority on pupils' safety and wellbeing

- we expect pupils to make good progress from their starting points as a result of good teaching and learning in all subjects of the primary curriculum
- we expect all pupils who do not have special educational needs or any other cognitive barriers to learning to achieve the national standard or better in English and Maths at the end of Key Stage 2
- teachers have the highest expectations of all pupils
- we expect all children to be treated with unconditional positive regard
- we expect teachers to engage in professional learning opportunities and to contribute to a collaborative professional learning community

1.8.3. At the end of the cycle, assessment of performance will be judged as follows:

<b>Criterion</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>	<b>Level 5</b>
Teachers' Standards	Exceptional performance	All met securely	The vast majority, including the key objectives, are met and at least making good progress towards those not met	Whilst some are met, One or more of the standards are not met	Clearly not met

***In order to be recommended for pay progression a teacher's performance must be judged to be Level 3 or above overall.***

## 1.9. PROGRESSION TO THE UPPER PAY RANGE (UPR)

1.9.1. When assessing a teacher's request to progress to UPR, reviewers will consider overall performance against the Upper Pay Range progression criteria.

<b>Criterion</b>	<b>Description</b>
<b>Highly competent</b>	The teacher's performance is judged at Level 1 or Level 2 against the Teachers' Standards in the particular role they are fulfilling and the context in which they are working.
<b>Substantial</b>	The teacher's overall performance and contribution to the school are significant, not just in the standards of teaching and learning in their own classroom, or with their own groups of students, but also in making a significant wider contribution to school improvement, which impacts on student progress and the effectiveness of colleagues.

<b>Sustained</b>	They will have been expected to have shown that their teaching expertise has grown over the relevant period and is consistently highly effective.
------------------	---

- 1.9.2. Teachers must request consideration for progression to the Upper Pay Range by submitting an application, using the Learn-AT UPR Evaluation Form (Appendix Three), to the headteacher by the deadline of 30th September of the academic year for which they are seeking progression. This is so that the consideration of the request can align with the annual performance review cycle for that year.
- 1.9.3. Teachers can apply for progression to UPR from any point on the teachers' Main Scale.
- 1.9.4. Applications will be assessed according to the UPR assessment criteria detailed in Appendices Two and Three.
- 1.9.5. The Headteacher and/or the teacher's performance review reviewer, will evaluate the application against the UPR assessment criteria (Appendices Two and Three) and judge whether the teacher's performance has been consistently highly competent, substantial and sustained as outlined in the table in above. Where the headteacher is the teacher's performance reviewer, the Deputy Headteacher will moderate the assessment. The headteacher may ask for support from the Learn-AT Trust Leader and/or another Learn-AT headteacher to moderate the evaluation of the application.
- 1.9.6. While the timing of the two processes is aligned in the interests of procedural coherence, progression to UPR and annual performance review are separate and distinct procedures. Where an application for progression to the Upper Pay Range is unsuccessful, this does not mean that Performance Review will be unsuccessful. For example, a teacher on M3, applying for progression to UPR, may not be successful in their UPR application, but may still have a successful performance review and move to M4. Teachers can re-apply for progression to UPR in subsequent years.

## 1.10. PROGRESSION THROUGH THE UPPER PAY RANGE (UPR)

- 1.10.1. All teachers are entitled to an annual review of their performance regardless of whether they are paid on the UPR.
- 1.10.2. No more than three specific objectives for the coming year will be agreed in the usual way between the reviewer and the reviewee at the annual performance review meeting.
- 1.10.3. These specific objectives will derive from the Teachers' Standards and the UPR assessment criteria and will relate to:
- pupil achievement and learning outcomes
  - teacher leadership and/or the contribution the teacher may make to wider school improvement

- the teacher's own professional learning and development

- 1.10.4. Progression through UPR is unlikely to be more frequent than every two years and may be less frequent.
- 1.10.5. Teachers working in Learn-AT schools and already on UPR do not have to re-apply to progress through UPR. (*This does not apply to teachers applying from outside the trust for new Main Scale positions in Learn-AT schools*). However, just as teachers on the main scale are expected to review their own performance against their objectives and the Teachers' Standards in preparation for their annual review meeting, so teachers on the Upper Pay Range are expected to review their performance against their objectives, the Teachers' Standards and the UPR assessment criteria. This review informs decisions about future performance objectives and a professional discussion between reviewer and reviewee about teachers' professional development needs.
- 1.10.6. Reviewers will use the UPR assessment form to evaluate the UPR teacher's performance against their specific performance review objectives from the previous year , alongside their overall performance in the context of the teachers standards and the UPR criteria (Appendix 3). This assessment will be informed by clear and demonstrable evidence of performance.

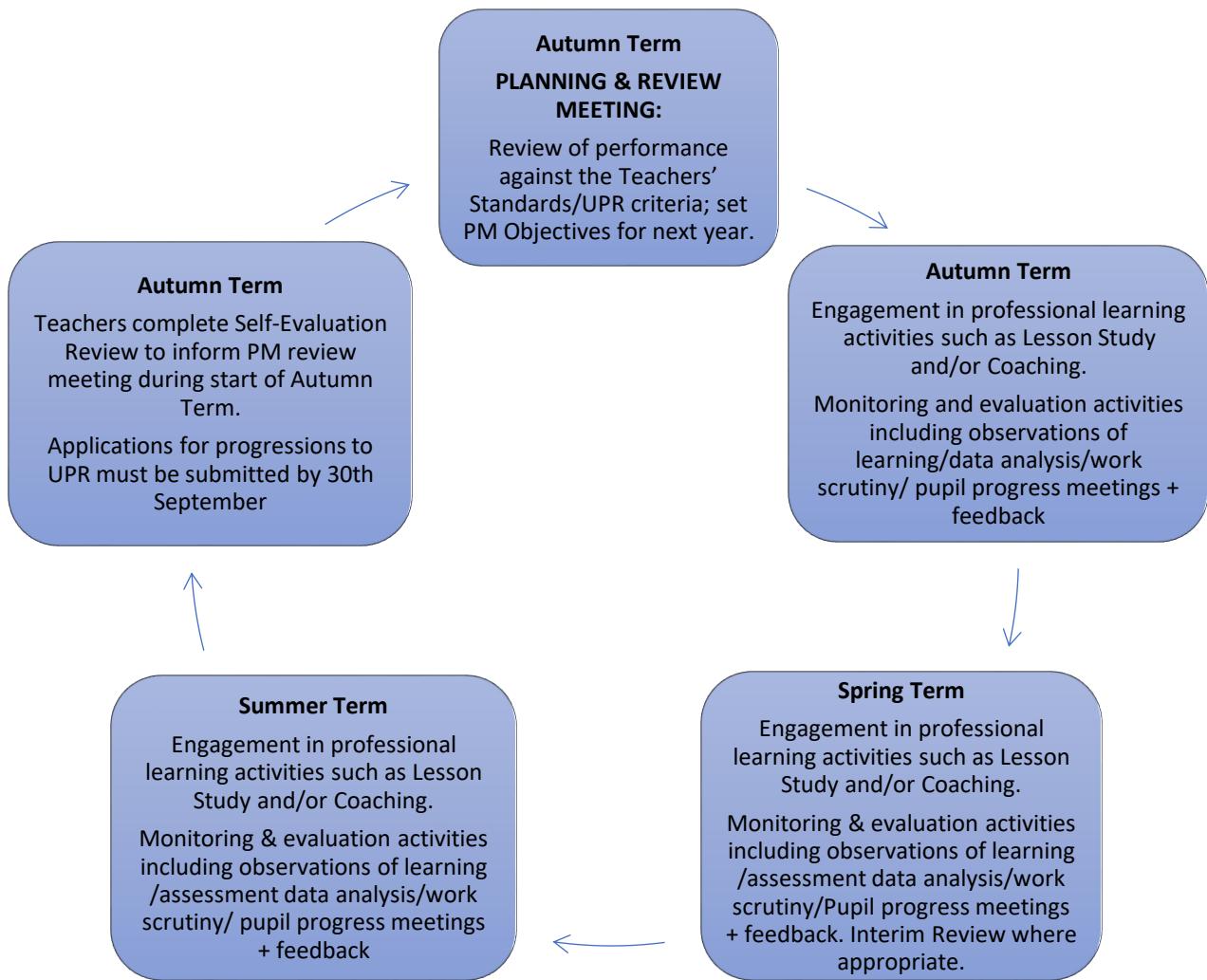
**1.10.7. *The reviewer will judge whether the teacher's overall performance remains highly competent, substantial and sustained before recommending progression to UPR2 or UPR3.***

- 1.10.8. The reviewer may ask for support from another performance reviewer in the evaluation of the teacher's performance to moderate his/her recommendation regarding the teacher's progression through UPR. Where the reviewer is the headteacher, this may be another Learn-AT headteacher or the Trust Leader.

**1.11. PERFORMANCE REVIEW FOR MIDDLE AND SENIOR LEADERS**

- 1.11.1. The performance of middle and senior leaders is evaluated according to the same principles as that of teachers on Main Scale and UPR. The model teacher leaders' standards (Appendix 4) may be used to inform agreement about the leadership objective which relates to a leader's specific leadership responsibilities in school.
- 1.11.2. The performance review cycle is annual, but on occasions it may be appropriate to set objectives that will cover a period over more than one cycle. In such cases, the basis on which the progress being made towards meeting the performance criteria for the objective will be assessed at the end of the first cycle and will be recorded in the planning and review statement at the beginning of the next cycle.

- 1.11.3. The following flow-chart outlines the key elements of the performance review cycle:



## 1.12. APPEALS

- 1.12.1. At specified points in the Performance Review process, teachers and Exec/Headteachers have a right of appeal against any entry in the Performance Review documents. Where a reviewee wishes to appeal based on more than one entry, this would constitute one appeal hearing. Details of the appeals process are covered in the current Learn-AT Teachers' Pay Policy.

## 1.13. CONFIDENTIALITY

- 1.13.1. The performance review process and associated records generated as a result of it will be treated with strict confidentiality at all times. Local Governors' Pay Committee members, the Exec/Headteacher and the teacher's performance review reviewer will have access to teachers' performance review records.

## 1.14. TRAINING AND SUPPORT

- 1.14.1. The school's Research-Informed Professional Learning (RIPL) programme will be informed by the training and professional learning needs identified in the reviewees' performance review record.
- 1.14.2. The Exec/Headteacher will ensure that, as far as possible, appropriate resources are made available for any training and support agreed for reviewees.
- 1.14.3. With regard to the provision of RIPL in the case of competing demands on the school budget, a decision on relative priority will be taken with regard to the extent to which: (a) the RIPL identified is essential for a reviewee to meet their objectives; and (b) the extent to which the training and support will help the school to achieve its priorities.
- 1.14.4. All reviewers will be provided with training to enable them to discharge all aspects of their role appropriately and effectively, including the conduct of performance review, objective setting, observations of teaching and learning and providing high quality feedback to reviewees.

#### **1.15. APPOINTMENT OF REVIEWERS**

- 1.15.1. The Exec/Headteacher will be responsible for designating the reviewer for each teacher.
- 1.15.2. Where a teacher believes the person nominated by the Exec/Headteacher as their reviewer is unsuitable for professional reasons, s/he may submit a written request to the Exec/Headteacher for that reviewer to be replaced, stating those reasons. The headteacher will provide a written response within 10 working days.
- 1.15.3. Where it becomes apparent that the reviewer will be absent for the majority of the cycle or is unsuitable for professional reasons, the Exec/Headteacher may perform the duties him/herself or delegate them in their entirety to another leader. Where this leader is not the reviewee's line manager, the leader will have an equivalent or higher status in the staffing structure than the teacher's line manager.
- 1.15.4. A Performance Review cycle will not begin again in the event of the reviewer being changed.
- 1.15.5. All line managers to whom the Exec/Headteacher has delegated the role of reviewer will receive appropriate preparation and training for that role.

#### **1.16. THE PERFORMANCE REVIEW CYCLE**

- 1.16.1. The performance of teachers will be reviewed on an annual basis. In Learn-AT schools performance review planning and reviews will aim to be completed for all teachers by 31 October. Pay awards will be back-dated to September 1<sup>st</sup> of the academic year in which the review takes place.
- 1.16.2. Teachers who are employed on a fixed-term contract of less than one year will have their performance reviewed in accordance with the principles underpinning this policy. The length of the cycle will be determined by the duration of their contract.

- 1.16.3. Where a teacher starts their employment at the school partway through a cycle, the Exec/Headteacher shall determine the length of the first cycle for that teacher, with a view to bringing the cycle into line with that of other teachers at the school as soon as possible.
- 1.16.4. Where a teacher starts his or her employment at the school it is the teacher's responsibility to provide the school with copies of his or her current performance review documentation and his or her previous year's performance review documentation, to ensure continuity, especially in matters related to progression to UPR.
- 1.16.5. Where a teacher transfers to a new post within the school part way through a cycle, the Exec/Headteacher or, in the case where the teacher is the Exec/Headteacher, the Local Governing Body shall determine whether the cycle shall begin again and whether to change the reviewer.

#### **1.17. RETENTION OF STATEMENTS**

- 1.17.1. Performance review records will be retained for a period of six years, stored securely and electronically in the trust's IT network.
- 1.17.2. While the reviewer will lodge a record of the teacher's review documentation securely in this way, it is also the responsibility of all teachers to keep their copy of their performance review documentation safe and secure. Teachers need their documents in order to prepare their own self-review in advance of their performance review meeting.

#### **1.18. MONITORING AND EVALUATION**

- 1.18.1. The Local Governing Body will monitor the operation and outcomes of performance review arrangements. The headteacher's annual report to the LGB (or the Trust Board Pay Committee, see below) will include an analysis of pay progression data by eligibility, protected characteristics, contract type and pay range.
- 1.18.2. The Exec/Headteacher will provide the Local Governing Body, with a written report on the operation of the school's Performance Review Policy annually at the first meeting of the full Local Governing Body after the completion of performance reviews. The report will not contain any information that would enable any individual to be identified.
- 1.18.3. In cases where a school's LGB does not have delegated authority for staff pay decisions, the Exec/Headteacher's Performance Review report will be received by Learn-AT's Pay Committee.
- 1.18.4. The report will include:
  - Teachers' performance objectives for the current and previous year
  - Pay recommendations for the current year
- 1.18.5. The Trust Board is committed to ensuring that the Teachers' Performance Review process is fair and non-discriminatory. Grounds for unlawful discrimination could include the following:
  - Age

- Disability
- Gender including gender reassignment
- Sexual orientation
- Marriage and civil partnership
- Pregnancy, maternity and paternity
- Race
- Religion and belief
- Part time working
- Trade union membership

1.18.6. The Exec/Headteacher will also report on whether there have been any appeals or representations on an individual or collective basis on the grounds of alleged discrimination under any of the categories above.

#### **1.19. REVIEW OF THE POLICY**

- 1.19.1. The Trust Board will review the Teachers' Performance Review Policy annually.
- 1.19.2. The Local Governing Body will take account of the Exec/Headteacher's report in its review of the Performance Review policy. The policy will be revised as required to ensure that it is always up to date.
- 1.19.3. Teachers new to the school will be provided with details of the Performance Review arrangements as part of their induction.

#### **1.20. ACCESS TO DOCUMENTATION**

- 1.20.1. All staff will have access to documentation relating to school improvement and review and any other documents and procedures to which this policy relates. These will be published and available from the office.

## **2. PART 2 – Assistant and Deputy Headteachers/Heads of School**

### **2.1. APPLICATION OF THE POLICY**

- 2.1.1. The policy applies to all Assistant Heads/Deputy Heads/Heads of School employed by the Trust, except those on contracts of less than one term.
- 2.1.2. The performance review process will not be used as a substitute for the capability procedure. Capability is subject to a separate policy and procedure and will only be invoked when the performance review process has been exhausted.

### **2.2. PURPOSE**

- 2.2.1. This policy sets out the framework for a clear and consistent assessment of the overall performance of Assistant/Deputy/Head of School and for supporting their development within the context of the Trust Strategic Development Plan and their own professional development needs.
- 2.2.2. Where Assistant/Deputy/Head of School are eligible for pay progression, the assessment of performance throughout the cycle against the performance criteria specified in Section 6 below, will be the basis on which the recommendation is made by the reviewer.
- 2.2.3. **LINKS TO SCHOOL IMPROVEMENT, SCHOOL SELF-EVALUATION AND SCHOOL REVIEW**
- 2.2.4. The performance review process is a key source of information for Trust and school self-evaluation and the school and trust development process.
- 2.2.5. Assistant/Deputy/Head of School objectives will be aligned with the Trust's development priorities, as well as reflecting their professional aspirations.

### **2.3. CONSISTENCY OF TREATMENT AND FAIRNESS**

- 2.3.1. The Trust Board is committed to ensuring consistency of treatment and fairness in the operation of Assistant/Deputy/Head of School performance review. To ensure this, the following provisions are made in relation to moderation, quality assurance and objective setting:

### **2.4. APPOINTMENT OF REVIEWERS FOR THE EXEC/HEADTEACHER**

- 2.4.1. The Scheme of Delegation for each individual school outlines who is responsible for reviewing the performance of Assistant and Deputy Heads and Heads of School. Usually the Exec/Headteacher and two Local Governors from the school's Local Governing Body will conduct the Assistant/Deputy/Head of School performance review process.
- 2.4.2. Where the Assistant/Deputy/Head of School believes any of the Local Governors nominated by the LGB is unsuitable for professional reasons, s/he may submit a written request to the Local Governing Body for that local governor to be replaced, stating reasons. The Chair of the LGB will provide a response within 10 working days.

### **2.5. OBJECTIVE SETTING**

- 2.5.1. Discussions about Assistant/Deputy/Head of School performance and

development in the performance review period will be informed by the teachers' standards and the aspirational standards outlined in the Headteachers' Standards 2020 document

<https://www.gov.uk/government/publications/national-standards-of-excellence-for-headteachers/headteachers-standards-2020> reflecting the extent of their teaching and leadership responsibility. Following discussion, reviewers will set up to three specific objectives, informed by the standards, aligned to the strategic priorities of the school and those of the trust and pertinent to the reviewee's professional role and his/her professional learning and development.

- 2.5.2. Reviewers will assess Assistant/Deputy/Head of School performance to a level consistent with what should reasonably be expected of an Assistant/Deputy/Head of School in the relevant role and at the relevant stage of his or her career. The professional judgement of reviewers will therefore be central to appraisal against these standards.
- 2.5.3. In preparation for setting objectives for the coming year at the performance review meeting, Assistant/Deputy/Head of School will complete a self-review against the previous year's specific objectives.
- 2.5.4. The objectives set will be strategic, rigorous, challenging, achievable, time-bound, fair and equitable in relation to the Assistant/Deputy/Head of School role. They will be linked to the Assistant/Deputy/Head of School individual professional learning needs and relevant and aligned to trust and school development priorities. They will have regard to what can reasonably be expected of any Assistant and Deputy Heads and Heads of School, given the desirability of the reviewee being able to achieve a satisfactory balance between the time required to discharge his/her professional duties and the time required to pursue his/her personal interests outside work, consistent with their well-being and the maintenance of a healthy work/home balance. Pupil performance, attainment and progress data will form a major part of the evidence base for evaluating the Assistant/Deputy/Head of School performance. However, core objectives will not focus on narrow numerical targets.
- 2.5.5. The objectives will take account of the Assistant/Deputy/Head of School professional aspirations and any relevant pay progression criteria and any change in circumstances. Objectives should be such that, if they are achieved, they will contribute to improving the quality of teaching and learning in the school and the achievement of its pupils.
- 2.5.6. The reviewer and reviewee will seek to agree the objectives, but where a joint determination cannot be made, the Trust Leader will make the determination. The reviewee will be able to register their objections to the objectives on the review document.
- 2.5.7. In this Trust the nature and scope of the objectives to be set for performance review that year will be shared with all Assistant/Deputy/Head of School at the start of each PM cycle. Assistant/Deputy/Head of School will usually have three objectives.

- 2.5.8. While performance review is an assessment of overall performance of Assistant/Deputy/Head of School and informed by the Teachers and Headteachers' standards, objectives cannot cover the full range of Assistant/Deputy Head and Head of School roles/responsibilities. Objectives will, therefore, focus upon the priorities for an individual for the cycle which have emerged from the Exec/Headteacher's self-review and the reviewer's evaluation. Selection of new objectives will also be informed by the teachers' and headteachers' standards and the strategic priorities of the school and the trust.
- 2.5.9. At the assessment stage the reviewers will discuss the Assistant/Deputy Head/Head of School overall performance over the previous year and the previous years' specific performance review objectives. The onus will be upon the Assistant/Deputy/Head of School to provide robust and comprehensive evidence of their performance. The discussion will give the Assistant/Deputy Head/ Head of School the opportunity to highlight to the Reviewers his or her successes over the past year and lead into the second half of the review meeting, which looks towards setting performance review objectives for the following year.
- 2.5.10. Where an Assistant/Deputy/Head of School is eligible for pay progression, it is expected that recommendations for pay progression should be based on evidence that shows that the Assistant/Deputy/Head of School has achieved the specific objectives set the previous year.
- 2.5.11. Further details of the decision-making process for pay progression can be found in Learn-AT's current Teachers' Pay Policy.
- 2.5.12. The Assistant/Deputy/Head of School will receive a written performance review report within 20 working days following the end of each performance review period – and have the opportunity to comment in writing on it.
- 2.5.13. This review is the culmination of the annual performance review process. The performance review objectives will be reviewed at an interim review meeting of the headteacher and the local governors' responsible for monitoring performance, half way through the year.
- 2.5.14. The Trust Board is committed to promoting a trust-wide culture of continuous professional learning, development and support. All school leaders have access to support, peer coaching and mentoring, Lesson Study and other in-house and external professional development and learning. All Assistant/Deputy/Head of School are expected to engage with continuous professional development and learning and to model such learning to their staff. Where concerns for an Assistant and Deputy Heads and Heads of School's professional learning needs or performance arise, a schedule of more frequent interim performance reviews will be established in order to review learning needs, to provide more bespoke CPD support and to evaluate its impact. Where continuing concerns remain, a move to a more formal capability procedure would be considered.

- 2.5.15. If, despite the reviewee receiving appropriate support, the reviewee's performance does not improve and goes on to give rise to significant concerns, the Performance Review process will cease, and the Trust Board will invoke the separate Capability Policy and Procedure.
- 2.5.16. In cases where the Assistant/Deputy/Head of School performance has prompted the Trustees to invoke the Capability Policy and procedure, the Pay Committee will not award progression up the pay range in the current year.
- 2.5.17. Performance reviews for Assistant/Deputy/Heads of School will usually be undertaken before 31<sup>st</sup> October.
- 2.5.18. The performance review will include:
  - details of the Assistant/Deputy/Head of School objectives for the performance review period in question;
  - an assessment of the performance of Assistant/Deputy/Head of School in their role(s) and responsibilities, informed by the Teachers and Headteachers' Standards including their performance review objectives;
  - an assessment of the Assistant/Deputy/Head of School training and review needs and identification of any action that should be taken and provision made to address them;
  - a recommendation on pay where that is relevant (NB – reviewers should aim to make pay recommendations by 31 October for Assistant and Deputy Heads and Heads of School; pay awards will be back-dated to 1<sup>st</sup> September)
- 2.5.19. The assessment of performance and of training and review needs will inform the planning process for the following performance review period.
- 2.5.20. In extraordinary circumstances the Trust Board's Pay Committee will consider use of its discretion to award more than one full point, up to a maximum of 2 full points, in one year.

## **2.6. APPEALS**

- 2.6.1. At specified points in the performance review process, teachers and Assistant/Deputy/Head of School have a right of appeal against any of the entries in their performance review document. Where a reviewee wishes to appeal on the basis of more than one entry, this would constitute one appeal hearing. Details of the appeals process are covered in the Learn-AT Teachers' Pay Policy.

## **2.7. CONFIDENTIALITY**

- 2.7.1. The whole performance review process and the performance review records generated as a result will be treated with strict confidentiality at all times. LGB Pay Committee members, the Trust Leader and the Exec/Headteacher will have access to Assistant/Deputy/Head of School performance review records.

## **2.8. TRAINING AND SUPPORT**

- 2.8.1. The Trust's research-informed professional learning programme will be informed by the training and professional learning needs identified in the reviewee's performance review record.
- 2.8.2. The Trust Board will ensure in the budget planning that, as far as possible, appropriate resources are made available for any training and support agreed for reviewees.
- 2.8.3. An account of the training and development needs of Assistant/Deputy/Head of School in general, including the instances where it did not prove possible to provide any agreed CPD, will form a part of the Exec/Headteachers' annual report to the Trust Board via the LGB about the operation of performance review in each school.
- 2.8.4. With regard to the provision of CPD in the case of competing demands on the school budget, a decision on relative priority will be taken with regard to the extent to which: (a) the CPD identified is essential for a reviewee to meet their objectives; and (b) the extent to which the training and support will help the school and/or the trust to achieve its priorities.
- 2.8.5. All reviewers will be provided with training to enable them to discharge all aspects of their role appropriately and effectively, including the conduct of performance reviews, objective setting and providing high quality feedback to reviewees.

## 2.9. **THE PERFORMANCE REVIEW CYCLE**

- 2.9.1. The performance of Assistant/Deputy/Head of School will be reviewed annually. In Learn-AT schools we aim for all performance review planning and review meetings to be completed for all Assistant/Deputy/Head of School by 31 October.
- 2.9.2. Assistant/Deputy/Head of School who are employed on a fixed-term contract of less than one year will have their performance reviewed in accordance with the principles underpinning this policy. The length of the cycle will be determined by the duration of their contract.
- 2.9.3. Where Assistant/Deputy/Head of School start their employment in a Trust school partway through a cycle, the Exec/Headteacher shall determine the length of the first cycle, with a view to bringing the cycle into line with that for other Assistant/Deputy/Head of School in the trust as soon as possible.

## 2.10. **RETENTION OF STATEMENTS**

- 2.10.1. Performance review planning and review records will be retained for a period of six years, stored securely on the Trust IT network.
- 2.10.2. While the reviewer will lodge a record of the reviewee's review documentation securely in this way, it is also the responsibility of all reviewees to keep their copy of their performance review documentation safe and secure. Reviewees need their documents in order to prepare their own self-review in advance of their next performance review meeting.

## **2.11. MONITORING AND EVALUATION**

- 2.11.1. The Trust Board will monitor the operation and outcomes of Assistant/Deputy/Head of School performance review arrangements. The headteacher's annual report to the Pay and PM Committee will include an analysis of pay progression data by eligibility, protected characteristics, contract type and pay range.
- 2.11.2. The Exec/Headteacher will provide the Trust Board, via the LGB, with a written report on the operation of the Trust's Performance Review Policy annually, as it pertains to Assistant/Deputy/Head of School at the first meeting of the LGB after the completion of performance reviews. The report will not contain any information that would enable any individual to be identified.
- 2.11.3. The report will include:
  - The range of objectives set for the previous and the coming year.
  - Details of pay recommendations
- 2.11.4. The Trust Board is committed to ensuring that the Performance Review process is fair and non-discriminatory. Grounds for unlawful discrimination could include the following:
  - Age
  - Disability
  - Gender, including gender reassignment
  - Sexual orientation
  - Marriage and civil partnership
  - Pregnancy, maternity and paternity
  - Race
  - Religion and belief
  - Part time workers
  - Trade union membership
- 2.11.5. The Exec/Headteacher will also report on whether there have been any appeals or representations on an individual or collective basis on the grounds of alleged discrimination under any of the categories above.

## **2.12. REVIEW OF THE POLICY**

- 2.12.1. The Trust Board will review the Performance Review Policy annually.
- 2.12.2. The Trust Board will take account of the Exec/Headteacher's report in its review of the Performance Review policy. The policy will be revised as required to ensure that it is always up to date.
- 2.12.3. Assistant/Deputy/Head of School new to the Trust will be provided with details of the Performance Review arrangements as part of their induction.

## **2.13. ACCESS TO DOCUMENTATION**

- 2.13.1. All staff will have access to documentation relating to Trust improvement and review and any other documents and procedures to which this policy relates. These will be published and available from the Learn-AT office.

### **3. PART 3 – EXECUTIVE HEADTEACHERS AND HEADTEACHERS**

#### **3.1. APPLICATION OF THE POLICY**

- 3.1.1. The policy applies to all Exec/Headteachers employed by the Trust, except those on contracts of less than one term.
- 3.1.2. The performance review process will not be used as a substitute for the capability procedure. Capability is subject to a separate policy and procedure and will only be invoked when the performance review process has been exhausted.

#### **3.2. PURPOSE**

- 3.2.1. This policy sets out the framework for a clear and consistent assessment of the overall performance of Exec/Headteachers and for supporting their development needs within the context of the school's and the Trust's Strategic Development Plan and their own professional learning and development needs.
- 3.2.2. Where Exec/Headteachers are eligible for pay progression, the assessment of performance throughout the cycle against performance objectives agreed at the beginning of the cycle will be the basis on which the recommendation is made by the reviewer.

#### **3.3. LINKS TO SCHOOL IMPROVEMENT, SCHOOL SELF-EVALUATION AND SCHOOL REVIEW**

- 3.3.1. The performance review process is a key source of information for Trust and school self-evaluation and the wider trust development process.
- 3.3.2. Exec/Headteachers' objectives will be aligned with their school's and the Trust's development priorities, as well as reflecting Exec/Headteachers' professional aspirations.

#### **3.4. CONSISTENCY OF TREATMENT AND FAIRNESS**

- 3.4.1. The Trust Board is committed to ensuring consistency of treatment and fairness in the operation of Exec/Headteacher Appraisal. To ensure this, the following provisions are made in relation to moderation, quality assurance and objective setting:

#### **3.5. APPOINTMENT OF REVIEWERS FOR THE EXEC/HEADTEACHER**

##### **Appointment of Local Governors**

- 3.5.1. The Trust Board is the reviewer for the Exec/Headteacher and to discharge this responsibility on its behalf the Board will appoint the Trust Leader and two Local Governors from the Exec/Headteacher's school's Local Governing Body to conduct the Exec/Headteacher's Performance review process.
- 3.5.2. Where the Exec/Headteacher believes any of the Local Governors nominated by the LGB is unsuitable for professional reasons, s/he may submit a written request to the Trust Board for that local governor to be replaced, stating reasons.

## **Appointment of an External Adviser**

- 3.5.3. The Trust Board will appoint an external adviser to provide advice and support in relation to the review of the performance of the Exec/Headteacher. The external adviser will have a proven expertise in performance review of Exec/Headteachers and will have no personal connection with the Exec/Headteacher.

## **3.6. OBJECTIVE SETTING**

- 3.6.1. Discussion of Exec/Headteachers' performance and development in the performance review period will be informed by the standards contained in the Standards for Headteacher 2020  
<https://www.gov.uk/government/publications/national-standards-of-excellence-for-headteachers/headteachers-standards-2020> and 'Attributes of Executive Headteachers' (see appendix six) and up to three specific objectives pertinent to those standards, to the strategic priorities of the school and those of the trust.
- 3.6.2. Reviewers will assess Exec/Headteachers' performance against objectives agreed as a result of professional discussion to a level that is consistent with what should reasonably be expected of an Exec/Headteacher in the relevant role and at the relevant stage of his or her career. The professional judgement of reviewers will therefore be central to appraisal against these standards.
- 3.6.3. In preparation for setting objectives for the coming year at the performance review meeting, head-teachers will complete a self-review against the previous year's specific objectives.
- 3.6.4. The objectives set will be strategic, rigorous, challenging, achievable, time-bound, fair and equitable in relation to the Exec/Headteacher's role. They will be linked to the Exec/Headteacher's individual professional learning needs and relevant and aligned to trust and school development priorities. They will have regard to what can reasonably be expected of any Exec/Headteacher, given the desirability of the reviewee being able to achieve a satisfactory balance between the time required to discharge his/her professional duties and the time required to pursue his/her personal interests outside work, consistent with their well-being and the maintenance of a healthy work/home balance. Pupil performance, attainment and progress data will form a major part of the evidence base for evaluating the Exec/Headteacher's performance. However, core objectives will not focus on narrow numerical targets.
- 3.6.5. The objectives will take account of the Exec/Headteacher's professional aspirations and any relevant pay progression criteria and any change in circumstances. Objectives should be such that, if they are achieved, they will contribute to improving the quality of teaching and learning in the school and the achievement of its pupils.
- 3.6.6. The reviewer and reviewee will seek to agree the objectives, but where a joint determination cannot be made, the Trust Leader will make the

determination. The reviewee will be able to register their objection to objectives in the appraisal document.

- 3.6.7. In this Trust the nature and scope of the objectives to be set for performance review that year will be shared with all Exec/Headteachers at the start of each PM cycle. Exec/Headteachers will usually have 3 objectives.
- 3.6.8. While performance review is an assessment of overall performance of Exec/Headteachers, objectives cannot cover the full range of an Exec/Headteacher's roles/responsibilities. Objectives will, therefore, focus upon the priorities for an individual for the cycle which has derived from the consideration of the Exec/Headteacher's self-evaluation [see Appendix], and be informed by professional standards and the strategic priorities of the school and the trust.
- 3.6.9. At the assessment stage the reviewers will discuss the Exec/Headteacher's overall performance over the previous year and the previous years' specific performance review objectives. With support from the external adviser to the appraisal process, the onus will be upon the Exec/Headteacher to provide robust and comprehensive evidence of their performance. The discussion will give the Exec/Headteacher the opportunity to highlight to the reviewers his or her successes over the past year and lead into the second half of the review meeting which looks towards setting performance review objectives for the following year.
- 3.6.10. Where an Exec/Headteacher is eligible for pay progression, it is expected that recommendations for pay progression should be based on evidence that shows that the Exec/Headteacher has achieved the specific objectives set the previous year.
- 3.6.11. Further details of the decision-making process for pay progression can be found in the trust's current Teachers' Pay Policy.
- 3.6.12. The Exec/Headteacher will receive a written performance review report within 20 working days following the end of each performance review period – and have the opportunity to comment in writing on it.
- 3.6.13. This review is the culmination of the annual appraisal process. The performance and review priorities will be reviewed at an interim review meeting of the headteacher and the local governors' responsible for monitoring performance, half way through the year.
- 3.6.14. The Trust Board is committed to promoting a trust-wide culture of continuous professional learning, development and support. All school leaders have access to support, peer coaching and mentoring and in-house and external CPD. All headteachers are expected to engage with continuous professional development and learning and to model such learning to their staff. Where concerns for an Exec/Headteacher's professional learning needs or performance arise, a schedule of more frequent interim performance reviews will be established in order to review learning needs and to provide more bespoke CPD support and to

- evaluate its impact. Where continuing concerns remain, a move to a more formal capability procedure would be considered.
- 3.6.15. If, despite the reviewee receiving appropriate support, the reviewee's performance does not improve and goes on to give rise to significant concerns, the performance review process will cease, and the Trust Board will invoke the separate Capability Policy.
  - 3.6.16. In cases where the Exec/Head teacher's performance has prompted the Trustees to invoke the Capability Policy, the Pay Committee will not award progression up the pay range in the current academic year.
  - 3.6.17. Exec/Headteachers will receive their completed performance reviews by 31 December. The performance review document will include:
    - details of the Exec/Headteacher's objectives for the performance review period in question
    - an assessment of the Exec/Headteacher's performance in their role(s) and responsibilities against the Headteachers' Standards including their performance review objectives
    - an assessment of the Exec/Headteacher's training and review needs and identification of any action that should be taken to address them
    - a recommendation on pay where that is relevant (NB – pay recommendations need to be made by 31 December for Exec/Head teachers)
  - 3.6.18. The assessment of performance, professional learning, development and review needs will inform the planning process for the following performance review period.
  - 3.6.19. In extraordinary circumstances the Trust Board's Pay Committee will consider use of its discretion to award more than one full point, up to a maximum of 2 full points, in one year.

### 3.7. **APPEALS**

- 3.7.1. At specified points in the Performance Review process, teachers and Exec/Headteachers have a right of appeal against any of the entries in their performance review planning records and review document. Where a reviewee wishes to appeal on the basis of more than one entry, this would constitute one appeal hearing. Details of the appeals process are covered in the trust's Teachers' Pay Policy.

### 3.8. **CONFIDENTIALITY**

- 3.8.1. The whole performance review process and the performance review records generated under it will be treated with strict confidentiality at all times. Trust Board Pay Committee members, the Trust Leader and the Exec/Headteacher's external performance reviewer will have access to Exec/Headteachers' performance review records.

### 3.9. **TRAINING AND SUPPORT**

- 3.9.1. The Trust's Research-Informed Professional Learning (RIPL) programme will

be informed by the training and professional learning needs identified in the reviewees' performance review record.

- 3.9.2. The Trust Board will ensure in the budget planning that, as far as possible, appropriate resources are made available for any training and support agreed for reviewees.
- 3.9.3. An account of the professional learning and development needs of Exec/Headteachers in general, including the instances where it did not prove possible to provide any agreed CPD, will form a part of the Trust Leader's annual report to the Trust Board about the operation of performance review in Learn-AT schools.
- 3.9.4. With regard to the provision of RIPL in the case of competing demands on the Trust budget, a decision on relative priority will be taken with regard to the extent to which: (a) the RIPL identified is essential for a reviewee to meet their objectives; and (b) the extent to which the training and support will help the school and/or the trust to achieve its priorities.
- 3.9.5. All reviewers will be provided with appropriate training to enable them to discharge all aspects of their role appropriately and effectively, including the conduct of performance reviews, objective setting and providing high quality feedback to reviewees.

### **3.10. THE PERFORMANCE REVIEW CYCLE**

- 3.10.1. The performance of Exec/Headteachers will be reviewed on an annual basis. In this school performance review planning and reviews will be completed for all Exec/Headteachers by 31 December.
- 3.10.2. Exec/Headteachers who are employed on a fixed-term contract of less than one year will have their performance reviewed in accordance with the principles underpinning the provisions of this policy. The length of the cycle will be determined by the duration of their contract.
- 3.10.3. Where an Exec/Headteacher starts their employment in a Trust school partway through a cycle, the Trust Leader shall determine the length of the first cycle for that Exec/Headteacher, with a view to bringing the cycle into line with that for other Exec/Headteachers in the trust as soon as possible.

### **3.11. RETENTION OF STATEMENTS**

- 3.11.1. Performance review documents will be retained for a period of six years, stored securely on the Trust IT network.
- 3.11.2. While the reviewer will lodge a record of the reviewee's review documentation securely in this way, it is also the responsibility of all reviewees to keep their copy of their performance review documentation safe and secure. Reviewees need their documents in order to prepare their own self-review in advance of their performance review meeting.

### **3.12. MONITORING AND EVALUATION**

- 3.12.1. The Trust Board will monitor the operation and outcomes of

Exec/Headteachers' performance review arrangements. The Trust Leader's annual report to the Trust Board Pay Committee will include an analysis of pay progression data by eligibility, protected characteristics, contract type and pay range.

- 3.12.2. The Trust Leader will provide the Trust Board Pay Committee with a written report on the operation of the Trust's Performance Review Policy annually, as it pertains to Exec/Headteachers, at the first meeting of the Trust Board after the completion of performance reviews. The report will not contain any information that would enable any individual to be identified.
- 3.12.3. The report will include:
  - The range of objectives set for the coming year.
  - Details of pay recommendations for the current and previous year
- 3.12.4. The Trust Board is committed to ensuring that the performance review process is fair and non-discriminatory. Grounds for unlawful discrimination could include the following:
  - Age
  - Disability
  - Gender, including gender reassignment
  - Sexual orientation
  - Marriage and civil partnership
  - Pregnancy, maternity and paternity
  - Race
  - Religion and belief
  - Part time workers
  - Trade union membership
- 3.12.5. The Trust Leader will also report on whether there have been any appeals or representations on an individual or collective basis on the grounds of alleged discrimination under any of the categories above.

### 3.13. **REVIEW OF THE POLICY**

- 3.13.1. The Trust Board will review the Teachers' Performance Review Policy annually.
- 3.13.2. The Trust Board will take account of the Trust Leader's report in its review of the policy. The policy will be revised as required to ensure that it is always up to date.
- 3.13.3. The Trust Board will seek to agree any revisions to the policy with the recognised trade unions.
- 3.13.4. Exec/Headteachers new to the Trust will be provided with details of the performance review arrangements as part of their induction.

### **3.14. ACCESS TO DOCUMENTATION**

- 3.14.1. All staff will have access to documentation relating to Trust improvement and review and any other documents and procedures to which this policy relates. These will be published and available from the Learn-AT office.

## **4. PART 4: TRUST LEADER**

### **4.1. APPLICATION OF THE POLICY**

- 4.1.1. The policy applies to the Trust Leader.
- 4.1.2. The performance review process will not be used as a substitute for the capability procedure. Capability is subject to a separate policy and procedure and will only be invoked when the performance review process has been exhausted.

### **4.2. PURPOSE**

- 4.2.1. This policy sets out the framework for a clear and consistent assessment of the overall performance of the Trust Leader, for supporting his/her development needs within the context of the Trust Strategic Development Plan and his/her own professional development needs.
- 4.2.2. Where the Trust Leader is eligible for pay progression, the assessment of performance throughout the cycle against performance objectives agreed at the beginning of the cycle will be the basis on which the recommendation is made by the reviewer.

### **4.3. LINKS TO SCHOOL IMPROVEMENT, SCHOOL SELF-EVALUATION AND SCHOOL REVIEW**

- 4.3.1. The performance review process is a key source of information for Trust and school self-evaluation and the wider trust development process.
- 4.3.2. The Trust Leader's objectives will be aligned with the Trust's development priorities, as well as reflecting the Trust Leader's professional aspirations.

### **4.4. CONSISTENCY OF TREATMENT AND FAIRNESS**

- 4.4.1. The Trust Board is committed to ensuring consistency of treatment and fairness in the operation of Trust Leader performance review. To ensure this, the following provisions are made in relation to moderation, quality assurance and objective setting.

### **4.5. APPOINTMENT OF REVIEWERS FOR THE TRUST LEADER**

- 4.5.1. The Trust Board is the reviewer and to discharge this responsibility on its behalf, the Board will appoint an external reviewer and two Learn-AT trustees.
- 4.5.2. Where the Trust Leader believes any of the Trustees nominated by the Board is unsuitable for professional reasons, she/he may submit a written request to the Trust Board for that trustee to be replaced, stating reasons.
- 4.5.3. The Trust Board will appoint an external adviser to provide advice and support in relation to the Trust Leader's performance review. The external adviser will have a proven expertise in performance review of senior Exec leaders and will have no personal connection with the Trust Leader.

### **4.6. OBJECTIVE SETTING**

- 4.6.1. The Trust Leader's performance in the performance review period will be assessed against up to three specific objectives pertinent to the strategic

priorities of the trust.

- 4.6.2. Reviewers will assess Trust Leader's performance against these objectives to a level that is consistent with what should reasonably be expected of a Trust Leader in the relevant role and at the relevant stage of his or her career. The professional judgement of reviewers will therefore be central to appraisal against these objectives.
- 4.6.3. In preparation for setting objectives for the coming year at the performance review meeting, the Trust Leader will complete a self-audit against the previous year's objectives.
- 4.6.4. The objectives set will be strategic, rigorous, challenging, achievable, time-bound, fair and equitable in relation to the Trust Leader's role. They will be linked to the Trust Leader's individual professional learning needs and relevant and aligned to trust's development priorities. They will have regard to what can reasonably be expected of the Trust Leader, given the desirability of the reviewee being able to achieve a satisfactory balance between the time required to discharge his/her professional duties and the time required to pursue his/her personal interests outside work, consistent with their well-being and the maintenance of a healthy work/home balance. Pupil performance, attainment and progress data will form a major part of the evidence base for evaluating the Trust Leader's performance. However, core objectives will not constitute a narrow or sole focus on numerical targets.
- 4.6.5. The objectives will take account of the Trust Leader's professional aspirations and any relevant pay progression criteria and any change in circumstances. Objectives should be such that, if they are achieved, they will contribute to improving the quality of teaching and learning in the Trust and the achievement of all its pupils.
- 4.6.6. The reviewer and reviewee will seek to agree the objectives, but where a joint determination cannot be made, the Chair of Learn-AT's Trust Leader's performance review committee will make the determination. The reviewee will be able to register their objection to the objectives on the appraisal document.
- 4.6.7. In Learn-AT the nature and scope of the objectives to be set for performance review that year will be shared with the Trust Leader at the start of each performance review cycle. The Trust Leader will usually have three or four objectives.
- 4.6.8. While performance review is an assessment of overall performance of the Trust Leader against the appraisal objectives, it cannot cover the full range of a Trust Leader's roles/responsibilities. Objectives will, therefore, focus upon the priorities for the cycle which has emerged from consideration of the Trust Leader's self-evaluation and the strategic priorities of the trust.
- 4.6.9. At the assessment stage the reviewers will discuss the Trust Leader's overall performance over the previous year against the previous years' specific

objectives. The onus will be upon the Trust Leader to provide robust and comprehensive evidence of his/her performance. The discussion will give the Trust Leader the opportunity to highlight to the reviewers his or her successes over the past year and lead into the second half of the review meeting which looks towards setting performance review objectives for the following year.

- 4.6.10. Where the Trust Leader is eligible for pay progression, it is expected that recommendations for pay progression should be based on evidence that shows that the Trust Leader has achieved the specific objectives set the previous year.
- 4.6.11. Further details of the decision-making process for pay progression can be found in the trust's current Teachers' Pay Policy.
- 4.6.12. The Trust Leader will receive a written performance review report within 20 working days following the end of each performance review period – and have the opportunity to comment in writing on it.
- 4.6.13. This review is the culmination of the annual appraisal process. The performance and review priorities will be reviewed at an interim review meeting of the Trust Leader and the trustees responsible for monitoring performance, at a point approximately half-way through the year.
- 4.6.14. The Trust Board is committed to promoting a trust-wide culture of continuous professional learning, development and support. All leaders have access to support, peer coaching and mentoring and in-house and external CPD. All leaders are expected to engage with continuous professional development and learning and to model such learning to their staff. Where concerns for the Trust Leader's' professional learning needs or performance arise, a schedule of more frequent interim performance reviews will be established to review learning needs, to provide more bespoke CPD support and to evaluate its impact. Where continuing concerns remain, a move to a more formal capability procedure would be considered.
- 4.6.15. If, despite the reviewee receiving appropriate support, the reviewee's performance does not improve and goes on to give rise to significant concerns, the performance review process will cease, and the Trust Board will invoke the separate Capability Policy.
- 4.6.16. In cases where the Trust Leader's performance has prompted the Board to invoke the Capability Policy and procedure, the Pay Committee will not award progression up the pay range.
- 4.6.17. The Trust Leader will receive his/her completed performance review by 31 December.
  - The performance review will include:
  - details of the Trust Leader's objectives for the performance review period in question;
  - an assessment of the Trust Leader's performance in his/her roles and

responsibilities against his/her performance Review objectives;

- an assessment of the Trust Leader's training and review needs and identification of any action that should be taken to address them;
  - a recommendation on pay where that is relevant (NB – pay recommendations need to be made by 31 December for the Trust Leader).
- 4.6.18. The assessment of performance and of training and review needs will inform the planning process for the following performance review period.
- 4.6.19. In extraordinary circumstances the Trust Board's Pay Committee will consider use of its discretion to award more than one full point, up to a maximum of 2 full points, in one year.

#### **4.7. APPEALS**

- 4.7.1. At specified points in the performance review process, teachers, Exec/Headteachers and the Trust Leader have a right of appeal against any of the entries in their performance review document. Where a reviewee wishes to appeal on the basis of more than one entry, this would constitute one appeal hearing. Details of the appeals process are covered in the Learn-AT Teachers' Pay Policy.

#### **4.8. CONFIDENTIALITY**

- 4.8.1. The whole performance review process and the documents generated as a result will be treated with strict confidentiality at all times. Trust Board Pay Committee members, the Trust Leader and the Trust Leader's external performance review reviewer will have access to Trust Leader's performance review records.

#### **4.9. TRAINING AND SUPPORT**

- 4.9.1. The Trust's Research-Informed Professional Learning (RIPL) programme will be informed by the training and professional learning needs identified in the reviewees' performance review record.
- 4.9.2. The Trust Board will ensure that, as far as possible, appropriate resources are made available for any training and support agreed for reviewees in the budget planning process.
- 4.9.3. With regard to the provision of RIPL in the case of competing demands on the Trust budget, a decision on relative priority will be taken with regard to the extent to which: (a) the CPD identified is essential for the Trust Leader to meet his/her objectives; and (b) the extent to which the training and support will help the trust to achieve its priorities.
- 4.9.4. All reviewers will be provided with training to enable them to discharge all aspects of their role appropriately and effectively, including the conduct of performance reviews, objective setting and providing high quality feedback to reviewees.

#### **4.10. THE PERFORMANCE REVIEW CYCLE**

- 4.10.1. The performance of the Trust Leader will be reviewed on an annual basis.

In this Trust performance review planning and reviews will be completed by 31 December.

- 4.10.2. Any Trust Leader employed on a fixed-term contract of less than one year will have his/her performance managed in accordance with the principles underpinning the provisions of this policy. The length of the cycle will be determined by the duration of their contract.
- 4.10.3. Where a Trust Leader starts their employment with Learn-AT partway through a cycle, the Trust Board shall determine the length of the first cycle for that Trust Leader.

#### **4.11. RETENTION OF STATEMENTS**

- 4.11.1. All performance review documentation will be retained for a period of six years, stored securely on the Trust IT network.

#### **4.12. MONITORING AND EVALUATION**

- 4.12.1. The Trust Board will monitor the operation and outcomes of Trust Leader's performance review arrangements.
- 4.12.2. The Trust Board is committed to ensuring that the performance review process is fair and non-discriminatory. Grounds for unlawful discrimination could include the following:
  - Age
  - Disability
  - Gender, including gender reassignment
  - Sexual orientation
  - Marriage and civil partnership
  - Pregnancy, maternity and paternity
  - Race
  - Religion and belief
  - Part time workers
  - Trade union membership

#### **4.13. REVIEW OF THE POLICY**

- 4.13.1. The Trust Board will review the Teachers' Performance Review Policy annually.
- 4.13.2. The Trust Board will take account of the Trust Leader's report in its review of the policy. The policy will be revised as required to ensure that it is always up to date.
- 4.13.3. The Trust Board will seek to agree any revisions to the policy with the recognised trade unions.
- 4.13.4. A Trust Leader, or Exec/Headteachers and teachers new to the Trust will be provided with details of the performance review arrangements as part of their induction.

#### **4.14. ACCESS TO DOCUMENTATION**

- 4.14.1. All staff will have access to documentation relating to Trust improvement and review and any other documents and procedures to which this policy relates. These will be published and available from the Learn-AT office.

## Appendix 1: Teacher's Review of performance against professional standards

Review of key objectives from previous year			
Key Objective 1 Quality of Education	Teacher Standard:		
Success Criteria	Teacher's review comments	Reviewer's review comments	Evaluation Met/Partially Met/Not met
Key Objective 2 Wider school contribution/leadership	Teacher Standard:		
Success Criteria	Teacher's review comments	Reviewer's review comments	Evaluation Met/Partially Met/Not met
Key Objective 3 Own Professional Development	Teacher Standard:		
Success Criteria	Teacher's review	Reviewer's review	Evaluation

	<b>comments</b>	<b>comments</b>	Met/Partially Met/Not met

### Overall Evaluation

<b>Criterion</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>	<b>Level 5</b>
Teachers' Standards Overall Evaluation	Exceptional performance	All met securely	The vast majority, including the key objectives, are met and at least making good progress towards those not met	Whilst some are met, One or more of the standards are not met	Clearly not met

### Key to final evaluation of individual standards – agreed by teacher and reviewer

<b>Met Securely +</b>	<b>Partially Met</b>	<b>Not Met</b>
-----------------------	----------------------	----------------

The teacher and/or the reviewer may provide evaluative comments about the teacher's achievement in the standards over the previous year. ***There is no requirement to provide comments for each standard.***

## Part One: Teaching

No	Standard	Evaluation	Comments to include developmental feedback from the reviewer where appropriate
<b>1</b>	<b>Set high expectations which inspire, motivate and challenge pupils</b>		
<b>A</b>	establish a safe and stimulating environment for pupils, rooted in mutual respect		
<b>B</b>	set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions		
<b>C</b>	demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.		
<b>2</b>	<b>Promote good progress and outcomes by pupils</b>		
<b>A</b>	be accountable for pupils' attainment, progress and outcomes		
<b>B</b>	be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these		
<b>C</b>	guide pupils to reflect on the progress they have made and their emerging needs		
<b>D</b>	demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching		
<b>E</b>	encourage pupils to take a responsible and conscientious attitude to their own work and study.		
<b>3</b>	<b>Demonstrate good subject and curriculum knowledge</b>		
<b>A</b>	have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings		
<b>B</b>	demonstrate a critical understanding of developments in		

	the subject and curriculum areas, and promote the value of scholarship		
<b>C</b>	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		
<b>D</b>	if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics		
<b>E</b>	if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies		
<b>4</b>	<b>Plan and teach well-structured lessons</b>		
<b>A</b>	impart knowledge and develop understanding through effective use of lesson time		
<b>B</b>	promote a love of learning and children's intellectual curiosity		
<b>C</b>	set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired		
<b>D</b>	reflect systematically on the effectiveness of lessons and approaches to teaching		
<b>E</b>	contribute to the design and provision of an engaging curriculum within the relevant subject area(s).		
<b>5</b>	<b>Adapt teaching to respond to the strengths and needs of all pupils</b>		
<b>A</b>	know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively		
<b>B</b>	have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how		

	best to overcome these		
<b>C</b>	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		
<b>D</b>	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		
<b>E</b>	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.		
<b>6</b>	<b>Make accurate and productive use of assessment</b>		
<b>A</b>	know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements		
<b>B</b>	make use of formative and summative assessment to secure pupils' progress		
<b>C</b>	use relevant data to monitor progress, set targets, and plan subsequent lessons		
<b>D</b>	give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.		
<b>7</b>	<b>Manage behaviour effectively to ensure a good and safe learning environment</b>		
<b>A</b>	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		
<b>B</b>	have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly		
<b>C</b>	manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them		
<b>D</b>	maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary		
<b>8</b>	<b>Fulfil wider professional responsibilities</b>		
<b>A</b>	make a positive contribution to the wider life and ethos of the school		
<b>B</b>	develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support		
<b>C</b>	deploy support staff effectively		
<b>D</b>	take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues		
<b>E</b>	communicate effectively with parents with regard to 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.

No Standard	Evaluation	Comments to include developmental feedback from the reviewer where appropriate
<b>1</b> <b>Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:</b>		
<b>A</b> treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position •		
<b>B</b> having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions		
<b>C</b> showing tolerance of and respect for the rights of others		
<b>D</b> 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		
<b>E</b> ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law		
<b>2</b> <b>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.</b>		
<b>3</b> <b>Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.</b>		

### Reviewer's Comments

--

<b>Reviewee's Comments</b>

<b>Recommendation for pay progression of one point on the Main Scale?</b>	Yes	No

## Key Performance Objectives from Teachers Standards for the current year

Key objectives for the current year			
Key Objective 1 Quality of Education	Teacher Standard:		
Success Criteria	Teacher's review comments	Reviewer's review comments	Evaluation Met/Partially Met/Not met
Key Objective 2 Wider school contribution/Leadership	Teacher Standard:		
Success Criteria	Teacher's review comments	Reviewer's review comments	Evaluation Met/Partially Met/Not met
Key Objective 3 Own Professional Development	Teacher Standard:		
Success Criteria	Teacher's review	Reviewer's review	Evaluation Met/Partially

	<b>comments</b>	<b>comments</b>	Met/Not met

<b>Professional learning and development plan for the coming year</b> (specifically any PLD required to meet key objectives)

<b>Signed by Reviewer (Name)</b>	
<b>Signed by Reviewee (Name)</b>	
<b>Date</b>	

## **Appendix 2: Learn-AT Teacher's Request for Progression to UPR**

**See separate document**

## **Appendix 3: UPR Evaluation Form**

(This form will be used to assess applications for progression to UPR and by reviewers to review performance for progression through UPR)

**Date:**

**Assessor/s:**

Criteria for assessment are taken from Learn-AT Teachers' Pay and Performance Management Policies

Assessors should base their evaluation of teacher's request for progression to or through the UPR clearly on valid and demonstrable evidence relating to performance against the teachers' standards and the UPR assessment criteria over the previous two years.

UPR1	<b>Professional Attributes</b>	<b>Criteria Met</b>	
		<b>Yes</b>	<b>No</b>
1	Contribute significantly, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their implementation		
UPR2	<b>Professional Knowledge and Understanding</b>		
1	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.		
2	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.		
3	Have up-to-date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs.		
4	Have a more developed knowledge and understanding of their subjects/curriculum areas and related		

	pedagogy including how learning progresses within them.		
<b>5</b>	Have sufficient depth of knowledge and experience to be able to give advice on the management and wellbeing of children and young people.		
<b>UPR3</b>	<b>Professional Skills</b>		
<b>1</b>	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 management initiatives, including those relating to subject/curriculum knowledge.		
<b>2</b>	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.  Promote collaboration and work effectively as a team member.		
<b>3</b>	Contribute to the professional management of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback.		

### Overall Evaluation

	<b>Overall Evaluation</b>	<b>Review Comments</b>	<b>Criterion met?</b>	
<b>1</b>	<b>Highly competent</b>		<b>Yes</b>	<b>No</b>
<b>A</b>	Classroom practice:  Two successful performance reviews in this school (judged at either Level 1 or Level 2 against the Teachers' Standards (or an equivalent judgement where a different policy has been used)			
<b>B</b>	Specific role the teacher is fulfilling – whole school project, junior/teacher leadership responsibility or similar			

<b>2</b>	<b>Overall Performance</b>		
<b>A</b>	Significant wider contribution to school improvement		
<b>C</b>	Standards of teaching and learning		
<b>D</b>	Students' standards of achievement: <ul style="list-style-type: none"> <li>• All pupils make good progress from starting points in reading, writing and maths</li> <li>• All pupils with no cognitive impairment achieve at least age related expectations (or EXS in Y2 or Y6) in reading, writing and maths (unless there are other significant and serious barriers to learning)</li> </ul>		
<b>E</b>	Contribution to effectiveness of colleagues		

#### **Reviewers' Summary Review Statement**

#### **Reviewee's Comments**

## **Appendix 3: Teacher Leader Standards – (for information only)**

(taken from <https://education.cu-portland.edu/blog/leaders-link/7-standards-for-teacher-leaders/>)

### **Domain One: Fostering a collaborative culture to support educator development and student learning**

These teachers promote a school culture of collaboration and cooperation. Teacher leaders should use group processes to help other teachers work together, tackle problems efficiently, and manage issues equitably. As a leader, these teachers should model great listening and presentation skills. They should also facilitate trust among their colleagues in ways that will support student learning. The main purpose of the first domain of these teachers' standards is to create an environment of collaboration that exceeds differences in backgrounds, race, or language.

### **Domain Two: Accessing and utilizing research to improve student learning**

As part of this domain, teachers should remain aware of the latest research on teacher efficacy and student learning models. The teacher who is committed to this domain will help his or her colleagues find and utilize methods that improve learning. They will also help to work with universities, the Chartered College of Teaching and other institutions of higher learning in ways that foster student and teacher development. In addition, these leaders will collect experiences from their own classroom, and they will analyse this data in ways that help them to work toward improvement.

### **Domain Three: Promotion of professional learning for continuous improvement**

Teachers realise that the processes of teaching and learning are constantly evolving. New research is always appearing that seeks to improve both of these roles. Someone competent in domain three can facilitate professional learning opportunities with their colleagues. They can identify and integrate technologies and new methodologies in ways that foster learning, and they can advocate for their colleagues to have more time to devote to professional learning.

### **Domain Four: Facilitation of improvements in instruction and student learning**

Teachers competent in this domain are always on the lookout for ways to advance current systems. They look for ways of improving everything from their curriculum to their school culture. In order to facilitate improvement, these teacher leaders should communicate with colleagues about their students' work, and they should collect data that assesses how current practices are impacting both students and teachers.

### **Domain Five: Promoting the use of assessments and data for school and trust improvement**

As part of this domain, teacher leaders should understand how to collect data and use it to create goals that will ultimately improve the school as well as the wider trust.

Under the ideals of this domain, leaders should help their colleagues understand how to

identify and utilise tools that have been created to help schools align with Trust expectations and national standards. Teacher leaders should also work on how to create a culture of trust so that they can have conversations about student learning and how to improve it.

#### **Domain Six: Improving outreach to families and communities**

Teachers understand the critical role that families and communities play in student learning. These leaders should understand the local culture and languages that are part of their community, and they should be able to model great communication and collaboration skills with families and others who are interested in promoting the achievement of teachers and students.

#### **Domain Seven: Advocating for student learning and the profession**

These teacher leaders should know how to identify community leaders and education advocates at Trust, local and national level. They should work with these leaders in ways that promote the profession of teaching and the role of pupils as learners. Primarily, these leaders will advocate for teachers in contexts beyond the classroom.

## **Appendix 5: Standards for Headteachers 2020**

<https://www.gov.uk/government/publications/national-standards-of-excellence-for-headteachers/headteachers-standards-2020>

## **Appendix 6: Attributes of Executive Headteachers (Information only)**

(Roles and Responsibilities of Executive Headteachers - NGA Report Jan 2016)

### **1) The ability to operate and think strategically**

(NCLS, 2010; Barnes, 2006; Barnes et al, 2005).

(The NCLS (2010) outlines the need for Exec/Headteachers to stay focused on performance. Hummerstone (2012) takes this further stating that Exec/Headteachers must demonstrate an ability to move away from operational Review. Harris et al (2006) also notes the importance of Exec/Headteachers being able to evaluate and plan for whole schools.

### **(2) Having the ability to forge strong relationships**

(Harris et al, 2006; NCLS 2010; Hummerstone 2012).

This includes the ability to communicate effectively (NCLS 2010; Hummerstone 2012) and forge collaborative partnerships with others (Harris et al, 2006; Hummerstone, 2012). Hummerstone (2012) further notes the need for Exec/Headteachers to have 'entrepreneurial and political skills' to create links and consolidate views amongst different groups.

### **(3) Certain moral and personal attributes**

(NCLS 2010; Barnes 2006; Hummerstone 2012).

The NCLS (2010) and Barnes (2006) note that resilience is a necessary attribute for Exec/Headteachers. Barnes also outlines that Exec/Headteachers need to be optimistic, uncompromising and put faith in others.

Hummerstone (2012) states the need for Exec/Headteachers to show the 'mature behaviours of self-worth, patience and genuine humility'.

### **(4) The ability to shape the direction of the school, secure change and drive through a moral purpose**

(Hummerstone 2012; Barnes 2006; NCLS 2010).

Barnes (2006) outlines a need for 'modelling' and 'shaping direction'. Others highlight the ability to 'signal moral purpose and secure momentum' in some form or another (Hummerstone 2012; NCLS 2010). Harris et al (2006) state that an Exec/Headteacher should be able to change the school culture, establish rapid change and build leadership capacity.