



St Andrew's C of E School, Totteridge

APPRAISAL PROCEDURE (POLICY)

(Statutory Policy)

(Resource Management Committee)

(Approval by Resource Management Committee – 3 Year Review Cycle)

Date to be implemented from:	18 th March 2021
Date to be reviewed by:	18 th March 2024
Date Reviewed by Sub Committee:	9 th March 2021

Approved by:

Signed: (Chair- Resource Management Committee)
(Print Name)
Date

This Policy supersedes any previous Policy of this name or instructions that pre-date this edition

This Policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this School

1 Policy Statement

1.1 St Andrew’s School affirms that individuals are entitled to equal rights, responsibilities and opportunities. The School strives to ensure that all individuals are equally valued and everyone is treated with respect.

1.2 St Andrew’s School publishes its Staff Appraisal Procedure and meets any other legislation or requirements to ensure a motivating environment for pupils, staff, parents/carers and visitors.

1.3 The Policy will be readily accessible within the School on the Website and in hard copy on request.



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2 Reviewing the Policy

2.1 Reviewing the Policy – St Andrew's School will assess the implementation and impact of this Policy on a continuous basis and undertake a regular formal review on an annual basis to ensure it is fit for purpose in line with current requirements and government guidelines.

3 School Vision

3.1 Our vision is to become an outstanding School within a loving, Christian community.

3.2 Our parents/carers, children and staff will work together to enable all children to:

- achieve their potential
- learn in a safe, stimulating environment
- enjoy learning now and in the future

4 Purpose of Policy

4.1 At St Andrew's School, we are a Values School committed to educating and establishing an environment where all members of our community are equally valued and treated with respect. This Policy sets out our expectations and gives a framework for implementation.

4.2 The underlying philosophy of an Appraisal system is that it supports the organisation to meet its goals and targets. Staff should receive support to improve skills, knowledge, competencies and abilities in order to deliver the organisation's targets. Appraisal recognises the contribution employees make to support the vision of the organisation. Appraisal should encourage employees to take more responsibility for their own performance and development and reward them for effective practice.

4.3 At St Andrew's, we see a clear link between School improvement, School self-evaluation and School development planning. We have high expectations and expect each person to play their part within the School team. We value our staff and want to give each person the training and experiences to enable them to reach their professional aspirations.

4.4 The Leadership at St Andrew's wish to recognise the contribution that each member of the support staff makes to the school by noting individual achievements and agreeing future areas of development.



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4.5 Appraisal is a significant part of Performance Management. It offers formative and summative feedback. It is linked to an individual Continuous Personal Development (CPD) plan that enables the employee to achieve their goals and targets.

4.6 At St Andrew's, we recognise that an Appraisal system needs to be designed to be simple, developmental and supportive. It is an employee's entitlement to have their work reviewed and applies to all staff at all levels.

5 Aim of Policy

5.1 The Staff Appraisal Policy provides a framework that translates the values and aims of the School into effective procedures to enable each child to achieve their potential through providing a balance of support and challenge for individual members of staff.

5.2 The School wishes to encourage a culture in which all staff members take responsibility for improving their skills through appropriate professional development. This Policy should be read alongside the School Teacher's Pay and Conditions Document, the Teachers' Standards Document and the School's Pay Policy.

5.3 The Policy sets the framework for the formal meeting(s) that measures how employees are on course to reach their agreed targets and identify any interventions that are needed to remain on track. This does not preclude any additional meetings between line managers and employees throughout the year, which are beneficial and valuable in ensuring that employees and managers share a vision of improved performance.

5.4 The process we have adopted, is one where each staff member participates fully in an honest assessment leading to a reflective and affirmed process. Although Appraisal is part of the formal School process we believe that it is important that appraisal is owned by the person being appraised and not regarded as something done to the member of staff, over which they have no control.



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6 Definitions

6.1 Appraisal is the act of estimating or judging the nature or value of something or someone. In schools, Appraisal acts as a system to allow progression by staff and reward their efforts. Staff will be appraised by:

- Governors (a minimum of two) will manage the Headteacher's Appraisal cycle on an annual basis, supported by the LNI (Local Network Inspector)
- A member of the SLT will manage individual teacher's (excluding NQTs and those who are subject of capability procedures) staff Appraisal cycle on an annual basis
- A member of the SLT will manage individual non-teaching staff (excluding those who are subject of capability procedures) Appraisal cycle on an annual basis

NB. "Schools must ensure that teachers are not penalised during the Appraisal process or in respect of any subsequent pay progression decisions as a result of partial school closures, where this has impacted on the ability of the teacher to meet fully their objectives," this is DfE guidance which applies to the specific circumstances experienced during the pandemic 2020 and St Andrew's will follow any future guidelines issued by the Department regarding exceptional circumstances and Appraisal/Pay progression. Nevertheless, the School maintains its duty to monitor performance and staff retain the right to receive feedback on their performance.

Hence the following processes apply to years where there is no exceptional circumstances:

6.2 Any teacher or member of non-teaching staff eligible for pay progression will be assessed throughout the cycle against the relevant performance criteria and the evidence used to support the reviewer's recommendation where they wish to progress through a pay-scale bar

6.3 Recording the Planning Statement:

- Each teacher will have a Planning Statement (in line with School improvement priorities) which will include up to three objectives to develop and achieve over the year, in addition to meeting the Teacher's Standards



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- Each member of non-teaching staff will have a Planning Statement (in line with School improvement priorities) which will include up to three objectives to develop and achieve over the year
- Strict confidentiality will be maintained at all times. Only the Headteacher will be provided with a copy of the Planning Statement upon request. Appraisees must be informed who has been given a copy.
- Planning and review statements will be retained for a minimum period of six years.

6.4 The process aims to address the following:

- Providing feedback on previous performance and setting objectives for the year ahead
- Clarifying for employees how their role/performance fits in with and supports the overall School Vision/aims/development plans and the expectations attached to that role
- Ensuring that both line manager and employee understand the employee duties and responsibilities
- Ensuring that both line manager and employee understand the line management duties and responsibilities to monitor and support performance
- Ensuring expected standards of performance are reached and maintained for the benefit of all pupils in our care
- Clarifying the skills required for the role and addressing staff development needs
- Supporting staff to progress in their chosen field of work
- Providing the Leadership with information to support strategic planning



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7 Role of the Appraiser and Appraisee

Appraiser

- 7.1 The SLT will be the appraisers for teachers.
- 7.2 The SLT will be the appraisers for non-teaching staff.
- 7.3 Appropriate training will be given for any new SLT member to enable them perform their role effectively.
- 7.4 Should the appraiser be deemed unsuitable for professional reasons, the staff member may submit a written request to the Headteacher for that appraiser to be removed, stating the reasons. The Headteacher can perform the duties or delegate them in their entirety to another SLT member.
- 7.5 Should a member of staff join the staff mid-way through an Appraisal cycle, the Headteacher will decide the length of the first cycle so that it is in line with the other staff as soon as possible.
- 7.6 For Headteacher's Appraisal - the Governors will select the Appraisers for the Headteacher, one of whom must be a Foundation Governor. Should a Governor Appraiser be deemed unsuitable for professional reasons, the Headteacher may submit a written request to the Chair for that Appraiser to be removed, stating the reasons. The Governors will receive support from the Borough Learning Network Inspector allocated to the School in relation to the performance appraisal cycle of the Headteacher.
- 7.7 The Headteacher will be appraised by the Governing Body, which may delegate duties to a sub-group Panel/Committee supported by a suitably skilled and experienced adviser who has been appointed by the Governing Body for that purpose. Any external adviser (from the Borough, Diocese or privately appointed) supporting the Panel in their evidence collection and deliberations, should be familiar with the particular needs of the School and its ethos.



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7.8 The Role of the **Appraiser** is to:

- Arrange the Appraisal Review.
- Make the Appraisee feel at ease
- Discuss the Appraisee's self-review evidence
- Monitor and review performance throughout the cycle
- Agree and record objectives with Appraisee
- Discuss and identify professional development needs.
- Prepare the annual Appraisal Statement.
- Where applicable, make a recommendation on pay progression

Using:

- good communication skills
- good interpersonal skills
- good skills in information-seeking and data analysis, including the ability to understand, interpret and analyse key performance indicators relating to school performance
- good working relationship with the Appraisee based on trust and respect
- sufficient time to carry out their role as appraiser and to do justice to the process.

Appraisee

7.9 It is the responsibility of the Appraisee to collect and collate evidence to support the completion of objective(s) and bring it to the Appraisal meeting as directed.

By:

- Reflecting on your own performance in a balanced and honest way
- Giving your appraiser feedback on relevant issues regarding your work
- Acknowledging any challenge that you have experienced and any support you received
- Being constructive about things that have been done well, or could be improved
- Being specific and factual



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8 Procedures

8.1 Appraisal at St Andrew's will be a supportive and developmental process designed to ensure that all staff have the skills and support they need to carry out their role effectively. It will help to ensure that staff are able to continue to improve their professional practice and to develop.

8.2 Time will be provided for staff to conduct a self-audit with reference to relevant occupational standards, job descriptions and person specifications. Where the Appraiser indicates that performance is unsatisfactory, they will need to be in a position to back up their judgement by reference to written evidence previously shared with the member of staff. The audits will then be exchanged. At least a week will be allowed for the Appraiser and the Appraisee to assemble any necessary evidence.

8.3 Appraisee and Appraiser will then attend a Professional Dialogue meeting of 30-45 minutes. The aim of the meeting will be, to set objectives for the coming year and to determine any professional development requirements, usually in the first half term (September / October) each year for teachers (July / September for Headteacher) and in March / April for non-teaching staff. These objectives will be SMART, and equitable for teachers or non-teaching staff with similar roles / responsibilities. Objectives will take into account pay progression criteria. All objectives must contribute in some way to improving pupil progress at School. At least one of the objectives for teachers and teaching assistants, but not other non-teaching staff, will relate directly to the SIP for whole School. A typed copy of the planning statement (see Teacher Appraisal form – Annex A or Non-Teaching Staff Appraisal form – Annex B) should be given to the Appraisee and the Headteacher within a reasonable time.

8.4 Training courses, observations and other methods of improving standards in line with job descriptions (teaching and learning for teachers) will be allocated according to the area cited in the objective.



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8.5 Part way through the cycle, usually around six months, the Appraisee and Appraiser will meet again to update on progress made / evidence collected. This interim meeting gives an opportunity, if necessary, for any additional training or support to be put into place.

8.6 At the end of the Appraisal year (July for Teachers; March for non-teaching staff) a formal review will take place where assessment of performance against the objectives will be on the basis of the criteria initially set. Good progress towards the achievement of a challenging objective, even if the performance criteria have not been met in full, will be assessed favourably. It is the Appraiser's responsibility to inform the Headteacher regarding any pay incremental outcome of the Appraisal. Review of performance will be carried out throughout the years through:

- Mid-cycle interim review meeting with Appraiser
- Other feedback obtained during the cycle relevant to the staff member's overall performance.

8.7 Teachers and Teaching Assistants only: During the year lesson observations relating specifically to the objective will take place by the Appraiser. (See classroom observation protocol – Annex C)

8.8 For Teachers only: the Appraisee should bring relevant evidence to the review meeting (see Appraisal Evidence within Teacher's Appraisal Form – Annex A). All teachers will be assessed annually against the current Teaching Standards according to their pay point. This assessment is the end point of the annual Appraisal process, but performance and development priorities will be reviewed and addressed on a regular basis throughout the year by means of any of the following:

- Lesson observations and learning walks
- Planning and work scrutiny
- Observation / scrutiny of leadership and management activities where appropriate

8.9 Headteacher, teachers and non-teaching staff have a right of appeal against any of the entries in their planning and Review Statements. Where an Appraisee wishes to appeal on the basis of more than one entry, this would constitute one Appeal Hearing. Details of the appeal process are covered in the School's Pay Policy.



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8.10 The pay increase will take effect where necessary for teachers in September and April for non-teaching staff (see Annex D for Support Staff Increments).

8.11 **All staff** will:

- Self-review their own performance against current standards, OfSTED criteria and the School Vision/aims and objectives
- Be capable of setting SMART (Specific, Measurable, Achievable, Realistic, Time-orientated) targets
- Collect and collate relevant evidence to show performance
- Identify where additional support/training would facilitate the reaching of targets

8.12 The **School Leadership** will:

Headteacher

- Clarify how appraisal forms part of the wider performance management process of the School to ensure continuous improvement
- Ensure both Appraisee and Appraiser have the skills and training to undertake effective appraisal
- Ensure staff are given an appropriate location and time to undertake appraisal
- Ensure staff at all levels (including new teachers and staff) understand their rights and responsibilities in the appraisal cycle
- Undertake their own appraisal to the highest standards as a role model
- Provide the Governance with an annual written report the operation of the staff appraisal policy, the effectiveness of the School's staff appraisal procedures, staff training and development needs. It will not contain any information which would enable individual identification.
- ensure pupils, staff, parents/carers and Governors all understand this Policy and its implications
- monitor and evaluate this Policy at regular intervals

Governance

- Manage the Headteacher Appraisal process
- Monitor the effectiveness of the appraisal procedures as part of Performance Management
- Monitor the outcomes of appraisal arrangements
- Review the appraisal procedures on an annual basis ready for the new cycle



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- Major reviews of the Policy should involve consultation with both the staff and their Professional Associations/Trades Union, together with revision in regard to changes in regulation and statutory guidance to ensure it is always up to date.



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Annex A

St Andrew's CE Primary School Teacher Appraisal Form

Name: _____ Job Title: _____ Date: _____

PART ONE: All teachers are expected to meet the current Teaching Standards each year:

A: TEACHING

- A teacher must:
- 1 Set high expectations which inspire, motivate and challenge pupils
- 2 Promote good progress and outcomes by pupils
- 3 Demonstrate good subject and curriculum knowledge
- 4 Plan and teach well-structured lessons
- 5 Adapt teaching to respond to the strengths and needs of all pupils
- 6 Make accurate and productive use of assessment
- 7 Manage behaviour effectively to ensure a good and safe learning environment
- 8 Fulfil wider professional responsibilities

B: PERSONAL AND PROFESSIONAL CONDUCT

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
 - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
 - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
 - showing tolerance of and respect for the rights of others
 - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
 - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.



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PART TWO: Teachers on upper pay scale (only) must also meet the Post-Threshold standards each year.

P1: Contribute significantly, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their implementation.

P2. Have extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential.

P3. Have an extensive knowledge and well-informed understanding of the assessment requirements and arrangements for the subject/curriculum areas they teach, including those related to public examinations and qualifications.

P4. Have up-to-date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs.

P5. Have a more developed knowledge and understanding of their subject/curriculum areas and related pedagogy, including how learning progresses within them.

P6. Have sufficient depth of knowledge and experience to be able to give advice on the development and well-being of children and young people.

P7. Be flexible, creative and adept at designing learning sequences within lessons, and across lessons that are effective and consistently well-matched to learning objectives and the needs of learners and which integrate recent developments, including those relating to subject / curriculum knowledge.

P8. Have teaching skills that lead to learners achieving well relative to their prior attainment, making progress as good as, or better than, similar learners nationally.

Please make sure that all targets are SMART: **S**pecific, **M**easurable, **A**chievable, **R**ealistic and **T**ime-orientated



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Objective	Actions: What have you done? (in chronological order)	Impact: What are the visible results?	Supporting Evidence (please collate and bring to meeting)
1.			
2.			
3 (optional)			
Notes:			

I understand that I will have to provide evidence for each of my Appraisal targets by July next year and will ensure that I have this in preparation for my Appraisal review meeting.

Signed:

Name of SLT manager:

Date:



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PART THREE: TARGETS

These targets are linked to objectives within our School Development Plan.

1.					
Objective	How to be achieved	Resources development and training	Interim reviews and target dates	Success criteria	Notes from in year discussions
Assessment:					
2.					
Objective	How to be achieved	Resources development and training	Interim reviews and target dates	Success criteria	Notes from in year discussions



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Assessment:

(optional) 3.

Objective	How to be achieved	Resources development and training	Interim reviews and target dates	Success criteria	Notes from in year discussions

Assessment:

Agreed by Appraisee: _____ Date: _____ Appraiser (SLT): _____



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Annex B

Planning and Review Statement and Annual Appraisal Report: Support Staff

Appraisee's Name _____ Appraiser's Name _____

Appraisee's Signature:

Appraiser's Signature:

Meeting Date:

Review Date:

Individual Objectives	Actions	Support/Training and Development needs	Impact measures/success criteria
1.			
2.			
3.			

Please make sure that all targets are SMART: **S**pecific, **M**easureable, **A**chievable, **R**ealistic and **T**ime-orientated

Task Observation Details	
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Planning and Review Statement and Annual Appraisal Report: Support Staff



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Individual Objectives	Assessment of Performance
1.	
2.	
3.	

PRI Rating: Exceed	Met	Partly Met	Not Met	No Overall Outcome
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PRI = Performance Related Increments

PRI Rating	Individual Objective	Behavioural Attributes
Exceed	All objectives are achieved. Performance is exceptional in all respects <i>and always in excess</i> of the standards required by the job; <i>and</i>	Your behaviour consistently exceeds expectations
Met	All objectives are achieved. Performance in key tasks meet the standards required; <i>and</i>	Your behaviour consistently meets the required standard
Partly Met	Some objectives were achieved. A number of key tasks may not have been achieved to the required standard; <i>and / or</i>	Your behaviour falls short of the required standard on some occasions
Not Met	The majority of objectives or requirements of the job were not achieved; <i>and / or</i>	Your behaviours are unacceptable



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Annex C

Classroom Observation Protocol

The Governing Body is committed to ensuring that classroom observation is developmental and supportive and that those involved in the process will:

- carry out the role with professionalism, integrity and courtesy
- evaluate objectively
- report accurately and fairly
- respect the confidentiality of the information gained

In this School the performance of teachers and teaching assistants will be regularly observed but the amount and type of classroom observation will depend on the individual circumstances of the teacher/teaching assistant and the overall needs of the School. Classroom observation will be carried out by those with QTS. In addition to formal observation the head teacher may 'drop in' in order to evaluate the standards of teaching and learning and to check that high standards of professional performance are established and maintained. The length and frequency of 'drop in' observations will vary depending on specific circumstances. Teachers (including the head teacher) and teaching assistants who have responsibilities outside the classroom should also expect to have their performance of those responsibilities observed and assessed.

In keeping with the commitment to supportive and developmental classroom observation, those being observed will normally be notified in advance.



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Teachers and teaching assistants will receive constructive feedback on their performance throughout the year and as soon as practicable after observation has taken place or other evidence has come to light. Feedback will include discussion with the teacher/teaching assistant, will highlight particular areas of strength as well as any areas that need attention and will determine any appropriate action required.

The Headteacher has a duty to evaluate the standards of teaching and learning, to ensure that proper standards of professional performance are established and maintained and to feedback on the standards to the Governors.

Reviewed **September 2015**



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Annex D

Support Staff PRI - Linking Overall Ratings to Increments

Overall Rating	Increment Award
No Overall Outcome	No increment. Too early to assess – less than 6 months in post at time of appraisal
Not Met	No increment
Partly Met	No increment
Met	1 increment – subject to maximum scale point of the grade
Exceed	1 increment subject to maximum scale point of the grade plus non-consolidated one off payment of 1%
Exceed – already at top of grade	2% non-consolidated one off payment

Suggested Definitions for Determining Ratings

Rating	PM Objectives	Behaviours – as indicated in person spec/job description
Exceed	All objectives are achieved. Performance is exceptional in all respects and always in excess of the standards required by the job: and	Behaviour regularly exceeds expectations
Met	All objectives are achieved (<i>unless there is good reason why not</i>). Performance in key tasks meets standards required : and	Behaviour consistently meets required standards
Partly Met	Some objectives were achieved. A number of key tasks may not have been achieved to the standards required: and/or	Behaviour falls short of required standards on some occasions
Not Met	The majority of objectives or requirements of the job were not achieved: and/or	Behaviours are unacceptable

Websites to support specific roles:

www.thecaretakers.net

www.napta.org.uk TAs & HLTAs

www.ncsl.org.uk info re CSBM, DSBM and competency framework for Business Managers and administrators



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APPENDIX 1 Confidential

National Standards: St Andrew's Minimum Career Grade Expectations
NATIONAL STANDARDS AUDIT INITIAL ASSESSMENT

Name:

Pay Point:

Date:

Self / School Assessment

Professional Area	Relevant Standards	M2	M4	M6	UPS 1	UPS 3	+	-	Standards For Professional Dialogue
PROFESSIONAL PRACTICE	1.1(1);1.2(2,3,5) 1.3 (1,3) 1.4(1,2,3)1.5all 1.6 (1) 1.7 (1,2,3) 1.8 (3) 2.1 (2,4) Preamble	All teaching satisfactory; much good or better	All teaching good or better	All teaching good; some outstanding	All teaching good; much outstanding	All teaching good; most outstanding			
PROFESSIONAL OUTCOMES	1.1(2) 1.2(1,2,3) 1.5(1) 1.6 (3,4) Preamble	Most pupils achieve in line with school expectations	Almost all pupils achieve in line with school expectations	Almost all pupils achieve in line with school expectations; some exceed them	Almost all pupils achieve in line with school expectations; many exceed them	Almost all pupils achieve in line with school expectations; most exceed them			
PROFESSIONAL RELATIONSHIPS	1.1(1) 1.6(4) 1.7(4) 1.8(2,3,5) 2.1(1,3,4) Preamble	Positive working relationships with pupils, colleagues and parents	These relationships are securely focussed on improving provision for pupils	These relationships lead to excellent class provision	Plays a proactive role in working with colleagues to improve provision and outcomes within the key stage or department	Plays a proactive role in working with colleagues to improve provision and outcomes across the whole school			



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National Standards: St Andrew's Minimum Career Grade Expectations
NATIONAL STANDARDS AUDIT INITIAL ASSESSMENT

Name: _____ PayPoint: _____ Date: _____ Self /School Assessment

Professional Area	Relevant Standards	M2	M4	M6	UPS 1	UPS 3	+	-	Standards For Professional Dialogue
PROFESSIONAL DEVELOPMENT	1.2(4,5) 1.3(1,2,4,5) 1.4(5) 1.5(2,3,4) 1.6(1) 1.8(4) 2.1(2)2.3 Preamble	Able, with support, to identify key professional development needs and improve practice in line with advice and feedback	Takes a proactive role in accessing relevant support and professional development from colleagues	Fully competent practitioner; keeps up-to-date with changes; adapts practice accordingly	Plays a proactive role in leading the professional development of key stage or departmental colleagues	Plays a proactive role in leading the professional development of colleagues across the school			
PROFESSIONAL CONDUCT	1.1(3) 1.7(1) 1.8(1) 2.1(all) 2.2 2.3 Preamble	Meets all standards	Meets all standards	Meets all standards	Meets all standards	Meets all standards			

+ Performance may exceed career stage expectations - Performance may be below career stage expectations



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9 Sources of further information and support

Headteacher appraisal: a guide for governing boards - NGA

<https://www.nga.org.uk/Knowledge-Centre/Executive-leaders-and-the-governing-boards/Performance-management/Headteacher-Appraisal-A-Practical-Guide.aspx>

7 Best Practices for an Effective Employee Performance Review – when I work

<https://wheniwork.com/blog/employee-performance-review>

Performance Management - NEU

<https://neu.org.uk/performance-management>

Pay and appraisal in 2020-21 - NAHT

<https://www.naht.org.uk/advice-and-support/pay-pensions-and-conditions/pay-and-appraisal-in-2020-21/>

School teachers' pay and conditions document 2020 and guidance on school teachers' pay and conditions September 2020

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/920904/2020_STPCD_FINAL_230920.pdf

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