

APPRAISAL POLICY

1. Introduction – Purpose of the Policy

TWGGGS is committed to improving the quality of teaching and learning for all pupils and believes that appraisal will assist members of staff in achieving this aim through clarity of role and expectations, encouragement, development and feedback. We believe that appraisal will enable a professional discussion to take place regarding workload and priorities and will give members of staff the appropriate focus, development and support. It will also provide members of staff with an opportunity to discuss in confidence any matters regarding their employment at work that may inhibit their performance. Where appropriate, the process should have due regard for the school's equalities policies.

This policy sets out the principles and framework for a clear and consistent appraisal of the overall performance of all members of staff (teaching and support staff) and for supporting their development needs within the context of the school plan for improvement and their own professional needs. This policy also sets out the school's approach to the link between the appraisal process and pay progression.

2. Principles

We will implement our appraisal arrangements on the following principles:

- *Equality of Opportunity*: All members of staff should be encouraged and supported to achieve their potential through clarity of expectations and job role, regular feedback, performance review and provision of relevant development.
- *Consistency of Treatment and Fairness*: We will take action through training and monitoring to ensure our performance appraisal process is fair, non-discriminatory and that staff members are treated consistently.
- *High Standards*: We believe by setting appropriate and challenging standards of performance and providing suitable feedback and development, all staff members have the potential continually to improve their performance
- *Work – life balance*: All members of staff are entitled to a satisfactory work – life balance and performance appraisal is an appropriate mechanism to facilitate this.
- *Pay and Rewards*: Pay progression for members of staff should reflect their overall contribution to the school both as individuals and as team members.

3. Application of the Policy

This policy applies to all members of staff employed in this school with the exception of teachers undergoing their formal year of induction or on contracts of less than a year. The operation of this policy will be suspended for any member of staff whose performance merits the application of the school's formal competency procedure. Performance appraisal arrangements for temporary and part-time staff members, including job-sharers, should apply on the same principles as for full-time, substantive staff. The same degree of challenge in the process should apply, but the breadth and volume of each element in the process should be proportionate to the period of time worked. Teachers employed on a fixed term contract of less than one year, will have their 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. The intention is that all staff members will have equivalent access to appraisal, development and support.

4. Policy Framework

4.1 General

Performance appraisal is a shared responsibility. The Governing Body has the strategic responsibility for establishing this policy, providing the Headteacher with the support to ensure it is fully implemented and ensuring the Headteacher receives appropriate performance appraisal in order to set the right framework and culture for all staff members in the school. The Headteacher will ensure that this policy, associated regulations and guidance are communicated effectively and that staff members with performance appraisal responsibilities have access to appropriate training and preparation. The performance of all staff members must be reviewed on an annual basis. Appraisal planning and reviews must be completed for all teachers in this school and this, including time for consideration by Headteacher and Governors, will

be by 31 October, in any one academic year, and by 31 December for the Headteacher. The appraisal reviews for all support staff will be completed annually, including time for consideration by Headteacher and Governors, ending on 31st March in each year.

Where a member of staff starts his/her employment at the school part-way through a cycle, the length of the first performance appraisal process will be such that the cycle can be brought into line with the appraisal process for that member of staff at the earliest opportunity. Where a member of staff transfers to a new post within the school part-way through a cycle, the Headteacher shall determine whether the cycle shall begin again and whether to change the appraiser.

All members of staff must have a relevant job description, and this will form the basis for discussion at the appraisal planning and review meeting. All members of staff should have access to the school plan for improvement (on the shared area) and other relevant planning documents in good time for their appraisal meeting.

Where it appears that the appraisee is either not meeting or partially meeting the relevant professional standards, then the appraisal process must clearly set out the support and training that will be provided to address the areas of concern. (This may have already occurred through a review meeting, or a specific meeting to raise a particular concern.) Where serious weaknesses are identified in an appraisee's performance, then this procedure should cease, and the issues will be managed within the school's formal capability procedure. The appraisal process will be recommenced when the appraisee's performance has reached the required standards.

4.2 Appointing Appraisers

The Headteacher will be appraised by the Governing Body, supported by a suitably experienced and qualified External Advisor who has been appointed by the Governing Body for that purpose. In this school the task of appraising the Headteacher, including the setting of objectives, will be delegated to a sub-group of three members of the Governing Body.

The Headteacher will determine the appropriate appraiser for all members of staff covered by this policy, taking due consideration of line management responsibilities and other relevant factors. If a member of staff has a concern regarding his/her allocated appraiser, then this should be communicated to the Headteacher, in writing, stating the reasons. The Headteacher will exercise careful consideration of the concerns and may allocate an alternative appraiser. The Headteacher will ensure all appraisers receive appropriate training and preparation for their role.

4.3 The Appraisal Meeting

It is the responsibility of the appraiser to arrange the meeting with his/her appraisee at the beginning of the cycle. This should be arranged by mutual agreement and normally with at least five working days' notice. The appraiser must prepare for the meeting and ensure all relevant information and evidence that will be used during the meeting has been shared with the appraisee at the earliest possible opportunity. Self-review is an important means of preparing for an appraisal meeting. The appraisal meeting should provide a two way discussion to:

- Assess performance during the previous year against the appraisee's role and responsibilities, including performance objectives and any relevant standards
- Agree expectations for the year ahead by reviewing job description and appropriate performance objectives
- Confirm timescales for achievement of the objectives and for provision of support, including development
- Ensure the appraisee understands the performance criteria, including relevant pay progression criteria, relevant professional standards (Appendices 1 & 2) and any other appropriate evidence to be taken into account in appraising performance, including potential barriers to success. For support staff, Schools Personnel Service Summary of Assessment Definitions for Schools relating to Total Contribution Pay and the SPS behaviours document are Appendices 4 and 5 respectively.
- Discuss and agree appropriate monitoring arrangements and other support for the appraisee, including classroom observations, if appropriate to the reviewee's role
- Agree any areas of relevant training and development and related actions
- Allow the reviewee to raise any issues or concerns regarding his/her workload or work - life balance

It is the appraisee's responsibility to play an active role in his/her review. This includes preparing for the meeting by:

- Reflecting on his/her performance over the past year including performance against performance objectives and the relevant professional standards
- Considering how he/she has made a wider contribution to the school
- Identifying some of his/her future development needs, and
- Providing the appropriate documentation and evidence for review, to enable the Headteacher and, where appropriate Pay Committee governors, to make a considered assessment.

4.4 Appraising Performance

All members of staff will be formally assessed in respect of each appraisal period. In assessing the performance of the Headteacher, the Governing Body will consult the external adviser. When assessing overall performance, appraisers should consider how challenging the objectives have been. Good progress towards the achievement of a challenging objective, even if the performance criteria have not been met in full, will be assessed favourably. Appraisees will not be held accountable if objectives have not been fully met for reasons outside the appraisee's control. If an appraisee is absent for a significant part of the cycle, the appraiser should, in conjunction with the Headteacher, consider what was reasonable to achieve during the time the appraisee was present.

Each member of staff will receive a written appraisal report as soon as practicable and within ten working days following the appraisal meeting and have the opportunity to comment in writing. The appraisal report will include:

- details of objectives for the appraisal period in question
- an assessment of performance of role and responsibilities against objectives and any relevant standards
- an assessment of training and development needs and identification of any action that should be taken to address them
- a recommendation on pay where this is relevant

The assessment of performance and of training needs will inform the planning process for the following appraisal period

4.5 Links with Pay

Before, or as soon as practicable after the start of each appraisal period, all staff members will be informed of the standards and criteria against which individual performance in that appraisal will be assessed and on which pay decisions will be based. The criterion used must be consistent with any national or KCC determined requirements, as stated in the school's pay policy.

Where the evidence from the appraisal process appears to suggest the appraisee's performance could be below that meriting pay progression at the end of the cycle, the appraisee should be made aware of this at the earliest opportunity. There should also be a professional discussion to identify actions which could remedy the position.

4.6 Objectives

The headteacher's objectives will be set by the Governing Body after consultation with the external adviser. All appraisees must have performance objectives set, before, or as soon as practicable after, the start of each appraisal period. All objectives must be relevant to the appraisee's role, responsibilities and take full account of their experience and career/professional aspirations. The number and nature of objectives must be reasonable and, if achieved will contribute positively to the education of pupils at this school and the implementation of any plan designed to improve the school's educational provision and performance. All members of staff will usually have 3 objectives. Staff with a wider role across the school, including teachers with or without a TLR, members of SLT and the headteacher, would normally expect one or additional objectives in the relevant area.

Appraisees should be encouraged to set **challenging** but achievable objectives, which are SMART (specific, measureable, achievable but challenging, relevant and time-framed). Meeting or nearly meeting challenging objectives is a good way to show the level of performance required for pay progression and will assist career development. Easy targets are unlikely to allow members of staff to demonstrate a higher level of performance. As far as possible the objectives should be reached by agreement. However where a joint determination cannot be made, the appraiser will make the determination with the provision for the appraisee to record any disagreement if required.

4.7 Training and Development

Performance appraisal is a developmental process and a key part of the planning discussion. It should be about the support that the appraisee will need in order to meet identified objectives and performance criteria. This school is

committed to ensuring, where possible, that all staff members have access to a level of development appropriate to their role, stage of career development, performance objectives and criteria and individual aspirations. Development and training identified from the appraisal process must be recorded using the appropriate form and then passed to the Assistant Headteacher (with responsibility for CPD) for the school to inform the school's programme for training and development. This school recognises that development and support may take a number of forms and a wide range of activities which may not necessarily involve a formal course.

4.8 Monitoring

The appraiser will ensure that appropriate arrangements are in place to support the appraisee with regular monitoring and feedback. This should be discussed in broad, flexible terms in the appraisal meeting. There should be informal follow-up and support for appraisees, particularly, where relevant, following lesson observations to discuss performance, provide feedback and to discuss the provision of training and development.

This school believes that observation of classroom practice and other responsibilities is important both as a way of assessing performance in order to identify any particular strengths and areas for development and of gaining useful information which can inform school improvement more generally. All observation will be carried out in a supportive fashion. In this school teachers' performance will be regularly observed but the amount and type of observation will depend on the individual circumstances of the teacher and the overall needs of the school. Classroom observation will be carried out by those with QTS. (Appendix 3) In addition to formal observation, the Headteacher or other members of the SLT with responsibility for Teaching and Learning may "drop in" in order to evaluate the standards of teaching 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.

4.9 Recording Plans

Within five working days of the meeting the appraiser will complete a draft statement and provide the appraisee with a copy. The appraisee may request changes if it is felt that the statement does not convey a fair summary of the meeting and/or may add comments. The appraiser will prepare and sign a final statement within ten working days of the initial meeting. The appraiser may retain a copy, but must pass a copy to the appraisee and the original to the Headteacher.

5. Moderation

The Headteacher is responsible for ensuring that performance appraisal is applied fairly and consistently across the school and that there is a strong link with school improvement. The Headteacher may therefore make appropriate arrangements for the moderation of performance appraisal reviews and objectives in particular to ensure consistency of approach and expectations between appraisers. However, this exercise will be undertaken with due regard for the need to maintain confidentiality. If there are concerns that a statement is not consistent with appraisees of similar experience and/or similar levels of responsibility, or that the statement is not in line with school policy or the school development plan, then the Headteacher may instruct a new statement to be prepared.

6. Changes to Plans in Mid Cycle

There may be occasions when it is necessary to amend or change the content of the appraisal plan. This may include changes in the appraisee's circumstances, school priorities or local/national policy initiatives. In this event the appraiser and appraisee should discuss and ideally agree the necessary changes. If there is no agreement to the proposed changes then the appraiser shall amend the appraisal plan with any changes to be made and pass the revised statement to the appraisee who may add comments.

7. Confidentiality and Retention of Records

The performance appraisal process will be treated with full confidentiality at all times. For the Headteacher's review the statement will be held by the Chair of Governors, the Chair of the Review Committee (if not the Chair of Governors) and the Headteacher. All planning and appraisal reports must be retained in a secure place on the school premises for a minimum of six years from the date the appraisal cycle ends.

8. Communication of this Policy

A copy of this policy will be kept in the shared area in a folder marked "Appraisal", to ensure that all staff members can have access as needed. All new staff members joining the school will receive the policy as part of induction.

9. Monitoring and Evaluation

The Governing Body and the Headteacher will monitor the operation and outcomes of the performance appraisal arrangements.

10. Review of Policy

The Governing Body will ensure the policy is reviewed every three years; it may be revised at other times, if necessary, to take account of any changes in statutory regulation, associated guidance or policy.

APPENDIX 1: DfE Teachers' Standards May 2012

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

PART ONE: TEACHING

A teacher must:

1 Set high expectations which inspire, motivate and challenge pupils

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

2 Promote good progress and outcomes by pupils

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

3 Demonstrate good subject and curriculum knowledge

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

4 Plan and teach well-structured lessons

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

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

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

6 Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7 Manage behaviour effectively, to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8 Fulfil wider professional responsibilities

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

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

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

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

APPENDIX 2: TDA Professional Standards for Post Threshold Teachers

(1) Professional attributes

FRAMEWORKS

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

(2) Professional knowledge and understanding

TEACHING AND LEARNING

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

ASSESSMENT AND MONITORING

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

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

SUBJECTS AND CURRICULUM

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

HEALTH AND WELL-BEING

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.

(3) Professional skills

PLANNING

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.

TEACHING

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

TEAM WORKING AND COLLABORATION

P9. Promote collaboration and work effectively as a team member.

P10. Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback.

APPENDIX 3: Protocol for Lesson Observation

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; and
- respect the confidentiality of the information gained.

All lesson observations should be reasonable, appropriate and fit for purpose.

- a) The total period for classroom observation arranged for any teacher will usually be three hours per cycle having regard to the individual circumstances of the teacher.
- b) The arrangements for classroom observation will, where possible, be included in the planning form, include the amount of observation, specify its primary purpose and any particular aspects of the teacher's performance which will be assessed.
- c) Where evidence emerges about the appraisee's teaching performance which gives rise to concern during the cycle, classroom observations may be arranged in addition to those recorded at the beginning of the cycle subject to a revision meeting being held.
- d) Information gathered during the observation will be used, as appropriate, for a variety of purposes, including inform school self-evaluation and school improvement strategies in accordance with the school's commitment to streamlining data collection, and minimizing bureaucracy and workload burdens on staff.
- e) In keeping with the commitment to supportive and developmental classroom observation, those being observed will be notified in advance. (Where practicable, this will be 5 working days in advance, however this may be varied by mutual agreement.) The member of staff observed will provide relevant planning documents as agreed when the observation was arranged.
- f) Classroom observations will only be undertaken by persons with QTS.
- g) Oral feedback will be given as soon as possible after the observation and no later than the end of the following working day, wherever practicable.
- h) Written feedback will be provided within five working days of the observation taking place. If issues emerged from an observation that were not part of the focus of the observation as recorded in the planning and appraisal statement, these should also be covered in the written feedback and the appropriate action taken in accordance with the regulations and guidance. The written record of feedback also includes the date on which the observation took place, the lesson observed and the length of the observation. The teacher has the right to append written comments on the feedback document. .
- i) The observer should ensure that the Assistant Headteacher (with responsibility for CPD) is informed of any agreed formal, training and development need.
- j) The Headteacher has a duty to evaluate the standards of teaching and learning and to ensure that proper standards of professional performance are established and maintained. Heads have a right to drop in to inform their monitoring of the quality of learning. Clearly the appraisal arrangements are integral to fulfilling this duty and additional drop-ins may not be needed. As this is a large school, drop-ins will be undertaken by the Headteacher, supported by members of the Senior Leadership Team with QTS and (by arrangement with the Headteacher) the appropriate Curriculum Leader or Director of Achievement. Drop-ins will only inform the appraisal process where evidence arises which merits the revision of the planning statement, in accordance with the provisions of the regulations.

Schools Personnel Service Summary of Assessment Definitions for Schools

Contribution Level	Summary of Definition
Not Assessed	<p>Assessment was not made because of</p> <ul style="list-style-type: none"> a) long term absence, such as sickness or maternity leave, to an aggregate level of 9 months or more during the assessment year – this period will amended pro rata for staff whose contract is for less than a full year; or b) the employee's performance is being monitored and reviewed within the school's formal capability procedure
Performance Improvement Required	<p>Employee did not achieve the standards expected in the job. This may be due to one or a combination of:</p> <ul style="list-style-type: none"> a) one or more performance management objectives not being met without adequate explanation b) evidence of behaviour or conduct contrary to that expected in the role c) a less than satisfactory attendance or punctuality record compared to the normal standards across the school d) overall standards of performance in the job are less than expected <p>For this level it is essential that there has been at least one clearly recorded conversation to identify the area of concern and to agree a remedial plan of support from which the employee has not been able to attain the standard required in the area identified consistently</p>
Achieved the Required Standard	<p>The employee has achieved all the performance objectives or if this is not the case but there is an understandable and acceptable reason for this.</p> <p>Additionally performance generally is consistently sound across all key areas of the role and the behaviours demonstrated by the employee consistently positive.</p> <p>In common terms an employee with this assessment would be regarded as sound, positive, reliable and doing a 'good job' all round and there will be a range of evidence to substantiate this.</p>
Performance Above the Required Standard	<p>Employees at this level will be those whose performance clearly stands out as above the norm. Their work will be seen to be consistently of a high calibre with a sense of pride in the quality of their work. Performance objectives will have been met and exceeded in some way unless the objectives were regarded as 'stretch' targets or particularly challenging in some way.</p> <p>There will be evidence of using own initiative and taking personal responsibility to seek out new tasks or responsibilities that are desirable, appropriate and have a positive impact on children and/or colleagues. Typically attendance would be expected to be very high. The employee will also consistently demonstrate very positive behaviours towards their work, children and colleagues with clear evidence of effective outcomes.</p>
An Outstanding Performance	<p>Performance objectives will be delivered to an exceptionally high standard. The quality of work throughout the year will be regarded as first class and impressive in terms of what is achieved and how it is delivered.</p> <p>Employees at this level will be regarded by others as 'exceptional' in their role and they demonstrate exceptionally positive behaviours towards children, parents (if appropriate to role) and colleagues. There will be clear evidence of often going the 'extra mile', of doing things over above expectation on a regular basis and constantly demonstrating behaviours consistent with the values, principles and ethos of this school.</p>

APPENDIX 5: SPS Behaviours Document for Support Staff

Our behaviours

The behaviours listed below replace our previous 'Ways 2 Success' behaviours. These will help us understand what is expected of us.

Kent Competency	What we must do/need	What we must not do/don't need
Truth and Judgement	<ul style="list-style-type: none"> • Be accountable, make a decision and stand by it • Be truthful, honest and realistic, give reasons for decisions and actions • Stay grounded, speak honestly • Be aware of the political impact of your actions • Open to new ideas • Welcome challenge on how you do things 	<ul style="list-style-type: none"> • Make decisions in isolation • Blame others, start rumours • Hide facts for fear of upsetting others • Hold on to information unnecessarily • Use politics as an excuse • Be defensive
Conversation and Compassion	<ul style="list-style-type: none"> • Encourage free-flowing conversation, pick up the phone or go and speak to a colleague • Being sensitive to someone's needs and adjusting accordingly, accepting differences • Politeness when dealing with others - whatever level, check for mutual understanding • Listen carefully and act on what is being said – use clear language 	<ul style="list-style-type: none"> • Bully and blame others • Be blunt or defensive • Be uncaring about others and their opinions • Use jargon, be dismissive
Empowerment and Enterprise	<ul style="list-style-type: none"> • Delegate and trust staff to deliver, encourage others to succeed and help if needed • Value staff contributions, recognise skills, develop people and the business • Recognise initiative, be creative and share ideas • Have a 'can do' attitude, be positive, deal with things here and now • Make best use of the resources/technology/tools you have 	<ul style="list-style-type: none"> • Stifle ideas or take credit for others' ideas • Ignore others' abilities • Belittle others' opinions and ideas, be dismissive of lower grade staff • Withhold useful, helpful and important information • Give confused instructions
People and Partnerships	<ul style="list-style-type: none"> • Keep communication open, ask questions, listen to answers, act and feedback • Be customer-focused • Be visible and approachable to partners, public & staff • Co-operate with partners and colleagues to achieve common goals 	<ul style="list-style-type: none"> • Work in silos • Focus on processes rather than people • Lack of consultation • Drive through own agenda and forget the end goal • Makes no effort to work with other people
Character and Courage	<ul style="list-style-type: none"> • Be strong even in difficult situations - hold your nerve and stay positive • Be courageous and able to change your mind • Have the self-belief to see problems through to achieve the end goal • Work to find positive solutions, be creative • Be brave and don't be afraid of failure • Looking to challenge • Be proud of the work we do as one council, delivering positive outcomes 	<ul style="list-style-type: none"> • Look for the easy option to avoid conflict • Allow, or join in with, power games to slow progress • Hide behind others • Be lazy or negative • Cover your back • Go through the motions • Work in isolation and never listen to your customers
Outcomes and Delivery	<ul style="list-style-type: none"> • Be clear of what has got to be achieved, keep the end goal in mind • Share knowledge of best practice, learning from things that have not worked so well • Understand the priorities & work within the agreed timescales • Looking to learn • Prioritise & deliver no matter how big or small the task • Look for opportunities to deliver services and developments through joint working 	<ul style="list-style-type: none"> • Lose sight of the objectives and become blinkered • Force customers to fit one size • Unclear instructions/lack of communication • 'Can't do' approach • 'We have always done it this way' attitude

<p>Radicalism and Urgency</p>	<ul style="list-style-type: none"> • Dare to be different; have the courage of your convictions • Challenge the status quo; adapt to change • Don't just say it, do it • Move forward, take the initiative, suggest new ideas • Don't wait, initiate • Help people move forward with ideas • Urgent curiosity 	<ul style="list-style-type: none"> • Be closed to new ideas and not be willing to change • 'Not my job' attitude • Managers not listening to front line staff • Assuming a report achieves the required objective
<p>Tools and Professionalism</p>	<ul style="list-style-type: none"> • Speak and act professionally at all times • Be personally accountable for managing budgets and controlling costs • Look at ways of getting value for money • Ensure that your knowledge and skills are kept up to date 	<ul style="list-style-type: none"> • Let skills and knowledge become out of date

APPENDIX 6: TWGGS Appraisal Review and Planning Forms

TWGGS: TEACHER APPRAISAL REVIEW RECORD

Staff:

Appraiser:

Date:

Objectives:	Met - partially/ fully	Further development
1.		
2.		
3.		

Evidence to taken into account:

Recommendation for Pay Progression:

Areas of particular strength:

Areas to be developed:

Development/training needs to meet objectives:

Appraisee's comments:

**Signed :
Appraiser**

Date:

Appraisee

Date:

Please return fully completed and signed to Gill Field

TWGGGS: TEACHER APPRAISAL PLANNING RECORD

Staff:

Appraiser:

Date of meeting:

Objectives	Success Criteria	Links to Development Plans/Teachers' Standards	Time Scale
1.			
2.			
3.			

Arrangements for classroom observation (3 hours) and feedback (which will include monitoring support). Identify purpose of observation and any specific aspects to be assessed:

Other evidence to be taken into account in review:

Development/ training needs and actions to be taken:

Appraisee's comments:

Signed:
Appraisee _____ **Appraiser:** _____

Date: _____

Please return fully completed and signed to Gill Field

**TWGGGS: SUPPORT STAFF
APPRAISAL PLANNING RECORD**

**Staff:
Job Title**

Appraiser:

Date:

Objectives:	Time scale	Evidenced by:
1.		
2.		
3.		

Further evidence to be taken into account in considering total contribution: (Please highlight ALL significant aspects of your contribution during the year, in addition to planned objectives)

Support to be provided:

Development/ training needs and actions to be taken:

Appraisee's comments:

Signed:
Appraisee_____

Appraiser:_____

Date:_____

Please return fully completed and signed form to Gill Field

TWGGS: SUPPORT STAFF APPRAISAL REVIEW RECORD

Staff:
Full job title (with job description included, Yes/No)
Full/part-time?

Appraiser:

Date:

All year round/term-time only

Objectives:	Met - partially/ fully	Evidenced by:
1.		
2.		
3.		

Further evidence to taken into account in considering total contribution:

Areas of particular strength:

Areas to be developed:

Further development/training required where objectives have not been met:

Appraisee's comments:

**Signed :
Appraiser**

Date:

Appraisee

Date:

Please return fully completed and signed to Gill Field