

Greenside Staff Appraisal, Capability and CPD Policy and Practice



September 2021

Staff Appraisal, Capability & CPD POLICY

To be read with TEF Policy 2020.

GREENSIDE FILM FACTORY
Appraisal & CPD Policy

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GREENSIDE FILM FACTORY

Appraisal Policy for Greenside

- 1) We aim to maintain the good practice established at Greenside in previous years.
- 2) Greenside joined The Elliot Foundation in April 2015 and actively supports the policies and practice of the Foundation, adhering to their philosophy and documents.
- 3) We aim to link our School Improvement Plan and other improvement plans closely to our Appraisal cycle ensuring all teachers / support staff set at least one objective relating to a shared improvement target. This will allow for shared CPD, support and area of lesson observation focus.
- 4) Monitoring and evidence relating to our Appraisal objectives will be based on the 'total teacher/ staff member' and should be based on more than just a one- off observation. It is the responsibility of each member of staff to develop, capture and share their own portfolio of evidence to ensure continuing professional development. This may include evidence of informal work with colleagues, peers, joint planning and review, being a member of a working group contributing to CPD days/ sessions, working with our Teachers, external CPD sessions. It should include formal lesson observations, VA and CVA from teaching groups and other evidence selected by the member of staff. Changes to the Ofsted Framework (latest version – Sept '15 are reflected in our practice – *please note we are still using Sept '15 version in Sept '16*)
- 5) Teachers will be assessed against the Teachers' Standards – introduced in September 2012.
- 6) TAs will be assessed against the National Standards for TAs.
- 7) At Greenside we actively encourage classroom visits by members of our community to each other's classrooms. Visits do not form part of the Appraisal procedures.
- 8) We are part of the GGL Federation and will work in partnership to support the development of best practice and CPD across our groups of teachers and support staff.

Context

Under statutory regulations, appraisal arrangements for all teachers in maintained schools in England changed on 1 September 2013. **At Greenside this means we are simply emphasizing the need for all teachers to be assessed against the Teachers' Standards.**

The Education (School Teachers' Appraisal) (England) Regulations 2012, made under the Education Act 2002, came into force on 1 September 2012 and replace The Education (School Teacher Performance Management) (England) Regulations 2006; the new regulations can be found at www.legislation.gov.uk/ukksi/2012/115/pdfs/ukssi_20120115_en.pdf

The new regulations will apply to any teacher employed for one school term or more, in a community, voluntary, foundation, community special or foundation special school or a maintained nursery school, whether employed by the governing body of that school or by the local authority to work in that school.

The new regulations place a legal obligation on qualifying schools to have an appraisals procedure in place for all teachers and a capability procedure in place for all staff.

The regulations do not apply to a teacher whilst that teacher is undergoing an induction period or whilst a teacher is the subject of a formal capability procedure.

Support staff are not covered by the regulations but at Greenside we have chosen to implement the same staff appraisal policy for support staff, please see new TA standards for class/ TA support staff.

This policy should be read in conjunction with the school's pay and progression policy, which provides details of the arrangements relating to teacher's pay in accordance with the School Teacher's Pay and Conditions Document.

Guiding principles

In its oversight of the appraisal system, the Greenside/ Trust is committed to ensuring consistency of treatment and fairness and to stay within the prevailing legal framework applicable to all employers; for example, the Equality Act 2010, the Employment Rights Act 1996, the Part-Time Workers Regulations 2000, the Fixed Term Employees Regulations 2002 and the Data Protection Act 1998.

The Executive Head will moderate a sample of the planning statements to check that the agreed plans are consistently weighted between employees who have similar levels of responsibility and that the plans comply with the Greenside's appraisal policy.

The appraisal process and the supporting documentation will be treated with strict confidentiality at all times. Only those who need access to such information will be granted access to enable them to discharge their responsibilities as directed by the Leaders. The Greenside/ Trust/ Chair of Governors/ Regional Director will monitor the operation of the appraisal system and review it at appropriate intervals.

Purpose

This policy sets out the framework for a clear and consistent assessment of the overall performance of teachers and support staff and for supporting their development needs within the context of the school improvement plan.

The Appraisal

At Greenside the Executive Head is responsible for ensuring the review of the performance of every other teacher and member of support staff employed there.

Appraisal meetings should be held during normal working hours, wherever possible, and should be scheduled for at least one hour or longer if necessary.

The purpose of the appraisal meeting is to review the employee's current job, their performance and their future plans. More specifically, the meeting will also be an opportunity to discuss how the employee can contribute to the wider work of Greenside and to agree and set a number (typically 3-4) of objectives (there is no minimum or maximum number of objectives however).

The Appraisal Period

The appraisal period will be for 12 months and will begin on 1st September; it must be completed by 31st October for teachers and for support staff and by 31st December for Leadership Group. The cycle will begin with a Planning Meeting and will end with a Review Meeting. Mid-year review meetings may also be held if agreed and considered necessary.

Where a teacher starts their employment or transfers to a new post within Greenside part way through a performance management cycle, the Executive Head, the Greenside/ Trust, shall determine appraisal arrangements for the remainder of the appraisal period, with a view to bringing their cycle into line with the cycle for other teachers and staff as soon as possible.

Where a teacher is employed on a fixed term contract for a period less than 12 months, the length of the appraisal period will be determined by the duration of the contract.

The Appraisers

All appraisers, including allocated members from the Trust, should be provided with appropriate training.

The Executive Head will be appraised in the 2021-2022 year in line with TEF policy.

The Head of School will be appraised in the 2021-2022 year by The Executive Head.

The Executive Head is responsible for the appraisal of all other employees but may delegate this responsibility to others who will normally have line management responsibility for those they appraise.

Teaching staff should be able to object to the appointment of an appraiser, on professional grounds, in writing to the Executive Head who will consider this and make a decision. Where the objections are rejected by the Executive Head, the teacher should be advised in writing.

Objective setting

The setting and agreement of objectives is fundamentally important to the effective operation of a performance management system that aims to link individual performance to pay progression. The job description can be a particularly useful place to begin the process of identifying relevant objectives for each individual jobholder. However, the job description is just one 'reference document' that can be helpful context to the process of setting and agreeing objectives. Other useful 'reference documents' may include the school improvement plan, any other school plans, the Ofsted School Inspection Report, TEF priorities, HMI priorities (where appropriate) and the Teachers' Standards.

In addition, it may be prudent to allow for some flexibility in the setting and agreement of objectives to enable objectives to be set and agreed around issues that are emerging for the school and that require some dedicated attention that is best articulated as one or as a set of objectives. On the grounds that emerging issues are unlikely to be known at the outset of an appraisal period, objectives may need to be adjusted throughout the appraisal period so that they remain relevant to the performance of the individual and to the priorities of the school. This is considered to be perfectly standard practice; the ideal outcome for all parties is that the overall weight of objectives is broadly or proportionately the same at the conclusion of any subsequent 'objectives' discussion.

Objectives should be CSMART

C = Challenging

S = Specific

M = Measurable

A = Achievable

R = Relevant

T = Timed

Objectives should also be fair and equitable when judged across employees with similar roles and responsibilities. However, appraisal objectives will normally become more challenging as a teacher progresses up the main pay scale.

The Executive Head of a school must, before, or as soon as practicable after, the start of each appraisal period, in relation to every teacher employed at that school, inform the teacher of the standards against which their performance will be assessed and set objectives for the teacher for the appraisal period. The Executive Head may delegate this responsibility to the line manager cohort.

The objectives must be set such that they will contribute to the improvement of a school's educational provision and performance and appraisers will therefore be expected to align individual objectives with the school's priorities.

Every effort should be made to achieve agreement on objectives; only in the last resort, should targets be imposed on staff. All appraisers and appraisees should look to agree objectives; where agreement cannot be reached, the appraiser will make the final determination.

Objectives should focus on the priorities for the school or individual for the duration of the appraisal cycle. Normally, staff should expect to have no more than (typically) 4 objectives but there is no actual minimum or maximum number.

Objectives will be set out in a planning statement, along with details of any training and support, which have been agreed. The planning statement should also specify the evidence that will be collected to support the review of performance including details of the arrangements for task or classroom observation, where relevant. Objectives may be revised if circumstances change.

Teachers' Standards

Under the appraisal arrangements that take effect from 1st September 2013, the performance of all teachers, regardless of their career stage, will be assessed against the Teachers' Standards. The standards define the minimum level of practice expected of trainees and teachers from the point of being awarded QTS.

The standards against which performance must be assessed in respect of a teacher are the set of standards articulated in the Teachers' Standards document and any other set of standards relating to teachers' performance published by the secretary of state as the governing body or head teacher determine as being applicable.

In order to meet the Teachers' Standards, a teacher will need to demonstrate that their practice is consistent with the definitions set out in Part 1 (Teaching) and Part 2 (Personal & Professional Conduct).

Applying the Teachers' Standards

Teachers make the education of their students their first concern and are accountable for achieving the highest possible standards in their work and their conduct. Teachers act with honesty and integrity, have strong subject knowledge and are self-critical. They forge positive professional relationships with those around them and work with parents/ carers in the best interests of their students.

Teachers

The Teachers' Standards effectively set out a 'code' of good teaching practice and professional conduct. We expect all teaching staff to meet the expectations set out in the Standards document. Teachers will be evaluated against all the elements set out in the Teachers' Standards.

Head of School/ Leadership

Teachers' Standards may be applied to the Head of School/ Leadership Group as well as to all other teachers. However, on the grounds that a proportion of Head Teachers/ Leadership Group spend part of their scheduled week teaching, Governing Bodies (or the equivalent) should exercise particularly careful judgment

when assessing the Head of School against the Teachers' Standards.

A full version of the Teachers' Standards can be found on the DfE Standards site.

Gathering the evidence

As part of the overall appraisal process, it will be critically important for all members of staff who are subject to the school's staff appraisal policy to be clear about the evidence that will be required by their appraiser to enable the appraiser to assess their performance and make a substantiated and evidence-based pay recommendation to the 'decision maker'.

Judgments relating to performance should be supported by evidence, agreed at the beginning of the performance cycle. Evidence should show and demonstrate a contribution towards:

- An increasing positive impact in student progress;
- An increasing impact on wider outcomes for students;
- Improvement in specific elements of practice, e.g. lesson planning;
- An increasing contribution to the work at the school;
- An increasing impact on the effectiveness of staff.

The evidence gathered by a member of staff will largely be determined by the nature and scope of the agreed objectives and / or the Teachers' Standards. Examples of evidence may include:

- Classroom observations
- Task observations
- Reviews of assessment results
- Reviews of lesson planning records
- Internal tracking
- Moderation within and across schools
- Student Voice
- Parent/ carer and other Stakeholder feedback
- Learning Walks
- Evidence supporting progress against Teachers' Standards

Any classroom or task observations will be carried out in accordance with the schools 'classroom and task observation protocol'. Classroom observations will be carried out by qualified teachers. At least 5 working day's notice of the date and time of the observation will be given and verbal feedback provided by the end of the next school day in a suitable private environment. Written feedback will be provided within 5 working days. The appraisee has the right to append written comments to the feedback document. Please note during a period of RI or an Ofsted category this may be increased.

For appraisal purposes, the Governing Body is committed to ensuring that classroom and task 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.

See Appendix B for ideas on Objectives

See Appendix C for grid to record achievements against Teachers' Standards

Classroom Observation Protocol (see TEF guidance too)

All classroom observation will be undertaken in accordance with the performance management regulations, the associated guidance published by the Rewards and Incentives Group and the classroom observation protocol that is appended to this policy in Appendix A.

The arrangements for classroom / task observation will be stated in the appraisal planning statement and will include the amount of observation, specify its primary purpose, any particular aspects of the employee's performance which will be assessed, the duration of the observation, when, during the appraisal cycle, the observation is likely to take place and who is likely to conduct the observation.

Where evidence emerges about the appraisee's performance, which gives rise to concern during the cycle, additional observations may be arranged during the cycle.

Please note: The 3 hours statutory limit on classroom observations for appraisal has been removed; the government believes that the Executive Head and other appraisers should be free to decide how much observation is necessary for them to form an accurate assessment of a teacher's performance. However, the Executive Head may determine that it is necessary to collect additional evidence to help inform the evaluation of teaching standards and school improvement strategies. This additional evidence may include Learning Walks, task observation, reviews of assessment results and lesson planning records. It may not be practicable to provide advance notice of these additional monitoring activities.

As part of their overall inspection framework, Ofsted wishes to see evidence in schools that the appraisal procedure is used effectively and enables school improvement; if appraisal evidence is not available, this is likely to impact negatively on the Ofsted Inspection Grade for Leadership and Management. It is therefore prudent for Greenside to generate and retain as much reasonable 'appraisal system' evidence as practicably possible.

Reviewing Performance and the Annual Assessment

At the end of the cycle, assessment of performance will be on the basis agreed at the beginning of the cycle.

In determining an appraisal, the Executive Head or Governing Body must assess the performance in the appraisal period, apply the relevant 'Standards', assess performance against the agreed objectives and assess the professional development needs and identify any action that should be taken and, finally, include a recommendation relating to pay.

A written appraisal report must be provided at the conclusion of the appraisal process – by 31st October for teachers and support staff and by 31st December for the Head of School; the report must record the overall performance assessment and pay recommendation.

Good progress towards the achievement of a challenging objective, even if the performance criteria have not been met in full, may be assessed favourably. If agreement cannot be reached, especially on the outcomes of an appraisal meeting, the teacher or Head of School may appeal to the Executive Head to be reviewed by the chair of the Greenside/ Trust, whose decisions will be final.

The overall assessment of performance and its subsequent performance rating for individual members will be made first by the Appraiser and then moderated by the Head of School and Executive Head. In the case of the Head of School a partner Head will be involved.

Each objective will be graded in one of 4 ways: Inadequate progress towards objective, satisfactory progress towards objective, good progress towards meeting the objective, objective met fully.

The final version of the appraisal documentation will be placed on the employee's file and a copy of their CPD made available to the school's CPD Leader. The sharing of such information is governed by the data protection principles under the Data Protection Act 1998.

The Greenside/ Trust and Executive Head will ensure that all written appraisal records are retained in a secure place for 6 years and then destroyed.

Continuing Professional Development

Greenside's CPD programme will be informed by the training and development needs identified through the appraisal procedure. The Greenside/ Trust will ensure in the budget planning, that, as far as possible, appropriate resources will be made available for any agreed training, support and continuing professional development.

Support to meet individual or collective development needs should be provided within the context of the school's improvement plan.

Conflict of Interest

In any circumstances where an individual believes that their participation in any part of the appraisal process amounts or may amount to a 'conflict of interest' they should declare this to their appraiser and / or absent themselves from any part of the appraisal process where they believe that a 'conflict of interest' would or is likely to prevail.

Review

The Trust will review the performance management policy within 3 academic years.

The policy will be revised as required to introduce any changes in regulations and statutory guidance to ensure that it is always up to date.

The Trust will seek to agree any revisions to the policy with the recognized trade unions having regard to the results of the consultation with all teachers.

To ensure teachers are fully conversant with the performance management arrangements, all new teachers who join the Team will be briefed on them as part of their introduction to Greenside.

**Please note Pay progression is no longer linked to performance
Please see TEF pay and progression policy.**

Guiding principles are as follows:

The Executive Head must consider annually whether or not to increase the salary of teachers who have completed a year of employment since the previous annual pay determination and, if so, to what salary within the relevant pay ranges.

All pay recommendations should be clearly attributable to the performance of an employee.

The relevant body must decide how pay progression will be determined, subject to the following:

- a. The decision, whether or not to award pay progression, must be related to a teacher's performance.
- b. A pay recommendation must be made in writing as part of a teacher's annual appraisal report.
- c. Where a teacher is not subject to either the 2012 or the 2011 regulations, the relevant body must determine through what process the teacher's performance will be assessed and a pay recommendation made for the purposes of making its decision on pay.
- d. Continued good performance, as defined by an individual school's pay policy, should give a classroom or an unqualified teacher an expectation of progression to the top of their respective pay ranges.

- e. A decision may be made not to award pay progression, whether or not the teacher is subject to capability proceedings.

The relevant body must set out clearly in the school's pay policy how pay progression will be determined. The Executive Head will be responsible for ensuring that appropriate arrangements are put in place to support the links between performance and pay and that rates of pay progression are affordable and comply with prevailing legislation (e.g. Equal Pay).

Where teachers are eligible for pay progression, the recommendation made by the appraiser will be based on an assessment of performance against agreed performance objectives. The decision made by the relevant decision-making body will be based on the statutory criteria and guidance set out in the STPCD and the relevant teacher standards.

To move up the main pay range, one point at a time, teachers will need to have made good progress towards achieving their objectives and have demonstrated that they are competent in all elements of the Teachers' Standards. Teaching should be 'good', as defined by Ofsted.

If the overall appraisal evidence shows that a teacher has demonstrated exceptional performance, the governing body will consider awarding enhanced pay progression, up to a maximum of 2 reference points. Teaching should be 'outstanding', as defined by Ofsted.

The Executive Head will consult with staff and union representatives on the establishment of appraisal and pay policies and will ensure that appraisers have the knowledge and skills to apply procedures fairly.

Teachers will work with their appraisers to ensure that there is sufficient evidence to support pay recommendations. Teachers will also keep records of objectives and review them throughout the appraisal period.

Applications to be paid on the Upper Pay Range

From 1st September 2013, any qualified teacher can apply to be paid on the Upper Pay Range. All applications should include the results of appraisals; where such information is not available, a written statement and summary of evidence that sets out how the applicant has met the assessment criteria will be sufficient. Teachers who have been absent through sickness, disability or maternity may cite written evidence over a 3-year period before the date of the application.

To be assessed successfully, a teacher will be required to meet the criteria set out in the School Teachers' Pay and Conditions Document (STPCD):

- The teacher is 'highly competent' in all the elements of the Teachers' Standards;
- The teacher's achievements and contribution to the school is 'substantial' and 'sustained'.

Highly competent

The teacher's performance is assessed as having excellent depth and breadth of knowledge, skills and understanding of the Teachers' Standards in the particular role they are fulfilling and the context in which they are working.

Substantial

The teacher's achievements and contribution to the school are significant, not just in raising standards of teaching and learning in their own classroom but also in making a significant wider contribution to school improvement which impacts on student progress and the effectiveness of staff and colleagues.

Sustained

The teacher must have had two consecutive successful appraisal reports and have made good progress towards their objectives; they will have been expected to show that their teaching expertise has grown over the relevant period and is consistently good to outstanding.

Staff, especially teachers, experiencing difficulties

When a member of staff is experiencing difficulties, support and guidance will be provided through the appraisal process. Where it is clear that a member of staff's personal circumstances are leading to difficulties at work, appropriate support should be offered at the earliest opportunity.

If long-term sickness absence appears to have been triggered by the commencement of monitoring or a formal capability procedure, the case will be dealt with in accordance with TEF absence policy and will be referred to the occupational health service who will assess the member of staff's health and fitness for continued employment and whether continuing with monitoring or formal procedures is deemed to be appropriate.

If the appraiser identifies through the appraisal process or through other sources of information, parental complaints for example, that the difficulties experienced by a teacher are such that, if not rectified could lead to the capability procedure, the appraiser will, as part of the appraisal process, meet the member of staff to:

- Give clear written feedback to the teacher about the nature and seriousness of the concerns;
- Give the teacher the opportunity to comment on and discuss the concerns;
- Give the teacher at least 5 working days' notice that a meeting will be held to discuss targets for improvement alongside a programme of support and remind the teacher that they have the right to be accompanied by a work colleague or trade union representative at any future meetings where capability will be discussed;
- Agree and establish, in consultation with the teacher, an action plan with support that will help to remedy specific concerns;
- Make clear, how progress will be monitored and when it will be reviewed;
- Explain the implications and process if no, or insufficient, improvement is made.

The teacher's progress will continue to be monitored as part of the appraisal process and a reasonable time given for the teacher's performance to improve. During this monitoring period, the teacher will be given regular feedback on progress and arrangements will be made to modify the support programme if appropriate.

If sufficient progress is made, the teacher should be informed of this at a formal meeting and the appraisal process will continue as normal.

If no, or insufficient improvement has been made, the teacher will be invited to a transition meeting to determine whether formal capability proceedings will be invoked.

Capability Procedures

Transition to Capability

Performance concerns should be dealt with through the staff appraisal policy but if progress towards addressing performance concerns is insufficient or the concerns are sufficiently serious, a 'transition meeting' should be held; the expectation is that this meeting will reduce the likelihood of invoking the capability procedure or triggering a prolonged period of sickness absence.

In this event, further support should be granted through the appraisal procedure or, alternatively, the employee will be advised to consider the relative merits of resigning their post before the formal capability procedure is invoked.

Capability Procedure

This procedure is adopted from the NAHT.
We have adopted the TEF policy.

The capability procedure applies only to teachers and Head of School where there are serious concerns about their performance that cannot be addressed by the appraisal procedure.

The purpose of a capability meeting is to establish the facts and will usually be chaired by either the chair of governors or the Executive Head. The subject of the capability meeting will be able to respond to concerns about their performance and to present any relevant evidence.

Formal Capability Meeting

At least 5 working days' notice will be given of the formal capability meeting. The notification will contain sufficient information about performance concerns and the possible consequences to enable the teacher to prepare to present their case at the meeting. The notification of a capability meeting will be accompanied by copies of written evidence, details of the date and time of the meeting and will confirm the teacher's entitlement to be accompanied by a companion who may be a work colleague or a trade union representative.

The chair of the capability meeting will aim to a) identify the teacher's professional shortcomings; b) give clear guidance on the improved standard of performance needed; c) explain any support that will be available to help the teacher improve to a point where they can be removed from the capability procedure; d) set out the timetable for improvement and explain how performance will be monitored and reviewed; and e) warn the teacher formally that failure to improve within the set period could lead to dismissal (in very serious cases, the warning could be a final written warning). Notes will be taken of the formal meeting and a copy sent to the member of staff.

Monitoring and Review Period following a Capability Meeting

A performance monitoring and review period will follow the formal capability meeting.

Formal Review Meeting

Following the conclusion of a monitoring and review period, the member of staff will be invited in writing to a formal review meeting.

They must receive at least five working days notice of the meeting.

This written notification will:

- Contain detailed information about the concerns about performance and their possible consequences to enable the teacher to prepare to answer the case.
- Contain copies of any written evidence
- Confirm the details of the time and place of the meeting

- Advise the teacher of their right to be accompanied by a companion who may be a colleague or a trade union representative.
- Advise the teacher of their right to respond to the concerns raised and submit relevant evidence to the person conducting the meeting, prior to the meeting.
- Advise the teacher who will be conducting the meeting. It will be conducted by the Chair of Governors (for the Head of School) capability meetings or the Executive Head (for other teachers. At the formal review meeting, if the person conducting the meeting is satisfied that the teacher has made sufficient improvement, the capability procedure will end and the appraisal process will re-start. If some progress has been made and there is confidence that more is likely, it may be appropriate to extend the monitoring and review period. If no or insufficient improvement has been made during the monitoring and review period, the teacher will receive a final written warning.

Structure of the Formal Review Meeting

This meeting will follow the same structure as a formal capability meeting.

If the person conducting the meeting is satisfied that the teacher has made sufficient improvement, the capability procedure will cease and the appraisal process will re-start. In The final written warning will clearly state the improved standard of performance required, the evidence that will be used to assess whether or not the necessary improvement has been made and the support that will be available to help the teacher improve their performance. It will also set out the timetable for improvement and explain how performance will be monitored and reviewed and confirm the procedure and time limits for appealing against the warning. The final written warning will inform the teacher that failure to achieve an acceptable standard of performance (within the set timescale) may result in the requirement to attend a decision meeting and dismissal from their post.

Monitoring and review period following a formal review meeting

A performance monitoring and review period agreed above will follow the formal review meeting. The agreed formal monitoring, evaluation, guidance and support will take place during this period. Depending on the circumstances, it may be appropriate for the Head of School or member of Leadership Group to monitor progress. If an acceptable standard of performance has been achieved during the further monitoring and review period, the capability procedure will end and the appraisal process will re-start.

If performance remains unsatisfactory, the teacher will be invited to a decision meeting held by whoever has the authority to dismiss someone from their post in the school. This meeting will make the decision, or recommendation that the teacher should be dismissed or required to cease working at the school

Decision Meeting

Notification

The teacher will be invited in writing to a decision meeting. They must receive at least five working days' notice of the meeting.

This written notification will:

- Contain detailed information about the concerns about performance and their possible consequences to enable the teacher to prepare to answer the case.
- Contain copies of any written evidence including previous warnings.
- Confirm the details of the time and place of the meeting
- Advise the teacher of their right to be accompanied by a companion who may be a colleague or a trade union representative.
- Advise the teacher of their right to respond to the concerns raised and submit relevant evidence to the person conducting the meeting, prior to the meeting.
- Advise the teacher who will be conducting the meeting.

Structure of a Decision Meeting

This meeting will follow the same structure as a formal capability meeting. However the meeting must be held by whoever has the authority to dismiss someone from their post in the school.

At the decision meeting, if an acceptable standard of performance has been achieved during the monitoring and review period, the capability procedure will end and the appraisal process will re-start. If performance remains unsatisfactory, a decision, or recommendation to the Trust, will be made that the teacher should be dismissed or required to cease working at the school.

The power to decide that members of staff should no longer work at this school has been delegated to the Executive Head and two Governors acting with the Executive Head.

Dismissal

Once the decision to dismiss has been taken, the Trust will dismiss the teacher with notice or once the Trust has decided that the teacher should no longer work at the school, it will notify the local authority of its decision and the reasons for it.

Appeal

If a teacher feels that the decision to dismiss them is wrong or unjust, they may appeal in writing against the decision within five working days of the decision, setting out at the same time the grounds for appeal. Appeals will be heard without unreasonable delay and, where possible, at an agreed time and place. The same arrangements for notification and right to be accompanied by a companion will apply as with formal capability and review meetings and, as with other formal meetings, notes will be taken and a copy sent to the teacher. The appeal will be dealt with impartially and, wherever possible, by managers or governors who have not previously been involved in the case.

The teacher will be informed in writing of the results of the appeal hearing as soon as possible.

GREENSIDE
Appraisal Cycle 2021 - 2022

Our journey to outstanding
The Year of Going Places!

1. Action Plan – tasks/ jobs you need to complete – your role/ job
2. Initiatives – Ideas you would like to try – new & exciting!
3. Performance Management Objectives - identifying key aspects of your work that you want to improve – beyond your actual day-to-day that will make the biggest difference to your achievements.

What specific areas of your professional practice would you like to improve this year?

What would make the biggest impact on your practice and on the attainment and progress of your students?

What would you like to achieve that necessary/ special this year?

What improvements would you like to make?

What would you like different stakeholders to say about your improvements at the end of the year?
How will you know/ find out?

What contribution and impact will you have on student progress and the wider life Greenside?

How will you know you have achieved your Objectives?

Be as specific as possible

Ensure you have quantitative & qualitative targets

Ensure you have linked everything explicitly to the School priorities and the Teachers' Standards



Teacher/ Staff Name:
Appraiser:

Greenside Film Factory
Appraisal – Final agreed Planning Statement 2021 - 2022

Teacher/ Staff Name:

Date of Meeting:

Appraiser:

Objectives - Headings	Objectives – Statement	Success Criteria, Milestones & Progress
1. Student Progress		
2. Teaching & Learning Our Experiential Learning Model		
3. T&L or Leadership		
4. Other (optional)		
5. CPD		

Comment by Teacher/ Staff:

Greenside Film Factory

Appraisal – Final agreed Planning Statement 2021 – 2022
Copy for Staff member to complete during the year wherever helpful

Teacher/ Staff:

Date of Meeting:

Appraiser:

Objectives - Headings	Objectives – Statement	Success Criteria, Milestones & Progress
1. Student Progress		
2. Teaching & Learning Our Experiential Learning Model		
3. T&L or Leadership		
4. Other (optional)		
5. CPD		

Greenside Film Factory
Appraisal – Final agreed Review Statement 2021 – 2022

Teacher/ Staff:

Date of Meeting:

Appraiser:

Objectives - Headings	Objectives – Statement	Fully met, 'good' progress towards objective etc – please X
1. Student Progress		
2. Teaching & Learning Our Experiential Learning Model		
3.T&L or Leadership		
4. Other (optional)		
5. CPD		

Comment by Teacher/ Staff:

**Greenside Film Factory
Appraisal Overall Review Statement**

For the Academic Year 2021 - 2022

Teacher/ Staff:

Date of Review Meeting:

Appraiser:

Overall Comments – please link explicitly to Teachers’ Standards

Please attach Lesson observation evidence and anything else you would like to share

1. Areas of particular strength (please identify)

Please indicate if additional evidence has been presented

2. Areas to be developed (please identify)

3. Teacher/ Staff Member’s comments

<p>GREENSIDE FILM FACTORY Appraisal Staffing Structure – September 2021 (Appraiser)</p>
<p>Karen Bastick-Styles Executive Head (P/T) (TEFAT)</p>

Robin Yeats Head of School (KBS)		Georgina Webber Deputy Head (Robin)	
Laura Vandepas (Y1) Middle Leader - 4 days (Robin)	Daniel Mahara Maths Leader (Robin)	Christina Morra (R) EYFS Leader (KBS)	James Tilden (Y4) Digital Leader (George)
Laura Gilroy (Y2) (Robin)	Hannah Findlay (Y3) (Daniel)	Ciara Finney (Y6) (George)	
Sophie McDonagh-Londy (N) (NQT) (Christina/ George)		Emma Hancock (Y5) (NQT) (George)	
Sharon Black EYE (4 days) (Christina)	Kalea Williams EYE (Amina)	Amina Thomas EYE (Christina)	Roula Jabba EYE (3 days) (Sharon)
Sophie Weitzman SENCo Trainee - 3 days (Robin)		Michelle Williams HLTA – Y1 & Y2 & Arts (Robin)	
Sarah Breysee (Sophie)	Karen Sheehan (Sophie)	Adiam Yemane (Sophie)	Sharon Martyn (P/T) (Sophie)
Amy John-Brown (Sophie)			
Riddhi Parekh (G & Gf HR & Fiances) (KBS)	Louise Dixon Admin Assistant (Kelly)	Kelly Norris (GGL) Senior Administrator (Riddhi)	Frank Moran Site Manager (Robin)
RM – ICT (Robin to liaise)	Sofia Bankole Cook (George)	Sadiyo Jumale Food Technician (Sofia)	Shocco Cabdulle Food Technician (Sofia)
Jess John-Brown MDS (Ros Mery- group)	Ros mery Cifuentes Duque MDS (George)	Shafa Mammadova MDS (Ros Mery- group)	Margaret Manners MDS (Ros Mery - group)

GREENSIDE FILM FACTORY

Appendix A – Classroom Observation Protocols

Greenside 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.

The total period for classroom observation arranged for any teacher may vary, there is no longer a minimum period of 3 hours but this still provides a guide. The amount of observation for each teacher should reflect and be proportionate to the needs of the individual.

At Greenside 'proportionate to need' will be determined by: discussion in the planning and review meeting and as appropriate to the objectives set.

The arrangements for classroom observation will be included in the plan in the planning and review statement and will include the amount of observation, specify its primary purpose, any particular aspects of the teacher's performance which will be assessed, the duration of the observation, when during the performance management cycle the observation will take place and who will conduct the observation.

Where evidence emerges about the Appraiser'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 in accordance with the Regulations.

Information gathered during the observation will be used, as appropriate, for a variety of purposes including to 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.

In keeping with the commitment to supportive and developmental classroom observations those being observed for Performance Management purposes will be notified at least 5 working days in advance.

Persons with QTS will only undertake classroom observations. In addition, in this school classroom observation will only be undertaken by those who have had adequate preparation and the appropriate professional skills to undertake observation and to provide constructive oral and written feedback and support, in the context of professional dialogue between colleagues.

Oral feedback will be given as soon as possible after the observation and no later than the end of the following working day. It will be given during directed time in a suitable, private environment.

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 review 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. No written notes in addition to the written feedback will be kept.

GREENSIDE FILM FACTORY

Appendix B - Ideas for Objectives 2021 -2022

Be as specific and CSMART as possible

Key Objectives

Please see SiP for Greenside priorities and key action points.

1. Data driven. In 2021 -2022 data will be generated against age expected & GDS levels of achievement - no student ending on 111 and everyone being challenged to achieve GDS.
2. Teaching & Learning –what do you need to develop in your own style/ practice to ensure you break new boundaries and flip the learning this year?
3. What can you do that will really make a difference.

Teaching and Learning: Breaking Boundaries – Flip the Learning!

Develop our holistic experiential learning model. Encourage independent learning, develop challenge, and develop critical thinking skills, pitch and challenge within our Film Factory.

Ensuring students are World Ready & Test Ready through an Arts Model of Learning. Feedback & Marking strategies – process/ strategies including dialogue and reflection that evidences student progress

Take risks and look at the positive impact of different methods of learning, vertical groups and challenging students to move beyond their learning comfort zone!

3. Flip the Learning: STAR Days & Film Crew Days – what do you need to do to ensure progress and deep learning by your students through the Power of Film and our STAR model. You should consider how you are flipping the learning - planning, delivery, assessment – pitch, personalisation, task, independent learning, exam technique. How effectively are you planning, implementing and assessing against NC?
How are you developing STAR learning and linking it to Film Crew Days and the Film Factory programme?

Develop innovative and challenging T&L strategies to address an integrated learning programme: English & Maths matched in every way - Reading, Writing, GPS, handwriting, embedding Phonics, Maths – the fundamentals, problem solving and cognitive acceleration - Mahara's Maths Revolution - Year 2.

4. Leadership & Management - everyone with a senior or middle leadership role.
Objective based on initiative/ development beyond your work.
Other staff may choose to set a further objective to evidence progress/ achievement against Teachers' Standards

Leadership & Management – based on your Improvement/ Action plan

5. CPD - area of interest/ relevant to school that would benefit you and Greenside.

Meditation
Animation
Writing a Musical!
Radio stations
Specialism Award - and Digital Badges
Student Leadership

Use of ICT/ developing Computing
STAR Days
Film Crew Days
Developing PE & sports skills
More effective assessment – using ICT
Post-Phonics
Greenside Growing Generation including Specialisms

Support Staff

All Support staff – HLTAs, LSA, TAs and EYEs will follow the same format in setting their objectives. Objectives are likely to be set for key/ targeted individuals or groups of students.

Administrative and site support staff will set objectives relating to their JD that are directly linked to impact on school improvement and our priorities. As far as possible these should be CSMART and quantitative.

Possible areas might include:

Attendance
Use of ICT
ICT CPD for others
3 year best value reviews
Budget/ finance systems
Communication with families
Environment plan
Eco-Green-Forest status
Fundraising/ bids
Policies
Specialism Award
Enrichment & Enhancement - develop further - lunchtime
Develop web site
Contribution to lunchtime provision – chess
Contribution to Arts Mark Award

Appendix C

GREENSIDE FILM FACTORY

Teachers' Standards and CPD Record 2021 - 2022

Teacher/ Staff Name:

**Teachers' Standards
Part One & Two – Teaching and Personal & Professional Conduct + Own CPD Record – '21 -'22**

1	Set high expectations which inspire, motivate and challenge students
2	Promote good progress and outcomes by students
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 students
6	Make accurate and productive use of assessment
7	Manage behaviour effectively to ensure a good and safe learning environment

8	Fulfill wider professional responsibilities
9	Personal and professional conduct
10	Record of own CPD

Greenside Film Factory - CPD Policy

Principles, Values and Entitlements

Greenside places a very high priority on Continuing Professional Development (CPD) for all members of the school community. The school believes that CPD is the basis of professional growth and the continued improvement in the quality of teaching and learning in the school.

All decisions about the provision of CPD will take into account:

- The needs of the school
- The professional needs, interests and aspirations of the member of staff
- The needs created by national and local priorities

- Resources available for CPD

All those involved in the school community shall have an entitlement to equality of access to high-quality induction and continuing support and development.

The school believes that CPD is most effective when it is paired with peer learning, critical self-evaluation and rigorous, yet realistic, measurable goals.

Each member of staff engaging in CPD is therefore required to pair up with a relevant “buddy” in order to share newly acquired learning, ensure critical evaluation and more deeply embedded good practice.

The CPD will be coordinated by CPD Leader with a clear job description and who will be a member of the school leadership team, but may also be assisted by others in taking forward this policy.

It will be the responsibility of the Governors to evaluate annually the effectiveness of the CPD policy and its impact on Teaching & Learning and the Greenside Film Factory Learning Model.

Leadership and Management of CPD

The primary responsibility for the leadership and management of CPD rests with the CPD Leader. The post represents a position of senior and strategic responsibility within the school. The CPD Leader will receive appropriate training to carry out this role effectively.

The CPD Leader is responsible for identifying the school’s CPD needs and those of the school community. Such needs will be largely identified through existing mechanisms such as Performance Management, self-evaluation, national and local priorities, other internal and external monitoring and feedback evidence, and through informal and formal discussions with individuals and teams.

Any CPD needs identified will be considered with the school’s Operational Plan in mind, and will form part of the School Improvement Plan.

The CPD Leader will be responsible for discussing with the Head of School, senior staff and the Governing Body the main CPD priorities and the likely budgetary implications of addressing these needs.

The CPD Leader will, however, seek to develop a shared responsibility for identifying CPD needs, as well as evaluating the effective CPD implementation.

It is the CPD Leader’s responsibility to collect staff’s CPD future needs as well as requests, and to summarize feedback and evaluations regarding the impact of CPD opportunities. The CPD Leader must therefore devise criteria for evaluating over the medium to long term the effectiveness of staff involvement in the various CPD activities undertaken, and reporting to Governors on the effectiveness of CPD activities in the Annual CPD report.

Planning for effective CPD

Greenside’s arrangements for CPD need to balance the professional development needs of individual staff with those of the school, which in turn will be of benefit to students.

The following criteria will be used to inform the decision making process to achieve such a balance.

CPD opportunities will be rated more highly when they:

- Meet identified individual, school or national development priorities
- Are based on good practice – in development activity and in teaching and learning
- Help raise standards in students’ achievements
- Respect cultural diversity
- Are provided by those with the necessary experience, expertise and skills
- Are based, where appropriate, on relevant standards
- Are based on current research and inspection evidence

- Make effective use of resources, particularly ICT
- Provide value for money
- Provide a balance of time away from the class with the impact on continuity for students with regards to learning

Supporting a range of CPD activities

The school will support a wide portfolio of CPD approaches. These include:

- In-school training using the expertise available within school and collaborative activity (e.g. team teaching, planning and assessment; classroom observations; peer evaluation; collaborative enquiry and problem-solving; modeling; staff meetings and whole school training days)
- Coaching and mentoring and engaging in a learning conversation
- Job enrichment/enlargement (e.g. job sharing, acting roles, shadowing, job rotation)
- Producing documentation or resources such as curriculum development, teaching materials, assessment packages, ICT or video programmes
- Accessing an external consultant/adviser or relevant expert such as an Advanced Skills Teacher or Leading Teacher
- 'Master' classes, model or demonstration lessons
- Collecting and collating student feedback, data and outcomes
- Attendance of a lecture, course or conference
- School visits to observe or participate in good and successful practice
- Postgraduate professional development and other qualifications from higher educational institutions and other forms of professional recognition and qualifications such as Novas, Higher Level Teaching Assistants, NCSL programmes
- Research opportunities
- Distance learning (e.g. relevant resources such as educational journals and publications, training videos)
- External partnerships (e.g. involvement in a formal or informal partnership such as a Network Learning Community)
- Secondments, exchanges and placements (e.g. international exchange, involvement with Greenside/ Trust)

Evaluating Impact and Disseminating Good Practice

An annual record of all CPD activities undertaken by staff will be maintained. The CPD Leader will present a summary of these activities to the Greenside/ Trust in the annual report.

Each member of staff is also responsible for keeping a personal record of all CPD activities they have undertaken. Staff will be encouraged to record this information in their Professional Development Profile.

Staff may use the information collected as evidence in support of Performance Management targets, applications for Threshold or post-Threshold, and in applying for promotion.

In addition to keeping a record, each member of staff is expecting to identify another, relevant member of staff to share outcomes and new learning following on from CPD activities. In pairs, an achievable, realistic target should be set, that both members of staff will aim to achieve. A date should be set for reviewing any targets set. Paired staff may decide to engage in team planning and/or teaching, or even observing each other in the role of "critical friend".

The aim of this "buddy system" is to encourage long-term implementation of any new learning, and to maximize the benefit of CPD activities.

The CPD Leader is responsible for collating CPD evaluations and to monitor any school follow-up activities undertaken. These evaluations will feed into the annual CPD report to the Greenside/ Trust.

