



Astrea Academy Trust

INSPIRING BEYOND MEASURE

Teachers' Appraisal Policy 2023/24

Written by Astrea Executive

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1. Purpose

This policy sets out the framework for a clear and consistent assessment of the overall performance of teachers, including the Principal, and senior leaders within all Astrea Academies. Appraisal within Astrea will be a supportive and developmental process designed to ensure that all teachers have the skills and support they need to carry out their role effectively. It will help to ensure that teachers are motivated and able to continue to improve their professional practice and to develop as teachers. The policy will support each teacher's development within the context of the academy's plan for improving educational provision and performance and the Teachers Standards as well as the specific expectations of Astrea for all of its' teaching staff. If there are any serious concerns raised about a teacher's performance that cannot be addressed and resolved through the appraisal process, there will be consideration of whether to commence the capability procedure.

2. Application

The policy applies to the Principal, senior leaders and to all teachers employed by the academy or Trust except those on contracts of less than one term and those undergoing induction (NQT's).

The policy should be read in conjunction with the Astrea Teachers' Pay Policy, which provides details of the arrangements relating to pay.

The operation of this appraisal policy and process will be workload impact assessed through annual staff surveys and ongoing discussions with Principals to ensure that it does not add to the workload of anyone involved. All performance management activities will take place within the teacher's directed time, but not within a teacher's PPA time.

The appraisal policy must always be applied fairly and in accordance with employment law and Astrea policies. The application of this policy will not directly nor indirectly discriminate against members of staff on the grounds of their gender, age, disability, gender re-assignment, marital or civil partnership status, pregnancy, maternity status, race (including colour, nationality and ethnic or national origins), religion or belief, sexual orientation, or any other protected characteristic.

The application of this policy will not directly nor indirectly discriminate against members of staff on the grounds of trades union membership or activities.

3. Pay Progression for teachers

Where teachers are eligible for pay progression, the recommendation made by the appraiser will be included on the pay progression recommendation/outcome form that can be found at appendix 1 of the Astrea Teachers pay policy, and will be based on the assessment of their overall performance against the agreed objectives that will have been informed from the and Astrea and National Teachers Standards, and any other agreed criteria for pay progression. The recommendation made by the appraiser will be passed to the Executive Board Pay Committee via the Principal. It will be for that body to consider recommendations and make determinations about pay, with input from the Principal. Through the appraisal process teachers may identify the aspirational pay point by which they would like to be appraised. Recommendations on Principals' pay will be determined by the Executive Board. The relevant body will ensure that decisions on pay progression are made by 30th November for Principals and 31st October for other teachers, with effect from 1st September.

4. The Appraisal period

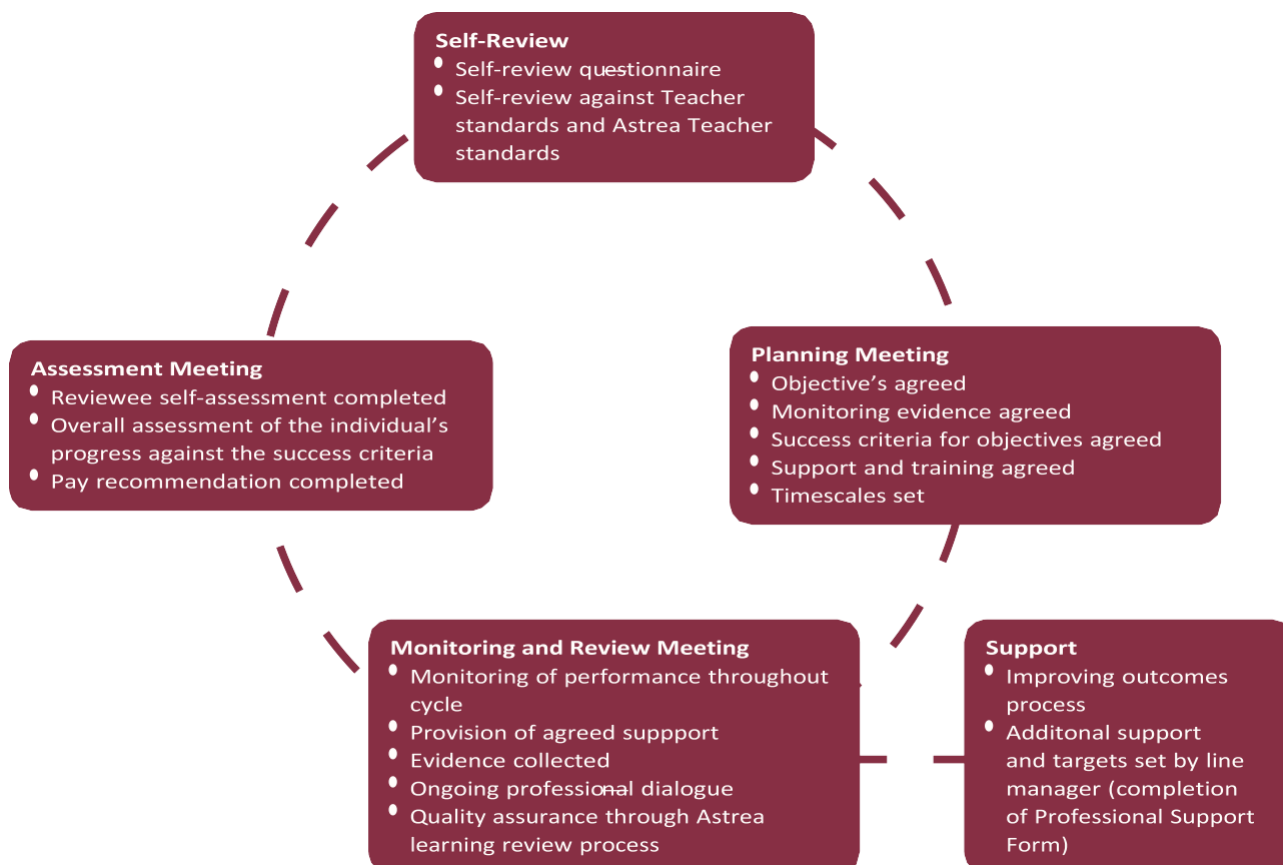
The appraisal period will run for 12 months from September to September for teachers.

Teachers who are on a fixed term contract of less than one year but more than one term (as stipulated in section 2) will have their performance managed in accordance with the principles underpinning this policy. The length of the period will be determined by the duration of their contract.

There is flexibility to have a longer or shorter appraisal period when teachers begin or end employment with an academy or within the Trust.

Where a teacher transfers to a new post within the academy/Trust, part-way through a cycle, the Principal, or in the case where the employee is the Principal, the Executive Board shall determine whether the cycle shall begin again and whether to change the appraiser.

The appraisal process will follow the following cycle which is outlined below. This process is designed to add clarity to the process.



5. Appointing Appraisers

The Principal will be professionally appraised by their line manager. This will be the relevant member of the Executive Board.

The Principal will decide who will appraise other teachers. The Appraiser will always be the Principal or Line Manager and will always be a qualified teacher with current/recent teaching experience. Account will be taken of the number of staff any one person appraises. A teacher may request an alternative appraiser to the Principal in writing. Where possible, a suitable alternative appraiser will be offered. The decision of the Principal will be final.

Where it becomes apparent that the appraiser appointed by the Principal will be absent for the majority of the appraisal cycle, the Principal may perform those duties herself/himself or delegate those duties to another teacher for the duration of that absence. This would need to be agreed with the appraisee. If the Principal appoints an appraiser who is not the teacher's line manager, the appraiser to whom she/ he delegates those duties will have an appropriate position in the staffing structure, together with the necessary background knowledge, skills and training to undertake the role.

The appraisal structure will be circulated to all staff by 30th September.

All staff carrying out appraisals will have undergone appraisal training or support from senior leadership with the academy or trust and should be confident in the use of the academy's appraisal processes.

Where a teacher transfers to a new post within Astrea part-way through a cycle, the Principal, or in the case where the employee is the Principal, the Executive Board shall determine whether the cycle shall begin again and whether to change the appraiser

6. Setting Objectives

No more than three objectives will be set for any teacher but these may be broken down into sub- targets to ensure they are specific, measurable, achievable, realistic and time-bound. Teachers with a TLR/senior leader's may have four targets. The fourth should be specifically focused on their leadership responsibility.

The Principal's objectives will be set by the CEO who will consult with the Executive Board.

Objectives for each teacher (including those with QTS status) will be set before, or as soon as is practicable after, the start of each appraisal period. Objectives should be set in September which will be outlined by each academy and the Executive Board for Principals. All teachers will be assessed by the objectives that have been agreed. The Astrea and National Teacher Standards should be consulted to inform the objective setting process. The Astrea Learning Review will also be applicable for each teacher throughout the appraisal cycle (Appendix 6). The Astrea Learning Review is designed to clarify the appraisal process. The three lesson observations of no more than three hours will be incorporated into the Astrea Learning Review to enable the process to be more inclusive.

Before the meeting, teachers need to ensure that they have reviewed the Astrea Teacher Standards, the Teachers' Self-Review Questionnaire (which is optional) and professional development documents to highlight any areas for development/aspiration (see appendices 2 & 3). Their appraiser will also do this.

The optional Teachers' Self-Review Questionnaire along with any other self-review documentation should be given to the appraiser at least 2 working days in advance to allow for meaningful preparation.

The National Teachers' Standards along with the Astrea Teacher Standards will be used to inform the setting of the teacher's appraisal objectives and will not be used as a checklist against which the teacher's performance is assessed;

The objectives for each teacher will, if achieved, contribute to the academy's plans for improving the academy's educational provision and performance and improving the education of pupils at each academy. This will be quality assured against the academy improvement plan **During the meeting, the following should be discussed:**

- Discussion of the self-review documentation
- Setting of objectives for the next academic year through a review of the professional standards; professional development documents; and the relevant documents within the toolkit. This should be done in partnership. If agreement through partnership is not possible, the appraiser will set the objectives based on the above. The appraisee will then have the option to raise initial concerns to the HR department
- Rigorous, aspirational and achievable targets need to be set that fit in with whole academy targets and Astrea strategic priorities
- A discussion about what is going well, focusing on evidence.
- The objective setting meeting will include discussion and agreement regarding the plans for the
- Astrea Learning Review during the appraisal cycle.

- There will be a maximum of three formal lesson observations, totalling no more than three hours that are incorporated into the Astrea Learning Review
- Agreement on the evidence that will be collected during the cycle and from whom evidence may be sought.
- Members of Leadership and staff receiving additional pay for teaching and learning responsibilities (TLR's) may have one of their objectives based on their performance targets that hold them accountable for the performance of their areas of leadership in delivering quality teaching and learning and in achieving good pupil progress. This may be reflected in the wording of the objectives. **The objectives set for each teacher will:**
- Be Specific, Measurable, Achievable, Realistic and Time-bound
- Be Appropriate to the teacher's role and level of experience.
- Include appropriately challenging and measurable targets that evidence individual teachers are doing all they can to raise pupils' achievement
- Make reference to the competencies and behaviours required to achieve good outcomes for pupils
- Be Fair and equitable. This will be in relation to teachers with similar roles/responsibilities and will also be sensitive to each individual teacher's circumstances.

Objectives will also be consistent with each academy's strategy for achieving a reasonable work/life balance for all staff.

Objectives may be revised and reasonable adjustments made in consultation with the appraisee if there is a significant change in circumstance, e.g. a change of job role, long term sickness, maternity leave, disability, or if a teacher requires more support. If objectives for an individual are changed then these will need to be referred back to the Appraiser and Appraisee before being implemented.

Appraisers and appraisees will be clear as to what success will look like and how progress will be measured. This means that the agreed objectives will contain a description of what success may look like. The appraiser and appraisee will seek to agree the objectives and objectives may be revised if circumstances change. Should the objectives not be agreed, the final decision on allocation of objectives rests with the appraiser.

Appraisees may, at any point, append their comments alongside their objectives.

7. Reviewing Performance

7.1 Self-review - optional

Teachers should complete the self-review documents prior to the appraisal process and send them through to their line manager at least 2 working days before the meeting. This will involve the self-review questionnaire being used as a tool to aid the wider Astrea Learning Review and objective setting.

7.2 Development and Support

Appraisal is a supportive process which is used to inform continuing professional development. It will be carried out in partnership between teachers and appraisers in order to support teachers to aspire to and meet their objectives and to facilitate their career progression. All appraisers will receive appraisal training which is based on the quality of the appraisal process as a supportive process aimed at delivering and fostering professional dialogue between colleagues. Astrea wishes to encourage a culture in which all teachers at all career levels take responsibility for improving their teaching through appropriate professional development. Professional development will be linked to academy improvement priorities and to the ongoing professional development needs and priorities of individual teachers. Appraisal performs the dual function of driving the academy and the Trust forwards and supporting and developing its valuable staff.

To this end the academy/Trusts CPD programme will be informed by the training and development needs identified as part of the appraisal process.

An account of the training and development needs of teachers including the instances where it did not prove possible to provide any agreed CPD, will form part of the Principal's feedback to the Executive Board about the operation of the appraisal process in the academy.

With regard to the provision of CPD in the case of competing demands on the academy budget, a decision on relative priority will be taken with regard to the extent to which:

- a) The training and support will help the academy to achieve its priorities; and
- b) The CPD identified is essential for an appraisee to meet their objectives.

Account will be taken in a review meeting of where it has not been possible for teachers to fully meet their performance criteria because the support recorded in the objective planning statement has not been provided.

7.3 Observation

Astrea believes that observation of classroom practice and other responsibilities is important both as a way of assessing teachers' performance in order to identify any particular strengths and areas for development they may have, and of gaining useful information which can inform academy improvement more generally. All observation will be carried out in a supportive fashion. The classroom observation protocol is set out in the Astrea Learning Review and the information gathered through the observation of classroom practice will be used in conjunction with other evidence collected through this process.

All classroom observation will be carried out by a professional who has been quality assured by the Trust. Observations will be carried out in a supportive fashion, with professionalism, integrity and courtesy, they will be evaluated objectively and reported accurately and fairly and will take account of particular circumstances which may affect performance on the day.

In exceptional circumstances where serious concerns have been raised about a teacher's performance (see section 8), or where the teacher requests, additional observation visits may be agreed.

7.4 Feedback and Records

Constructive oral feedback will be given as soon as possible after formal observations take place and no later than the end of the following working day. It will be given during directed time in a suitable, private environment. If issues emerged from an observation or 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 discussed with the teacher. Other issues relevant to the appraisal process or information gathered through the Astrea Learning Review can also be discussed at this meeting and recorded as part of the formal feedback.

Written feedback will be provided within 5 working days of a formal appraisal observation. Feedback will highlight particular areas of strength as well as areas needing development. The written record of feedback will include 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 and teacher's comments will be kept.

The appraiser will be given sufficient time within the academy day to put in written form the conclusions agreed with the appraisee on the outcomes of the classroom observation.

Teachers will have access to all written accounts of the observation after their lessons and, if they request, copies will be provided.

Teachers (including the Principal) whose posts have responsibilities outside the classroom should also expect to have their performance of those responsibilities observed and assessed.

Appraisal statements and documentation will be confidential to the head teacher, appraiser, and the appraisee unless the details are needed for an appeal or other issues arising that requires the involvement of others, e.g. an appeal panel, trade union representatives, and HR.

7.5 Teachers experiencing difficulties

Where, during the appraisal cycle/Astrea Learning Review, there is clear evidence of serious concerns about any aspects of the teacher's performance, the appraiser will arrange to meet formally with the teacher giving at least 5 days' notice. Prior to the meeting the appraiser will provide the teacher with clear written feedback about the nature and seriousness of the concerns. This meeting will be held as part of the appraisal cycle not under the Astrea capability policy. At the meeting the teacher and the appraiser will:

- Consider the evidence of serious concerns.
- Give the teacher the opportunity to comment and discuss the concern; this discussion will include the contextualisation of the concerns, for example, external influences.
- Wherever possible, agree any reasonable and constructive further action required that will be offered in the form of a focused support programme. Where the concern relates to teachers who are below the required Standards this support will be given through the discussions to agree the support mechanisms needed.
- Make clear how, and by when, the appraiser will review progress (it may be appropriate to revise objectives and it will be necessary to allow sufficient time for improvement. The amount of time will depend on the seriousness of the concerns.
- Explain the implications and the process if no – or insufficient – improvement is made

This meeting and any further support and guidance given will be with the aim that the teacher's performance improves and the need to move into formal capability procedures is avoided. Teachers are entitled to bring a trade union representative to the meeting.

Where sufficient progress is made such that the teacher is performing at a level that indicates that the difficulties are no longer present and there is no longer a possibility of capability procedures being invoked the teacher should be informed of this at a formal meeting with the appraiser. Following this meeting, the appraisal process will continue as normal. The outcome will be provided in writing to the teacher.

All meetings of this nature should be minuted with outcomes being agreed by the appraiser and appraisee.

8. Transition to Capability

If the appraiser is not satisfied with progress following the agreed additional support and time frame of the support period, they will report this to the Principal who will follow the Astrea Capability policy.

Within 5 working days the Principal will write to the teacher (appraisee) inviting them to a formal capability meeting, with at least 5 working days' notice. The notification will include:

- Sufficient information about the concerns about performance and their possible consequences to enable the employee to prepare to answer the case at a formal capability meeting
- Copies of any written evidence connected to the concerns
- The details of the date, time and place of the meeting

- Advice to the employee of their right to be represented/accompanied by a trade union official or work colleague.
- The names of those who will be at the meeting and their role
- An outline of possible courses of action

Wherever possible the time and date of meeting should be agreed with the employee and their representative in advance.

The process to be followed is set out in detail in the capability procedure.

Following the meeting the outcome will be confirmed in writing by the Principal (or the relevant member of the Executive Board in the case where the appraisee is the Principal) within 5 working days

9. Annual assessment

At the end of the performance management cycle a formal review meeting will be held where the appraiser and appraisee will discuss achievements, any areas for improvement and professional development activities.

The assessment meeting is the end point to the annual appraisal process, but performance and development priorities will be reviewed and addressed on a regular basis throughout the year through monitoring performance and progress towards targets through review meetings held on a termly basis. This is to ensure there are no surprises at the annual assessment meeting.

The annual assessment meeting will be run in accordance with this policy. Appraisers will have discussed the running of the annual assessment meeting with their appraisee in advance.

The purpose of the annual assessment meeting will be to:

- Assess the extent to which the appraisee has met their objectives
- Determine whether there has been successful overall performance in confirming the appraisee continues to meet the relevant professional standards
- If necessary, identify the need for additional support, training or development and how this will be met
- A detailed recommendation on pay progression will be provided

The Principal is responsible for submitting the pay recommendations to the Executive Board Pay Committee for ratification. For recommendations regarding the Principal's pay progression, the Astrea Executive Board is responsible for submitting the recommendations and decision making.

NB – The final pay recommendation need to be made by 30 November for Principals and by 31 October for other teachers, with effect from 1st September. It will therefore be necessary for the appraisal review to be concluded in good time to ensure that this will be accomplished.

The Pay progression recommendation form (to be used in compliance with the Teachers' Pay policy) in Appendix 8 will form part of the written appraisal report

Assessment against the Teachers' Standards and Astrea Teacher Standards will start from the premise that all teachers are meeting the standards and they will be assessed as meeting the standards unless clear, compelling written evidence to the contrary is provided.

The teacher will receive as soon as practicable following the end of each appraisal period, a written appraisal report, which will have been drawn up during the discussion between the reviewer and teacher at the meeting. The teacher will

have the opportunity to comment on the appraisal report in writing, Teachers will receive their written appraisal reports by 31 October (30 November for the Principal). There will be space on the report for the appraisee to record any comments.

10. Appeals

Appraisees have a right of appeal against any of the entries in the written appraisal report or any procedural issues arising from the Appraisal procedure, including the Appraisers pay recommendation. If the appeal is against the pay progression /determination it should be carried out under the Pay policy appeals procedure which can be found at Appendix 7 of the Astrea Teachers Pay Policy.

11. General principles underlying the policy

11.1 ACAS Code of Practice on Disciplinary and Grievance Procedures.

The conduct of the formal capability stage will be undertaken in accordance with the provisions of the ACAS Code of Practice and the Astrea Capability policy.

11.2 ACAS Guidance – How to manage performance 11.3 Consistency of Treatment and Fairness

Astrea is committed to ensuring consistency of treatment and fairness and will abide by all relevant equality legislation.

11.4 Confidentiality

The appraisal process will be treated with confidentiality. In particular, the Appraisal Review statements are confidential to the Principal, appraiser and the appraisee.

However, the desire for confidentiality does not override the need for the Principal, Executive Board, and CEO to quality assure the operation and effectiveness of the appraisal system. The Principal will review all teachers' objectives and written appraisal records personally in order to check consistency of approach and expectation between different appraisers. The Principal will be made aware of all pay recommendations that are made for ratification purposes. Information will be anonymised for the purposes of the Trust's monitoring the operation and effectiveness of the system.

11.6 Definitions of terms

Unless indicated all references to "teacher" include the Principal

12. Monitoring and evaluation

The Principal, Executive Board and Astrea HR will review the operation and effectiveness of the appraisal process arrangements. The Principal will provide the Executive Board and Astrea HR with feedback on the operation of the academy's appraisal (and capability) policies annually. This information will be shared and discussed with the National Joint Consultative Committee. The report will not identify any individual by name. It will include an assessment of the impact of these policies on

- Race
- Sex
- Sexual orientation
- Disability
- Religion and belief
- Age
- Part-time status
- Maternity and pregnancy

- Caring responsibilities

The policy will be reviewed and amended (where necessary) annually by Astrea, in consultation with the trade unions at NJCC, based on the information received, and on any trust or legislative changes.

13. Retention

The Principal will ensure that all written appraisal records are retained in a secure personnel file for six years and then destroyed.

14. Access to documentation

All staff will have access to documentation relating to academy improvement and development and any other documents and procedures to which this policy relates. These will be available on the individual Academy/MAT/Astrea internet sites and /or can be obtained from the academy office.

Appendix 1 – Career Stage Expectations

In order to clarify the teachers’ standards a series of career stage expectations has been produced which establishes expectations for teachers dependent on their main professional scale point or upper scale point. These will help to inform target setting and continuous professional development which are central to the appraisal process. The career stage expectations are as follows

SKILL AREA	M1 – M2	M3 – M4	M5 – M6	UPS1 – 3	TLR/Leadership (UPS3 Primary)
	With support and mentoring	Perfecting practice	Influencing practice	Significant support of others	Leading academy systems
1. Set high expectations which inspire, motivate and challenge	ALL – establish a safe and stimulating environment for pupils, rooted in mutual respect. As a tutor ensure that all tutor time activities are carried out in line with academy expectations.				
	ALL – demonstrate with consistency the positive attitudes, values & behaviour expected for pupils. Be a positive role model for children’s behaviour.				
	Effectively apply the curriculum at key stage level. Establish expectations and sufficient support and challenge to ensure progress by setting appropriate goals and targets for all children.	Effectively apply the curriculum at key stage level and understand the full curriculum of the academy. Establish expectations and a high level of challenge and support to ensure progress by setting appropriate goals and targets for all children.	Provide support and advice to others beyond own year group/ department e.g. through planning and leading staff INSET. Develop the skills of others, particularly ITT pupils, to enable them to be able to inspire, motivate and challenge. Have a significant impact on the work of others to improve teaching across the academy.	Demonstrate best practice and lead the setting of high expectations to motivate, inspire and challenge all pupils.	Establish, review and improve systems that contribute to high expectations which inspire, motivate and challenge pupils.
2. Promote good progress and outcomes by pupils	ALL – be accountable for pupils’ attainment, progress and outcomes				
	ALL – encourage pupils to take a responsible and conscientious attitude for their own work and study				

	Use knowledge of all groups of pupils' capabilities and prior attainment to ensure that pupils, achieve in line with academy expectations..	Use knowledge of all groups of pupils' capabilities and prior attainment to ensure that where possible pupils make good progress as a minimum and outcomes are in line with academy expectations.	Where possible pupils achieve in line with academy expectations meeting individual targets. Some pupils exceed academy expectations and targets.	Demonstrate best practice in using knowledge of all groups of pupils' capabilities and prior attainment to plan consistently to achieve good and outstanding teaching to build on these.	Share best practice and support colleagues as required in using knowledge of all groups of pupils' capabilities and prior attainment. This will lead to planning consistently to achieve good and outstanding teaching to build on these Develop and manage appropriate intervention strategies that support outstanding progress
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SKILL AREA	M1 – M2	M3 – M4	M5 – M6	UPS1 – 3	TLR/Leadership (UPS3 Primary)
	ALL – demonstrate an understanding of and take responsibility for promoting high standards of literacy, numeracy and SMSC				
3. Demonstrate good subject and curriculum knowledge	Know and understand the curriculum at current year group level. This will be evidenced by use of subject knowledge during teaching. Demonstrate high standards of literacy; articulacy and the correct use of standard English regardless of specialist subject. Know who the subject experts are within the academy and use their support.	Play a more prominent role within designated curriculum team, e.g. development of curriculum. Access advice and adapt practice; feeding back to the SLT to improve teaching and learning.	Take a lead in significant subject area, including developing and evaluating the subject.	Contribute to the development of schemes of work so that literacy, numeracy and SMSC is integral to the curriculum. Cross curricular opportunities and developing the Astrea disposition are built explicitly in curriculum development.	Establish, review and improve systems for demonstrating best practice in providing learning opportunities in literacy, numeracy, SMSC and learning power.
4. Plan and teach well-structured lessons	ALL – Promote a love of learning and pupils' intellectual curiosity – pupils should be actively engaged and independent.				

	With structured support and mentoring, most lessons are showing good elements including effective use of lesson time; engagement of children; effective questioning; Clear feedback within the lesson leading to progress by all groups	All teachers endeavor and work towards lessons becoming above the Astrea standard.	Lessons are starting to highlight areas of excellence and these areas are shared with others within academy.	Academy responsibility is taken for modelling and developing other teachers to improve teaching across the academy.	Areas of excellence are shared across the Trust and the development of teaching and learning is supported across hubs and the Trust.
5. Adapt teaching to respond to the strengths and needs of all pupils	ALL – Have a secure understanding of how a range of factors can inhibit pupils’ ability to learn, and how best to overcome these.				
	ALL – demonstrate an awareness of the physical, social and intellectual development of pupils and know how to structure teaching to support and challenge pupils at different stages of development.				
	Have a clear understanding of the needs of all pupils including those with SEN; those of high ability; those with EAL and be able to use and evaluate different teaching approaches to engage and support them	Use current research to ensure that they have a clear understanding of the needs of all groups of pupils.	Be engaged in evidence-based research across the academy or Trust. This will support the understanding of how different pedagogy approaches support the accelerated progress of different groups of pupils.	Demonstrate best practice in effective use of a range of different teaching approaches to engage and support the progress of groups of pupils.	Lead and share best practice across the academy and Trust. Support colleagues as appropriate to enable them to use different teaching approaches to engage and support all pupils

SKILL AREA	M1 – M2	M3 – M4	M5 – M6	UPS1 – 3	TLR/Leadership (UPS3 Primary)
6. Make accurate and productive use of assessment	ALL: Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements				
	With significant support, know and understand how to assess relevant subjects and curriculum areas. Make use of formative and summative assessments to secure pupil progress. Use relevant data to monitor progress, set targets and plan subsequent lessons. Give pupils regular feedback orally and through accurate marking and encourage pupils to respond to feedback.	Gain greater skill in use and manipulation of data to support more specific groups. Use national assessment data for comparison.	Understand and utilise whole academy data to ensure impact on teaching and learning. Assess pupils against the Astrea dispositions and other success measures.	Monitor progress in curriculum areas and year groups. Use awareness of ASP data to impact on teaching and learning of specific groups across the academy. Use PURA, PUMA and OTrack data to impact on teaching and learning.	Establish, review and improve systems for best practice assessment across the academy to support colleagues as required to enable them to make use of formative and summative assessment to secure outstanding progress.

<p>7. Manage behaviour effectively to ensure a good and safe learning environment</p>	<p>ALL – Have clear rules and routines for behaviour in classrooms and take responsibility for promoting the Astrea dispositions both in classrooms and around the academy.</p> <p>ALL – Consistently role model the Astrea core value partners throughout your professional life. ALL-Have high expectations of behaviour and establish a framework for discipline with a range of strategies using praise, sanctions and rewards consistently and fairly.</p> <p>ALL-Manage classes effectively, using approaches which are appropriate to pupils’ needs in order to involve and motivate them.</p> <p>ALL – Maintain good relationships with pupils, exercise appropriate authority act decisively when necessary.</p>
<p>8. Fulfil wider professional responsibilities</p>	<p>ALL – Make a positive contribution to the wider life and ethos of the academy</p> <p>ALL – Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.</p> <p>ALL – Deploy support staff effectively.</p> <p>ALL – Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.</p> <p>ALL – Have a professional interest in the most recent research evidence and use this to inform classroom practice.</p> <p>ALL – Communicate effectively with parents with regard to pupils’ achievements and well-being.</p>

Appendix 2 – Professional Development Opportunities

Professional Development

Teacher: Pay Point:

Date:

The objectives set must be such that, if they are achieved, they will contribute to: a) Improving the education of pupils at the academy; and b) The implementation of any plan of the governing body designed to improve that academy's educational provision and performance. This document should be discussed with the teacher and should be focused on developing an aspect of leadership and management relating to the stage they are at in their career. No matter what career stage the teacher is at, we always want

to be investing in leadership development.

Please highlight in GREEN all the experiences, courses and opportunities that you have already had during your career. (Work through it column by column.)

Then identify in PINK no more than 3 things you would like to achieve during the next year. This can be discussed with your line manager in the Performance Management meeting

	NQT / M1 – M3	M4 – M6	UPS1 – UPS 3		TLR	LEADERSHIP SPINE	
ShapingtheFuture	Be an observer at a leadership team meeting followed by feedback.	Review a academy policy and present it to the Leadership team.	Write a new policy through consultation and review, & present to staff and governors.	Make a significant contribution to the production and implementation of a clear, evidence-based Action plan.	Make a significant contribution to a academy change team to improve an aspect of the academy.	Write a SEF summary report on one of the main areas and present to the leadership team.	Shape and populate a priority area on an aspect of the SDP.
	Contributing in Curriculum Planning meetings and PPA to planning and preparing resources.	Lead on one aspect of Academy Self Evaluation. E.g. behaviour monitoring. and report to the leadership team.	Lead on one aspect of Academy Self Evaluation. E.g. behaviour monitoring. and present a written report to the executive leadership team.		Attend a governors meeting and contribute to content as required.	Present at a governors meeting and generate content.	Develop the vision of Trust-wide improvement and contribute to strategic planning.
	Keep a reflective journal reflecting on your practice and share with your mentor/ line manager.	Using research to reflect on your practice and share this with your line manager.					

	NQT / M1 – M3	M4 – M6		UPS1 – UPS 3		TLR	LEADERSHIP SPINE
Leading Learning and Teaching	Lead year group/phase team by chairing PPA sessions for one term, with feedback from your year group leader.	Visit another academy and give feedback to a group of staff about what you have seen and learned.	Conduct a paired learning walk and feedback session.	Conduct a paired lesson observation of other teachers and share the feedback session.	Make a significant contribution to appraisals for Teaching Assistants and lead a team of TAs.	Lead Performance Management for teachers.	Visit other academies to talk with Principals about differing approaches to teaching and learning and feedback to the Leadership Team.
	Lead a meeting with the Teaching Assistants who work in your room to share and discuss pupil progress information.	Lead a meeting with the Teaching Assistants who work in your Year group by chairing regular meetings to discuss children's progress.	Contribute to and write aspects of the provision map for your year group and share with your year group.	Conduct a paired lesson observation of teaching assistants in your team and share a feedback session.	Make a significant contribution to the design and implementation of plans to deploy adults and volunteers across the academy to target the needs of specific children.	Work alongside the Principal to scrutinise planning and children's work to evaluate the learning of the children and give feedback to staff.	Work with other staff to design and create content for the Teaching and Learning teams.
	Attend and contribute to all Teaching and Learning team meetings.		Use IRIS to develop self and others' practice.				

	NQT / M1 – M3	M4 – M6		UPS1 – UPS 3		TLR	LEADERSHIP SPINE
Developing Self and Working with others	Lead a whole Year Group assembly.	Lead a whole academy assembly and have feedback.	Make a contribution to an aspect of staff induction e.g. contributing to a session with trainee teachers/ NQTs about an aspect of academy policy	Make a significant contribution to a Teaching and Learning team with teachers and receive feedback and coaching.	Make a significant contribution to a staff meeting or a CPD session across two or more academies.	Be coached by another senior leader in academy or a member of the Leadership Team.	Train as an accredited facilitator with the National College or equivalent to deliver training in Astrea.
	Shadow a middle leader who has responsibility for an area of leadership in the academy.	Make a contribution to an area in academy and make improvements over the course of the year.	Be an observer of an experienced leader leading a line management meeting.	Line manage other staff.	Line manage 2 or more staff.	Line Manage a team of staff in the academy.	Make a significant contribution to the line management of staff from across more than one academy.
	Seeking out and taking advice from leaders in the academy about your practice.						
	Leading all the adults in your room when implementing academy policy or advice given.						

	NQT / M1 – M3	M4 – M6		UPS1 – UPS 3		TLR	LEADERSHIP SPINE
Managing the Organisation	Work with the year group leader to prioritise spending in your year group.	Work with the year group leader to prioritise the deployment of adults and volunteers to support children who are eligible for Pupil Premium.	Monitor and evaluate the range, quality and use of resources and review to improve the quality of education for all pupils and provide value for money.	Make a significant contribution to the management of a specific area of the academy's budget e.g. cost centre for outdoor learning resources..	Make a significant contribution to the submission of a bid for academy based improvement project e.g. Awards for All	Be involved in budget setting and strategic financial planning for the academy.	Work with the academy business director to generate a 5 year financial plan..

	Respond promptly to all deadlines and requests made by email. Use email effectively to communicate with people across the academy.	Work with your year group leader to write a risk assessment for an educational visit out of academy.	Work with the Governors to undertake a Health and Safety Walk and observe the feedback.	Be involved in the recruitment process for a new member of teaching assistant staff.	Be involved in the recruitment process for a new teacher.r.	Shadow a leader through a formal warning of a pupil an exclusion, a racial incident, a parental complaint, a bullying issue and a safeguarding issue.	Contribute to a business plan to generate income for the academy.
	Inform academy office and leadership team of all dates and events, and them to the academy calendar and newsletter.	Contribute to an after academy club.	Work with a more experience leader introducing timetables and logistic plans.	Shadow a member of the leadership team for ½ day per term.	Make a significant contribution to a cross-academy initiative or Astrea discussion group or cross-academy moderation.	Attend all Wider Leadership Team meetings and contribute to agendas and minutes.	Shadow a member of another Astrea leadership team for 1 day per term.
Securing Accountability	Give peer to peer feedback through Teaching and Learning teams. Observing each other and evaluating learning together.	Attend a full Governors meeting as an observer.	Attend a committee of the Governing Body as an observer.	Observe Ofsted trained or experienced senior leader giving feedback following shared lesson observation.	Observe teaching and give feedback using video footage with senior leader present to give feedback on successes of approach used.	Present to Governors and other stakeholders on aspects of academy development plan and the impact of the work of the academy.	Present to Executive Board.
	Give feedback to TAs in your classroom on their contribution to children's learning and deal with any minor issues as they arise.	Mentor a trainee teacher e.g. first solo placement.	Give feedback to TAs in your year group on their contribution to children's learning through provision map work or IEP work.	Make a significant contribution to the mentoring of an NQT or Academy Direct trainee for a year.	Lead moderation for a group of teachers within own academy.	Shadow a leader holding a member of staff to account about a performance issue.	Shadow member of Leadership Team on serious staffing issue e.g. misconduct or capability.

NQT / M1 – M3	M4 – M6	UPS1 – UPS 3	TLR	LEADERSHIP SPINE
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StrengtheningCommunity	Contribute to writing a letter to parents or contribute to the newsletter / website.	Contribute to developing/ delivering a workshop for parents on an aspect of the curriculum.	Work with the parent council to gain feedback on an aspect of academy.	Contribute to CIN, CP or TAC group sharing concerns and ideas with other colleagues from wider community	Lead in organisation of significant academy event e.g. open day or transition day.	Lead in the organisation of CPD events for other academies.	Contributes to the development of the education system by, for example, sharing effective practice, working in partnership with other academies and promoting innovative initiatives.
	Write and produce a class assembly.	Lead on an aspect of fundraising either with the PTA or for a charity.	Work with the Family Support worker/PTA to put on a family event	Make a significant contribution to a Nativity/ Christmas / end of term production.	Take responsibility for directing end of year production.	Work with community action group e.g. steering group or another governing body.	Organises a range of community based learning experiences for parents and families.

Appendix 3 – Teachers’ Appraisal Self-Review Questionnaire and Standards Audit

Name:

Date:

Line manager / appraiser:
.....

The following questionnaire is optional and should be completed prior to your appraisal meeting a shared with your line manager at least 2 days before the meeting if you decide to complete. The purpose of the questionnaire is to support the

development process and help you and your line manager to identify areas of development and support. The questionnaire will be used to generate discussion and will not contribute towards evidence collected throughout the appraisal process.

For each of the statements below put an ‘x’ on the scale from 1–10. (1= strongly disagree 10 = strongly agree). There is room for additional comments under each question

1. I have a positive attitude towards my role and responsibilities within my academy.

1 2 3 4 5 6 7 8 9 10

Comment:
.....

2. I show commitment and dedication to my role and always try my best

1 2 3 4 5 6 7 8 9 10

Comment:
.....

3. I am ambitious and seek opportunities for professional development and career progression

1 2 3 4 5 6 7 8 9 10

Comment:
.....

4. I am actively engaged in developing my knowledge and skills around my own classroom practice

1 2 3 4 5 6 7 8 9 10

Comment:
.....

5. I have high expectations of all pupils in my class and adopt techniques to ensure every pupil is provided with the right level of challenge and support

.....

1 2 3 4 5 6 7 8 9 10

Comment:

6. I use questioning, marking and feedback and collaborative learning techniques well to ensure all pupils make good progress.

1 2 3 4 5 6 7 8 9 10

Comment:

7. I use a range of techniques well to help my pupils develop the necessary customs, competencies and character to be effective learners

1 2 3 4 5 6 7 8 9 10

Comment:

8. I adopt classroom strategies and structures that are effective in helping my pupils learn

1 2 3 4 5 6 7 8 9 10

Comment:

9. I have a good subject knowledge in all areas of the curriculum I teach

1 2 3 4 5 6 7 8 9 10

Comment:

10. I keep up to date with relevant developments in my subject area

1 2 3 4 5 6 7 8 9 10

Comment:

11. I am fully aware of the requirements of the national curriculum relevant to my phase/subject.

1 2 3 4 5 6 7 8 9 10

Comment:

12. I am fully aware of the examination / assessment framework and how to support my pupils to meet the assessment criteria.

1 2 3 4 5 6 7 8 9 10

Comment:

.....

13. I know the best ways to deliver and teach my subject

1 2 3 4 5 6 7 8 9 10

Comment:

.....

14. I am organised and manage my time well

1 2 3 4 5 6 7 8 9 10

Comment:

.....

15. I manage my professional relationships with others well

1 2 3 4 5 6 7 8 9 10

Comment:

.....

16. I am competent in the necessary ICT skills to carry out my role effectively.

1 2 3 4 5 6 7 8 9 10

Comment:

.....

17. I have the necessary leadership skills to carry out my role effectively

1 2 3 4 5 6 7 8 9 10

Comment:

.....

18. I understand academy systems and am able to use them effectively in my role

1 2 3 4 5 6 7 8 9 10

Comment:

.....

19. I understand academy data and around pupil progress, attainment and achievement

1 2 3 4 5 6 7 8 9 10

Comment:

.....

20. I am able to use pupil data effectively to direct my teaching, guide interventions and help pupils achieve their targets

1 2 3 4 5 6 7 8 9 10

Comment:

.....

21. I am fully aware of the academy's priorities and targets outlined in the academy development and strategic plan and those pertinent to my specific area/phase/department.

1 2 3 4 5 6 7 8 9 10

Comment:

.....

22. I am able to identify those pupils in my care with special educational needs and understand how I can support them.

1 2 3 4 5 6 7 8 9 10

Comment:

.....

23. I am able to explain the academy's safeguarding and health and safety procedures

1 2 3 4 5 6 7 8 9 10

Comment:

.....

24. I am familiar with and keep up to date with important educational research and literature

1 2 3 4 5 6 7 8 9 10

Comment:

.....

25. I am familiar with recent developments in the UK education system including government policy and guidance relevant to my academy and me.

1 2 3 4 5 6 7 8 9 10

Comment:

.....

Appendix 4 - Teachers' Standards Audit and Professional Development Planner

Name: Pay Point:
 Date:

Astrea Teaching Standards

Astrea has developed a set of standards as descriptors of effective teachers, to help promote – in teachers – the same attitudes and dispositions that are expected in pupils; to provide a framework for self-appraisal; to encourage continuous professional development; and to inform the central training programme. The Astrea Teacher Standards are based on what expert teachers do (Hattie, 2003), the Ofsted framework, Astrea value partners and the national teacher standards. Whilst the national teacher standards are a minimum expectation that we do adhere to, our own standards, although more concise, cover a broader spectrum. The Astrea Teaching standards should be used as a guide to inform and support the appraisal process. They will not be used as a checklist to assess. The Astrea Teaching standards should underpin all teaching activity. In particular, Astrea standards expect that teachers

- share a broad understanding of the curriculum – not just the area they teach
- act from Trust values and dispositions, as well as the ethos of the school in which they teach
- have an understanding of the responsibility for continuous self-development and of those they lead
- link-in the Trust's ambitions as a learning organisation
- focus on innovation
- consistently include reference to the whole child – not just academic progress and outcomes
- make specific reference to supporting the local community work in partnership with parents – not just good communication

As well as the Astrea Teaching standards being at the heart of all teaching activity the national Teaching standards are also pivotal in ensuring that our teachers are adhering to and benchmarked against the national standards:

The following graphic outlines the standards that Astrea teachers are expected to achieve.

Appropriate support, coaching and training is systematically provided to all teachers to help them realise this professionally high standard that all children deserve

Astrea Teaching standards	
<p>Responsibility and Leadership</p> <ul style="list-style-type: none"> ● Teachers have a deep and up to date understanding of their subject/s and the curriculum they teach along with an overarching understanding of the whole journey learners are on. Teachers uphold and model the values and dispositions of the Trust. At all levels, leaders lead people and their areas of responsibility with high impact, deploying resources and other professionals effectively to support the development of others. Teachers take responsibility for pupil progress and outcomes relating to academic learning, character and learning power 	

<p>Enjoyment and Innovation</p> <ul style="list-style-type: none"> ● Teachers have a deep and up to date understanding of their subject/s and the curriculum they teach alongwith an overarching understanding of the whole journey learners are onTeachers uphold and model the values and dispositions of the TrustAt all levels, leaders lead people and their areas of responsibility with high impact, deploying resources andother professionals effectively to support the development of othersTeachers take responsibility for pupil progress and outcomes relating to academic learning, character and learning power 	
<p>Aspiration and Development</p> <ul style="list-style-type: none"> ● Teachers apply effective pedagogy within the classroom, are self-reflective in their practice and are proactive in their own professional development – actively seeking opportunities through the Astrea career pathway. Teachers set high expectations of themselves and all learners. Teachers ensure learners are given the necessary guidance and support to manage difficulty and ensure they operate at their ‘challenge threshold’ 	
<p>Astrea Teaching standards</p>	
<p>Collaboration and Inclusion</p> <ul style="list-style-type: none"> ● Teachers know the needs of all learners in their care and give every child the provision to ensure that they are able to achieve their potential. Teachers use a high level of questioning and feedback effectively to ensure all pupils make appropriate progress.Teachers support the school in engaging with all its stakeholders including initiatives to support the local Community. Teachers communicate positively with parents, sharing a language of learning 	
<p>Honesty and Integrity</p> <ul style="list-style-type: none"> ● Teachers are committed to being the champion of every child in their care. Teachers are engaged and active participants in the life of the whole school and support the Trust’s commitment to help every child achieve the learning experiences they are entitled to. Teachers uphold public trust in the profession, maintaining high standards of ethics and behaviour within and outside of school 	

Appraisee Signature:

.....Date:

.....

Appendix 5 – Annual targets and Action Plan

Name:

Date:

<p>Target 1 (Should be SMART → specific; measurable; achievable; realistic & time-related)</p>	
<p>Support: What resources, training or other help do you need? Is there a cost for training, travel etc.?</p>	
<p>Outcomes/impact: What will you have completed, improved, established? What will be the benefit to you and the academy? Where possible link to academy development plan</p>	
<p>Record of progress mid-year review point What progress have you made towards this target?</p>	
<p>Line manager comments</p>	
<p>Target 1 End of year evaluation</p>	
<p>Line manager Comments</p>	
<p>Target 2: (Should be SMART → specific; measurable; achievable; realistic & time-related)</p>	
<p>Support: What resources, training or other help do you need? Is there a cost for training, travel etc.?</p>	
<p>Outcomes/impact: What will you have completed, improved, established? What will be the benefit to you and the academy? Where possible link to academy development plan</p>	
<p>Record of progress mid-year review point What progress have you made towards this target?</p>	
<p>Line manager comments</p>	
<p>Target 2 End of year evaluation</p>	
<p>Line manager Comments</p>	

Target 3 (Should be SMART → specific; measurable; achievable; realistic & time-related)	
Support: What resources, training or other help do you need? Is there a cost for training, travel etc.?	
Outcomes/impact: What will you have completed, improved, established? What will be the benefit to you and the academy? Where possible link to academy development plan	
Record of progress mid-year review point What progress have you made towards this target?	
Line manager comments	
Target 3 End of year evaluation	
Line manager Comments	

Staff Signature:

.....

Date:

.....

Line manager's Signature:

.....

Date:

.....

Principal's Signature:

.....

Date:

.....

Appendix 6 – Self-evaluation against Career Stage Expectations

Please complete a draft of this form and pass it to your line manager in advance of your appraisal review meeting. The form should be revised and completed after the meeting and passed to your line manager, together with a completed Annual Targets and Action Plan form, within 14 days.

Name		Job Title	
Name of your Line Manager:		Date of Appraisal Review Meeting	
Job Description			Please tick
I have attached a copy of my current job description			
Before meeting – attach job description with any suggested changes / amendments			
After meeting – attach job description with agreed changes / amendments			
Review and comment on your performance in your role over the past year, and your progress in meeting your agreed targets.			
Consider the areas in the prompts below:			
<p>● Are there any necessary alterations to job description List any significant achievements over the year (+ sources of evidence. Give details of areas of strength (+ sources of evidence); Give details of any areas of underperformance; Give details of areas for development or any training needs (+ Any other relevant factors (e.g. relationships with others, organise. Comment on your performance in your pastoral role; If you are a line manager – your role in the management of your (<i>excluding</i> ICT skills, attendance and punctuality); staff's performance and their development. Suggested action); <i>teachers' job description</i>)?</p>			
<p>Evaluation against Career Stage Expectations.</p> <p>Copy the career stage expectations relevant to the relevant pay point linked to your appraisal in the left hand column and reference any evidence in the right hand column to support this standard. Pay scale: _____</p>			

Details of any training or development undertaken, with any comments about its impact on your job and how effective it has been

- Give details of ideas, plans and discussed targets for the next 12 months. Those agreed should be recorded on the separate
- *'Targets and Action Plan' form* Give details of any particular areas of development and/or focus. • Support or training needed. • Give details of any career or job aspirations Support or training needed. • Give details of any career or job aspirations

Observations and any other comments:

Give details of any suggestions relating to the department / section / the academy, concerning e.g. the way it is organised, the communication, staffing, resources and equipment etc.

Any additional comments:

Line Manager's comment:

Principal / Astrea Executive Boards comment:

Staff Signature:

Date: Line manager's

Signature:

Date:

Principal /Astrea Executive's Signature:
.....

Date:

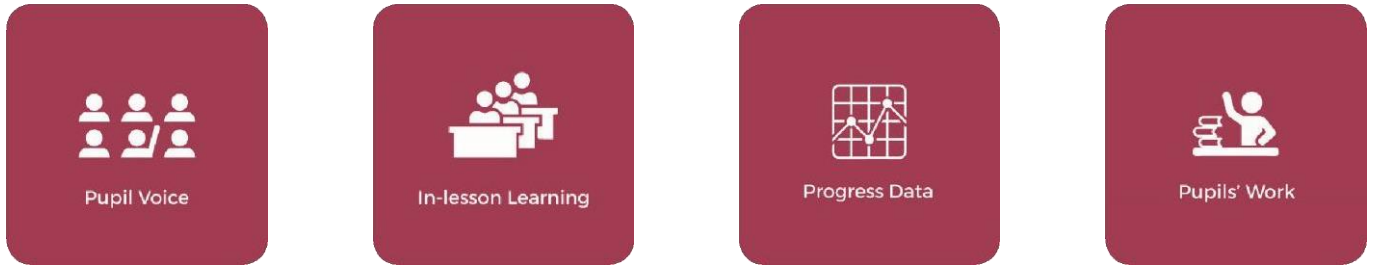
Appendix 7 – Astrea Learning Review and Improving Outcomes Process

To assess the quality of teaching and learning as part of the Astrea Teacher Standards a holistic approach is used. Over time, four areas of focus are analysed to identify whether teachers are achieving the Astrea Teacher Standards in terms of their

quality of teaching over time. Those areas of the Astrea Teachers Standards pertinent to the quality of teaching are highlighted in appendix 4.

The Astrea Review is specifically focused on these standards and will provide supporting evidence for the academy’s appraisal process which, in turn, will draw on the full list of Standards to appraise that teacher. The Astrea Learning Review is a process that underpins the entire appraisal cycle. It is not designed to add any additional assessment, it is to provide a clear framework for all employees through the academic year.

The triangulation of the Astrea Learning Review Process is represented in Figure 2. Every member of teaching staff will take part in a Astrea Learning Review each academic year, which should be completed by February half-term. The process should be led by a senior leader, but middle leaders should be involved throughout to collect evidence.



Astrea Learning Review



In-lesson Learning – During the lesson, the reviewer will be looking at five key indicators of learning: engagement, challenge, questioning, and the learning structures used. Finally, a measure on overall learning will be given. These five indicators will be scored on a sliding scale for the effectiveness of each category. The purpose of this approach is to avoid a box

ticking exercise and allow the reviewer to focus on the lesson rather than form filling. These scales along with specific notes on aspects of the lesson will form the basis of a coaching conversation between the reviewer and the teacher immediately or shortly after the lesson where areas for development and excellence can be identified. The standard three observations of no longer than 3 hours will be carried out as part of this process, not in addition to.



Pupil Voice – During the learning review a number of children will be spoken to about their learning this academic year. The focus of these interviews is about the pupil and their learning.



Pupil Work – All work can be considered during the review to identify progress. A sample of books will also be brought to the coached feedback where reviewer and reviewee will discuss the evidence across a range of work and a sample representative of those pupils taught by the teacher.

teacher.
Key
classes



Progress Data – The reviewer will consider the progress data presented for the class by the teacher. This will be looking at the pupils’ progress in the current academic year and current Stage. All relevant information will be taken into account to contextualise the performance of the being reviewed

Outcomes of the Astrea Learning Review

Through the Astrea Learning model, teachers will either be identified as meeting the standard or working towards the standard. Every teacher can be better at what they do and the key to this process is to help reviewers and teachers come together to collaboratively identify these areas and put in place an agreed set of actions for improvement. Where teachers are meeting the Astrea standards this will be achieved through self-reflective practice and annual professional enquiry. Where teachers have been assessed as working towards the Astrea Teacher Standard, they will take part in the Improving Outcomes Process, which highlighted in section 7.4 of the main policy. Areas of Development and areas of Excellence – No

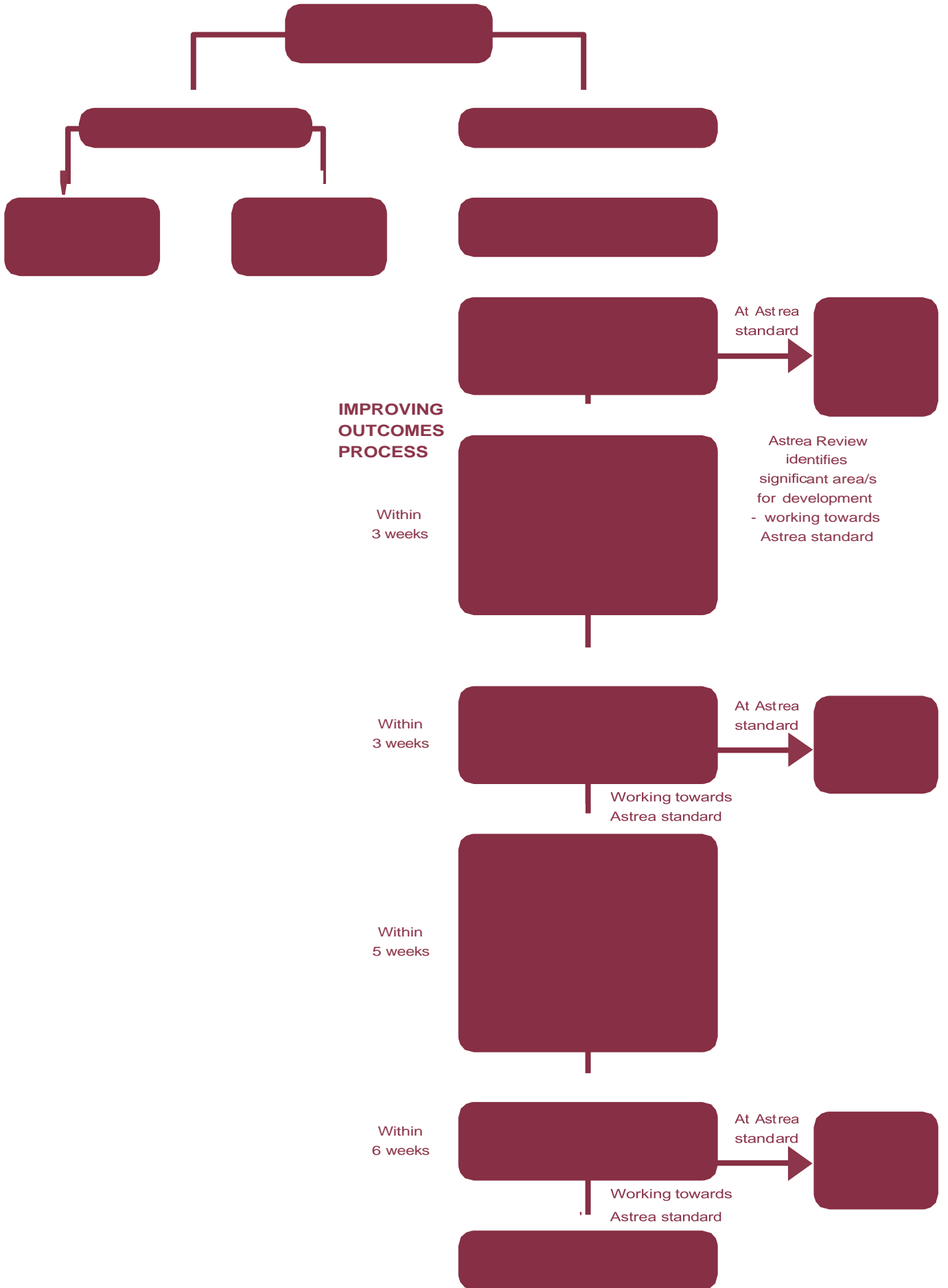
matter what stage of our career we are at, we are all learners and personal reflection and improvement is an expectation of all Astrea teachers.

Improving Outcomes Process

The Improving Outcomes Process is to be used when the Astrea Learning Review indicates that a teacher is working towards the Astrea Standard for the Quality of Teaching. Where concerns are raised through the appraisal process that do not relate to teaching and learning but some other aspect of professional conduct the Teachers' Support Form should be used to set specific targets, success criteria and the support to be provided by the academy or Astrea. This six-week process is not formal and stands outside of formal capability procedures. The process is intended to be supportive and is based on robust systems of support and guidance to enable teachers to improve their practice.

The Astrea Learning process is a holistic review that triangulates evidence from four areas: In-lesson observation, student voice feedback, pupils' work and class data. Where the overall review indicates that the teacher has met the Astrea Standard for the Quality of Teaching but there was significant weakness identified during the lesson observation, a follow-up observation should be offered to the teacher. However, this will not trigger the Improving Outcomes Process if the second observation is judged to have met the Astrea Standard for Quality of Teaching.

Where the triangulation of information through the Astrea Learning Process found the teacher to be working towards the Astrea Standard for the Quality of Teaching a follow-up lesson observation will be the first part of the six-week process. A comprehensive explanation and guidance on the Improving Outcomes Process can be found in the Astrea Learning Review Guide for Academy Leaders. A summary of this process is shown overleaf.



Appendix 8 – Teachers’ Support Form

Astrea Teachers’ Support Form			
Objectives Make reference to specific Teacher Standard where appropriate.	Success Criteria How will you know if you have met this objective?	What do you need to do to help you meet this objective? Specific support from the organisation that will help you meet this objective	Evidence Base What will you specifically monitor and keep evidence of in relation to this objective?
Objective 1			
Objective 2			
Objective 3			

Appendix 9 – Pay Progression recommendation/outcome form

Name of member of staff:

Appraiser:

Date:

Performance management

Agreed appraisal objectives	Objective met	Progress toward objective	Objective not met
1			
2			
3			

Recommendation on pay progression

This recommendation is made with regard to the results of the most recent appraisal/s	
I recommend salary progression of 1 point	
I do not recommend salary progression for the following reasons	
I recommend accelerated salary progression of 2 points for the following reasons	

Appraisee signature:

Date:

Appraiser signature:

Date:

Principal HT (if not the appraiser) signature:

Date:

