



GROWING GREAT TEACHERS APPRAISAL POLICY

Summary of updates:

Date of Change	Detail
May 2024	Changes made to the initial concerns/informal support process which sits within the appraisal process.
July 2023	Streamlining of the narrative, removing some repetition
July 2023	Credited original designer of the Growing Great Teachers concept (Chris Moyse)
July 2023	Streamlined the Growth Cycle diagram to address the simplification of some of the proformas.
July 2023	Merged previous Teacher growth plan and Leadership growth plan into one document to reduce workload for teaching leaders who previously had to complete two growth plans.
July 2023	Created word versions of the confidence surveys and the post lesson visit record to make it easier for those who prefer to record electronically.
	Merged previous Teacher growth review and Leadership growth review into one document to reduce workload for teaching leaders who previously had to complete two growth reviews.
July 2023	Addition of log for continuous ongoing professional development and learning (CPDL)
July 2023	Addition of the Spotlight on Learning/Lesson Visit approach as an appendix.
July 2023	Addition of expectation of job descriptions being reviewed at the start of the cycle.

Review Date:	July 2025
Agreed by ATB:	July 2024
Owner:	Director of Education
Source:	Trust

GROWING GREAT TEACHERS - APPRAISAL POLICY

'Growing Great Teachers' is Everychild Partnership Trust's professional growth appraisal policy that puts improving and maintaining the highest quality of teaching and learning at the very heart of the process. It focuses on genuinely continuous professional development and is based on a model original conceived by Chris Moyse (TLC Education Services Ltd).

INTRODUCTION

One of the vision drivers at Everychild Partnership Trust is to "cultivate leading edge talent". Our philosophy is to:

- Develop a people focused culture, ensuring all of our schools to be dynamic, friendly and supportive places to work, where staff wellbeing is a priority.
- Recognise and reward staff talent, effort and great achievements across our schools with opportunities for leadership and advancement.
- Develop a culture where everyone is relentlessly focused on improvement; we are visionary and ambitious in our thinking, constantly seeking to improve and using new and creative ideas.
- Promote our Trust to the wider community as a great place to start - or build - a career.

Our goals are:

- We will maintain a consistently innovative, passionate and ambitious workforce, inspiring learning for all.
- We will embed and maintain a strong succession plan, recruiting the best talent and ensuring capacity and responsiveness to future growth.

The quality of our teaching is at the top of our agenda and we view our staff as our greatest asset. Therefore, our professional growth processes exist to ensure that our staff are able to be the very best they can be. This in turn leads to improved organisational performance as seen in improved outcomes for our children. We believe that it is essential that everyone within the Trust always strives to improve and to continually grow. We feel it is important to reinforce the status of our profession and promote staff wellbeing in order to unlock the skill, passion and discretionary effort that exists within our staff.

Our Trust Mission: *"We are a learning partnership who provide high quality, inclusive education and help prepare every child for opportunities and challenges in life."* The mission is as a constant reminder of the significance of the role of educators. We are committed to a self-improving system, which focuses on ensuring our pupils are well prepared for their futures.

The Everychild Partnership Trust has removed traditional 'appraisal' and replaced it with 'professional growth'; a different perspective and a new direction designed to challenge thinking, promote deep reflection, collaboration and change for the better.

At the heart of this process will be a commitment to upholding our core values of 'respect, responsibility, courage and compassion'.

This policy sets out the framework for a clear and consistent approach to the development of our teachers and our expectations in terms of the high standards to which all our staff aspire. It is a policy based on professional trust. It is assumed therefore, unless evidence suggests otherwise, that Everychild Partnership Trust teachers are meeting the Teachers' Standards.

PURPOSE

Our 'Professional Growth' policy outlines the approach that we take to help our staff to become the very best version of themselves; supporting staff to make the next steps, but also creating a culture that encourages staff to stay and grow with us at Everychild Partnership Trust. Professional growth within this Trust has several purposes;

- To build and enhance expertise, and secure continuous growth and improvement
- To enable reflection on strengths and successes, and areas for further growth
- To recognise and promote a culture of professionalism

Effective professional development is a core part of securing effective teaching and learning. It requires a desire and willingness to continually improve with a shared commitment for staff to support one another to develop, so that our children benefit from the highest quality teaching. We believe we can only achieve this level of professional learning through working in partnership. This policy is designed to change the way we view accountability and professional development. It is a process that requires a commitment to practical and cognitive engagement in order to seek further growth in professional knowledge that provides solutions.

Professional growth in the Everychild Partnership Trust is 'done by' and 'done with' not 'done to' our staff.

We have a sense of belief and pride that we can be the very best, driven by a sense of moral purpose and a desire to continuously improve. **We regard professional development as a key driver not only of staff development, but also of recruitment, retention, wellbeing, and school improvement.** Our teaching staff team were consulted as to their views on an enhanced model of professional development. Their overarching belief was that professional growth should be developmental.

The key ideas to achieve a more developmental approach were:

- personalisation,
- professional trust,
- recognition and value for individual achievements,
- a responsive/flexible approach,
- opportunities for collaboration and peer to peer support to achieve personal goals.

CONTINUOUS PROFESSIONAL GROWTH

Effective, and genuinely continuous, professional growth:

- has a focus on improving children's outcomes
- builds and enhances knowledge and expertise to bring about changes in practice
- has a narrow yet significant focus
- recognises that individual staff with varying experiences learn differently
- focuses on what works, challenges existing assumptions and is, therefore, evidence-informed
- involves collaboration with colleagues and peer support
- is sustained over time and includes frequent opportunities for learning; safe and supported experimentation and practice, reflection and evaluation and solutions-focused coaching.

The Teachers' Standards define the minimum level of practice expected of teachers from the point of being awarded qualified teacher status (QTS). The Teachers' Standards also set out a number of expectations about professional growth.

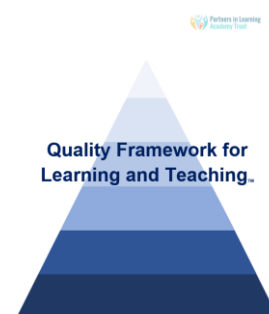
Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct.

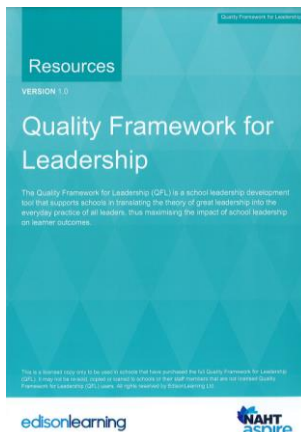
Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

(Referenced from the Teachers standards)

EFFECTIVE PROFESSIONAL REFLECTION

Professional growth involves effective reflection. Within Everychild Partnership Trust, the EdisonLearning Quality Framework for Learning and Teaching (QFLT), which includes the Teachers' Standards, form our benchmark for reflection, review and evaluation. This ensures that our teachers identify areas for further growth and continue to maintain the level of competence that led to their qualification at the start of their careers.





In addition, for teachers that have been identified as leaders, our Trust uses the EdisonLearning Quality Framework for Leadership (QFL) as a benchmark for reflection, review and evaluation in order to ensure that our leaders identify areas for further growth and continue to maintain the level of competence expected.

As a solution-focused Trust, we believe in the need to ensure our practices focus on finding answers within our colleagues and ourselves. We also need to ensure that we help our staff build on their strengths first. The evidence we use to reflect on performance and development will not be solely based on children's data, or a small number of lesson visits.

The Trust, therefore, will have no high stakes observations and rejects the notion that our teaching staff should be held to account for data-driven targets that no one individual can be solely accountable for.

Instead the Trust is committed to developing a professional culture which drives quality assurance from within; an enabling culture rather than an imposed top down practice.

PROFESSIONAL GROWTH PLAN

For professional growth to be truly continuous and sustained over time, each teacher is expected to take control of their own professional learning and formulate a professional Growth Plan (Appendix C). This requires each teacher to reflect on current practice and subsequently build their expertise through sustained focused inquiry and frequent purposeful practice. (Early Career Framework teachers are not required to undertake this approach as they have a separate programme of support and development).

The individual and unique growth plan will identify what we hope we will learn, or do differently, and the approaches to achieve this; content and process. The professional growth plans also require our teachers to identify the possible impact of their work on children's outcomes although it is recognised that in the complex process of teacher growth, impact on children's outcomes is difficult to directly correlate. Nonetheless, this policy is built on the assumption that changing a teacher's practice will change the children's learning experiences and therefore impact their outcomes. ***Improvement in children's learning is the central purpose of the process.***

Therefore the professional 'growth plan' requires the learning to be ongoing and in depth as this is more likely to have far more positive impact on practice and outcomes for children than one off 'training' courses.

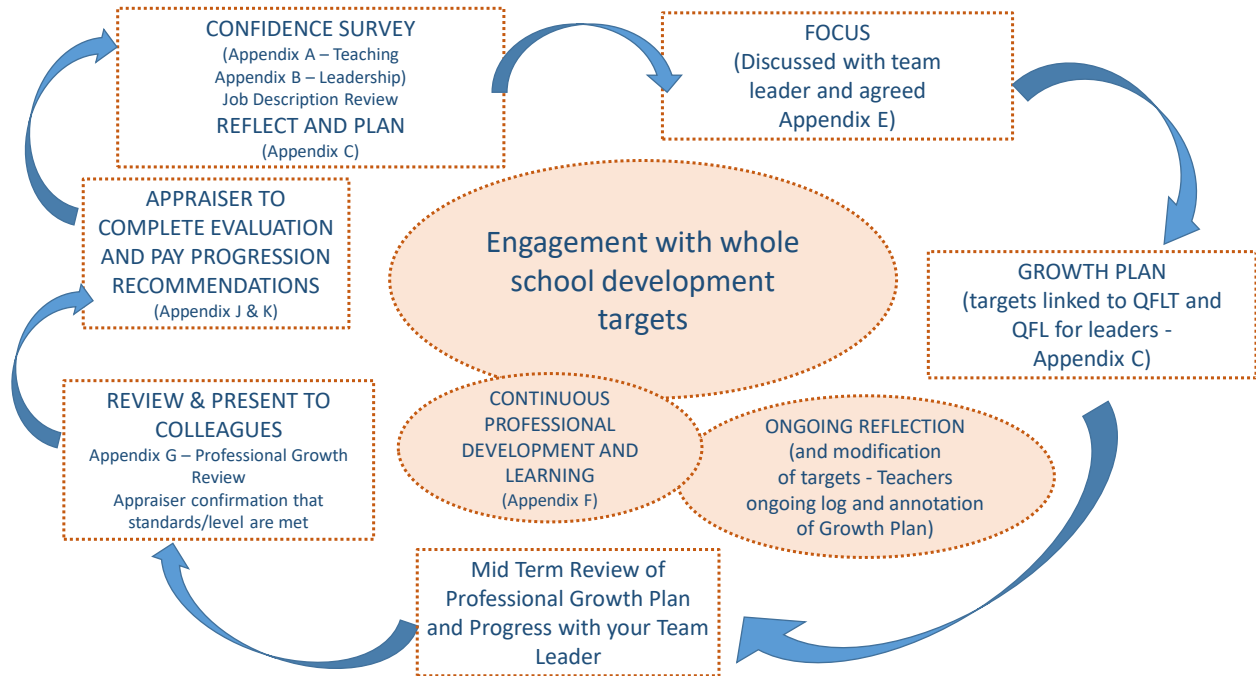
In the professional 'growth plan' a clear goal is set by each teacher – a focus on what to change or develop further with intended impact. We value the importance of autonomy and choice in the focus of each individual's development and we understand that providing staff with opportunities to substantially affect and direct their own goals, practice and inquiry is a powerful motivator. It is imperative that our professional learning is driven by an individual's motivation to become even better, rather than being told what to do. Teachers who set and monitor their own goals will continue to grow as professionals. We will, therefore, provide effective training, opportunities and time that will give our teachers the chance to work on a focus of their choosing that positively affects the children they teach.

This focus for this bespoke plan will, of course, be chosen within parameters and our teachers are expected to connect their work to the class(es) taught and Trust/school priorities.

Knowledge and expertise is domain specific: expertise requires knowledge and skill in a specific area. ***Any professional learning must therefore be as specific as possible to the context in which it will be used: to the subject, topic or year group.*** With a clear goal and an assessment of what is needed to achieve it, support can be then focused on meeting those needs.

The Growth Plan is a 'live' document and the expectation is that is reflected on and referred to frequently, adjusted where appropriate, but it always forms the basis of our continuous professional growth. A major part of our professional learning is trying out things in practice. Teachers are therefore expected and encouraged to purposefully practise; to design lessons that ensure a deliberate focus on experimentation within their classroom. To ensure that growth is continuous and progress ensured, our teachers are expected to engage also with professional support.

PROFESSIONAL GROWTH/APPRaisal CYCLE



PROFESSIONAL SUPPORT

Professional support will be available for all of our staff so that they can continue to grow and develop. This support can take many forms; dialogue, conversations and co-planning, mentoring and coaching, analysis, feedback and visiting lessons.

We expect the creation of partnerships with others, including those with expertise, to support our professional learning and generate information about our progress so that we can monitor and adapt our learning. The expectation is to support and assist colleagues through structured opportunities to reflect, by reviewing progress and helping them to consider the effectiveness of their practice. The role of any member of staff when supporting a colleague is to challenge their thinking so that each becomes an adaptive expert, who is capable of continually growing; reflecting on, and expanding, the depth and breadth of their classroom expertise, being encouraged to seek feedback from multiple viewpoints.

Feedback: Spotlights on Learning

Providing staff with feedback on how they are doing against their goals increases the chances of those goals being reached. Opportunities for this may arise during our annual cycle of Spotlights on Learning (Appendix H). The Trust recognises that dialogue from lesson visits are essential to growing great teachers.

All staff are expected to engage with the available professional support as a means of further developing their own practice. If lesson visits is the preferred method of professional support then the timing and focus for the visit will be determined by the teacher. During the course of the year all teachers are required to receive feedback on their professional growth focus in order to build and enhance expertise, and secure continuous growth and improvement. (Timeline – Appendix D). Feedback enables reflection on strengths and successes, and planning of follow-up actions necessary for further growth.

Early Career Teachers (ECTs) and those teachers receiving additional support will receive more professional support to enable more rapid growth, for example through a Lead Practitioner or Upper Pay Range teacher. An individual teacher is free to request additional support to receive further coaching/mentoring in order to support their continuing growth.

All teachers are expected to support and learn from colleagues. Therefore, during the course of the year, each teacher is expected to visit a colleague teaching, with the sole focus of going to learn from them. This visit will enable each teacher to identify possible follow-up actions in their development based on the learning gained from their colleague. Teachers should be the drivers of their own professional collaboration.

Those with responsibility for curriculum development will also use professional support including classroom visits as a means of evaluating curriculum design and implementation. The length and frequency of any professional support or progress check will vary depending on specific circumstances.

UPPER PAY RANGE

The Upper Pay Range is a salary range available to qualified teachers who have been assessed as being eligible to be paid at this level. Moving on to the Upper Pay Range is often referred to as ‘crossing the threshold’.

To move onto the Upper Pay Range our teachers must demonstrate that:

- They are highly competent in all of the Teachers' Standards and have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour for learning strategies. The teacher's practice is secure, well-informed and consistently good or outstanding (Quality Framework for Learning & Teaching provides a framework to make these judgements) and they are able to contribute to the professional development of others through coaching and mentoring, demonstrating effective practice, providing advice and feedback.
- Their achievements and contribution to their school are 'substantial and sustained'. "Substantial" would be evidenced through a teacher contributing at a strategic level to policy initiatives and making a distinctive contribution to the raising of pupil standards. In addition, teachers consistently meet the Teachers' Standards at a good and outstanding level, as set out within the QFLT framework, and have engaged in the process of professional growth. The 'sustained' criterion should be two years or more, working at this level.
- They have the potential and commitment to undertake professional duties which make a wider contribution to the life of their school. This will often involve working beyond their own classroom and possibly their school to guide the professional growth of other teachers. This may include the sharing of good practice, mentoring and coaching, and providing demonstration lessons for less experienced colleagues. Upper Pay range teachers are expected to promote collaboration and work effectively as a team member.
- They have fully engaged in the process of professional growth leading to an extensive knowledge of curriculum, assessment and pedagogical developments.

Applying for Upper Pay Range

There is no formal application process to move to the Upper Pay Range and our teachers are not be required to maintain a portfolio of evidence to support their application. As it is a voluntary process, teachers should make their appraiser aware that they wish to be considered to progress on to the Upper Pay Range during the professional growth plan meeting at the start of the professional growth cycle.

Maintaining the standard

When teachers move on to the Upper Pay Range they must maintain this standard. The school will provide the support they need to be able to do this so that they continue to make a substantial and sustained contribution to the school and the development of their colleagues' skills for the benefit of all learners.

Progression within the Upper pay Range

If teachers effectively meet and sustain the upper pay range expectations at a good and outstanding level, as set out within the QFLT, and engage in the process of professional growth, pay progression will be automatic every two years.

We believe that it is essential that everyone within the Academy Trust always strives to improve and to continually 'grow great teachers'.

EVALUATING PROGRESS

The Trust wishes to encourage a culture in which teachers take personal responsibility for improving their practice through appropriate professional development. Professional growth will be linked to the school improvement priorities and to the ongoing professional development needs and priorities of individual staff and children.

If teachers effectively meet the Teachers' Standards at a good level, as set out within the QFLT, and engage in the process of professional growth, pay progression will be automatic. We expect teachers to progress up the main pay scale as standard.

Progression onto and through the Upper Pay Range is outlined further in this policy.

Continuous Professional Development & Learning Continuum				
Appraisal Policy			Capability Policy <i>HR Connect version</i>	
GG... Appraisal – <i>no concerns</i>		GG... - Initial Concerns	Informal Action	Formal
GGT Appraisal GOAL - Growth Plan <i>QFLT, Teacher Standards QFL</i>	Ongoing Developing practice – interim and annual review – Evidence – spotlights, PPMs, book reviews, learner & teacher perception, learner outcomes.	Support needed – At the earliest evidence – spotlights, PPMs, book reviews, learner & teacher perception - that outcomes for learners are less than good / Teacher Standards /other standards /JD are not being maintained/fulfilled. Line manager / team leader meets, discusses and directs an adjustment to Growth Plan with 2-4 week time frame to see evidence of improvement. This also allows time for gathering of evidence, if needed, to proceed to informal action.	Capability – informal 4-6 week timeframe. See policy. This is the beginning of the capability process, and teachers need to be informed of this. See folder of templates.	Capability – formal See policy – proforma, templates, letters, plan, timelines
Pairs / Triads / Line Manager		Line Manager - LP /SLT / Subject Champion	Line manager / SLT / HT	HT/delegate
<i>Universal Entitlement - ALL Coaching/Mentoring</i>		<i>Some individuals Mentoring</i>	<i>Few individuals Mentoring/directing</i>	<i>Rare Directing</i>

Employees will be made aware of any concerns at the earliest opportunity and given practical advice / support to improve their performance.

In the event of initial concerns, a plan of support (not an informal support plan) will be drawn up to ensure timely improvement back to the expected standards (at a minimum Teacher Standards). The Team leader will review and agree with the appraisee appropriate adaptations and new time frames to the Growth Plan.

Should satisfactory progress not be made, the Capability Policy will be instigated at an Informal Action stage. It is anticipated that most performance concerns will be successfully addressed via informal management support, mentoring, coaching, training, and observation with constructive feedback.

The Capability Policy may be instigated where there are concerns about performance and/ or where immediate action is warranted.

The appraisal process (Professional Growth – Growing Great Teachers), is ongoing. If the appraiser is not satisfied with progress despite support being provided at an Informal Action stage, the employee will be notified in writing that the appraisal process will no longer apply and that their performance will be managed under the capability procedure and they will be invited to a formal capability meeting.

GROWTH REVIEW PROCESS FOR TEACHERS ON MAINSCALE PAY AND UPPER PAY RANGES

In order for our process of professional growth to be successfully completed the following criteria need to be addressed:

- Teachers will reflect on their successes, strengths and areas for further growth through reviewing their Job Description and against the QFLT. There is a confidence survey (Appendix A – Teachers and Appendix B – Leadership) on each of the themes of the QFLT to allow self-reflection on how well the appraisee is doing against each theme and, most importantly, what they might do to develop further for future growth. This can then be shared as a prompt for the discussion and possible goal setting.
- Reflection on performance using the QFLT at the start of the cycle will help to better establish an individual focus for professional growth, which is then further detailed in the Growth Plan (Appendix C). Each teacher, therefore, needs to carefully reflect on their current context, standards and practice to ascertain the most impactful development focus. The focus will be then be discussed and established with the support of the appraiser.
- To aid the discussion between the appraiser and the member of staff and to ensure the establishment of a challenging focus, a script is recommended for use by appraisers (TGROW Coaching Log, Appendix D). This discussion will take place annually – see Professional Growth timeline (Appendix C). This focus is then sustained over a significant amount of time and all teachers are required to engage in opportunities for learning and experimentation, reflection and evaluation, feedback and coaching. It is intended that professional growth and learning, rather than just being confined to meetings in specific times and places, will become embedded into teachers' everyday work practices.
- Teachers will regularly reflect on their progress of the growth plan. For example, teachers will design lessons to purposely practise the focus of their ongoing learning and subsequently reflect on the effectiveness of any changes in practice.
- All staff are also required to engage fully with any whole school/Academy Trust professional growth priorities.
- This sustained development work will be presented to colleagues in a professional growth session at the end of the cycle for the benefit of reflection, accountability and sharing effective practice using the Growth Plan Review (Appendix G). Comments from the appraisal team leader regarding

the impact and overall performance of the appraisee throughout the growing great teachers cycle will be noted at the end of Appendix G.

- Once Appendix G has been completed, the appraisal team leader will complete an evaluation and pay progression recommendation proforma (Appendix J & K). Guidance for appraisal team leaders can be found in Appendix J. See also Professional Growth timeline (Appendix D).
- The appraiser will provide the appraisee and the Headteacher with a copy of Appendix K.

GROWTH REVIEW PROCESS FOR TEACHERS ON LEADERSHIP SCALE OR THOSE WITH A TLR

- Any aspiring leader, TLR holder, or member of staff on the leadership pay spine will have goals linked to our Quality Framework for Leadership (QFL) growth and through reviewing their Job Description. For leaders with a teaching commitment who have generated a Growth Plan to develop their teaching and learning practice, any leadership goal/s should balance with commitments for professional growth within their teaching commitment. Consideration should be taken to achieve this balance and not create too many overall goals. These goals will also be recorded on the Growth Plan (Appendix C).
- This sustained development work will be presented to colleagues in a professional growth session at the end of the cycle for the benefit of reflection, accountability and sharing effective practice using the Growth Plan Review (Appendix E). Comments from the appraisal team leader regarding the impact and overall performance of the appraisee throughout the growing great teachers cycle will also be noted at the end of Appendix E.
- Once Appendix E has been completed, the appraisal team leader will complete an evaluation and pay progression recommendation proforma (Appendix K). Guidance for appraisal team leaders can be found in Appendix J. See also Professional Growth timeline (Appendix D).
- The appraiser will provide the appraisee and the Headteacher (Chair of the Local Governing Body in the case of the Headteacher's appraisal) with a copy of Appendix K.

TEACHERS CONFIDENCE SURVEY (Appendix A)

Designed around the Themes of the QFLT and intended for staff self-evaluation, the purpose of this audit is to plan staff development responsively and relevantly through meaningful staff feedback.

Please consider each statement and simply tick one box for each where:

Purple means:

"I am strong in this theme and could confidently support others"

Green means:

'I am confident that I am secure and effective in this theme

Yellow means:

'I am reasonably secure, but feel there is still development I could achieve.

Amber means:

I am aware of this theme but would like further support and development in this'.

Red means:

"This theme is new to me and I have no experience of this"

Name.....

Element A – Planning and Evaluating Sequences of Lessons

Element	Confidence Rating (tick as appropriate)				
Prior assessment information is used to determine the intended learning outcomes for the sequence of lessons	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Subject knowledge is used to define clear progress towards intended learning outcomes across the sequence of lessons	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teaching strategies and resources are planned across the sequence of lessons to reach intended learning outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Feedback opportunities to and from learners are intentionally planned across the sequence of lessons	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evaluation of the effectiveness of planning is based on a range of evidence at the end of each sequence of lessons	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Element B – Planning and Evaluating Lessons

Element	Confidence Rating (tick as appropriate)				
Prior assessment information is used to determine the intended learning outcomes for individual lessons					
Subject knowledge is used to define clear progress steps towards intended learning outcomes in each lesson					
Teaching strategies and resources are chosen to match the intended learning outcomes of individual lessons					
Feedback opportunities to and from are intentionally planned between individual lessons					
Evaluation of the effectiveness of planning is based on a range of evidence gathered in and between lessons					

Element C – Teaching Lessons and Evaluating Learning

Element	Confidence Rating (tick as appropriate)				
Assessment is used to determine whether learners understand, and are progressing towards, the intended learning outcomes of the lesson, and make adaptations where necessary					
Subject knowledge is used to maintain progress towards and beyond intended learning outcomes within the lesson					
Teaching strategies are used effectively and adapted in the lesson in response to learners' progress to achieve the intended learning outcomes					
Feedback to and from learners within lessons about their learning and achievements informs the choice and adaptation of learning and teaching strategies					
Evaluation of the effectiveness of learning and teaching is based on a range of evidence gathered in each lesson					

Climate for Learning (CfL)

Element	Confidence Rating (tick as appropriate)				
A safe and positive learning environment promotes confident learners and purposeful learning					
Behaviour is managed to support learning					
Learner independence promotes their ownership of learning					
Learners personal and social skills are developed to enable their positive contribution as a global citizen					
Teacher dialogue with parents, carers and the wider community supports the learning process					

LEADERS CONFIDENCE SURVEY (Appendix B)

Designed around the Themes of the QFL and intended for self-evaluation, the purpose of this audit is to plan for personalised leadership development

Please consider each statement and simply tick one box for each where:

Purple means:

"I am strong in this theme and could confidently support others"

Green means:

'I am confident that I am secure and effective in this theme

Yellow means:

'I am reasonably secure, but feel there is still development I could achieve.

Amber means:

I am aware of this theme but would like further support and development in this'.

Red means:

"This theme is new to me and I have no experience of this"

Name.....

Element A – Visionary Leadership

Element	Confidence Rating (tick as appropriate)				
Defining and articulating a clear and coherent vision	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Creating and sustaining a values based culture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Inspiring and motivating others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Influencing the decision making and behaviours of others and hold others to account.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Element B – Thought Leadership

Element	Confidence Rating (tick as appropriate)				
Understanding how effective organisations are designed and function and applying this understanding to practical effect	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understanding how children and adults learn and applying this understand to practical effect	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understanding what constitutes effective teaching and curricula and applying this to practical effect	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understanding the local community, both its needs and its potential benefits to the organisation and applying this understanding to practical effect	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Element C – Organisational Leadership

Element	Confidence Rating (tick as appropriate)				
Short term improvement planning and longer term strategic planning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using a variety of data to inform decision making and action planning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Leading and managing significant change that has a positive impact on the organisation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Monitoring the implementation and evaluating the impact of improvement strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Element D – Leading People

Element	Confidence Rating (tick as appropriate)				
Believing that everyone is capable of development and applying this belief to self and to others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understanding self and others and using this understanding to support, develop and motivate self and others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identifying professional learning needs and providing professional learning that is aligned to organisation goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Building and developing an effective team	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

TEACHERS/LEADERS GROWTH PLAN (Appendix C)

The challenge is to always improve, to always get better.

NAME:

REFLECTIONS	When I'm at my best, what are my strengths? <i>Identified from my own reflections, results and data analysis and any feedback from my colleagues. Undertake QFLT Confidence Audit (and QFL confidence audit if you have a leadership role)</i>	
	How will I consider my own wellbeing when setting out my growth plan?	
	What are my development needs? <i>Identified from my own reflections, results and data analysis, my job description review and any feedback from my colleagues. Use QFLT and QFL if relevant, identify theme</i>	
	NEEDS	If applicable What are the learning needs of my class or a class that I teach? <i>What could I do better and more often that would help them make the most progress? What are the barriers to them becoming better learners? Use QFLT</i>
NEEDS	If applicable, what are the needs of those I am leading? <i>What could I do better and more often that would support them to develop required behaviours and implement initiatives to successfully improve learner outcomes? What are the barriers? Use QFL</i>	
GOAL	What specifically do I want to achieve? What difference will it make to the progress and achievement of learners, the people I lead (if applicable) and to me? <i>What do I want to change? How will my goal support whole school priorities?</i> <i>What will I need to consider to make this goal realistic and achievable? Where will my support come from?</i> <i>What do I intend to focus on so that my</i>	

REALITY	<p>teaching/leadership practice is more effective?</p> <p><i>I need to focus on the learning needs of the learners not just what I do as their teacher. I need to challenge myself too. How challenging is this goal?</i></p> <p><i>NB – M6 teachers - do you wish to be considered for Upper Pay Range? If so, ensure areas for growth align to UPR standards.</i></p> <p><i>Applicable to Leaders:</i> <i>I need to focus on the community behaviours not just what I do as a leader. I need to really challenge myself too. How challenging is this goal?</i></p>	
	<p>How will I know that I have been successful? What will be different? What will I notice? What additional progress will learners have made? What evidence of impact can I collect? What's the ideal outcome? <i>What does 10/10 look like? Use QFLT learner's behaviours.</i> <i>What are the benefits for me and what are the benefits for those I lead and the learners? How will it feel to achieve this goal? What's 10/10 look like? Use QFL Community Behaviours</i></p>	
	<p>How close to achieving these goals am I and what do I do already that helps? <i>Where am I on a scale of 0–10, where 10 is my ideal? What's working? What have I tried already? What has made a difference previously? What have I tried that hasn't worked? What might get in the way?</i></p>	0 1 2 3 4 5 6 7 8 9 10
	<p>How do I intend to achieve these goals? <i>What knowledge and skills do I require to meet my learners' needs? What research will I undertake to find out more? How could I approach this goal? What actions will I take? What will I do first? Who will help me? I need to focus on sustained and purposeful practice. What can I observe in another class/and others leadership practice? Who could coach me around this? Who could I ask to get a different perspective?</i></p>	
OPTIONS & ACTIONS		

<p><i>If applicable, as part of my leadership growth, what would I like to see in my practice? What knowledge and skills do I require to influence others effectively? What research will I undertake to find out more?</i></p>	
---	--

MY GOALS IN SUMMARY:

Intentions:

Implementation/deliverables (including timeframe):

Intended impact:

Remember to record coaching sessions on a coaching log (appendix XX) and note ongoing professional development opportunities on the record of continuous professional development and learning (CPD&L)

Please email this Professional Growth Plan to your Appraiser once completed. Retain a copy yourself.

PROFESSIONAL GROWTH TIMELINE (Appendix D)

September

Reflection and analysis:

- Analysis of learners' results and data. (Using Arbor and whole school summary sheet)
- Analysis of your current class to ascertain their issues and needs. (Using Arbor, provision maps and compile Venn diagrams, including one from prior attainment band)

October

Preparation for the Professional Growth discussion:

- Review Job Description
- Reflection on practice. (Use Quality Framework for Learning & Teaching which includes the

Teachers' Standards, spotlights on learning, book reviews etc. and, if relevant, Quality Framework for Leadership & Head Teacher standards)

- Draft your Professional Growth Plan (Appendix A)
- Start to record coaching sessions on a coaching log (appendix E) and note ongoing professional development opportunities on the record of continuous professional development and learning (CPD&L)

Professional Growth discussion with your appraiser:

- Sharing of reflection on practice and subsequent professional development.
- Reflection on last year's Professional Growth Plan, if appropriate.
- Establish 'Professional Growth Plan' focus and finalise this year's plan.
- If appropriate, reflect upon last year's leadership goal and establish this year's goal. (Use Quality Framework for Leadership)

November

Research and practice

- Initiate 'research' and practice of your professional growth focus in Growth CPD teams with peer challenge and support.
- Professional support and progress check-ins
- Check-ins will be focused on your 'Professional Growth Plan' and undertaken by your appraiser who will help you establish if the goal is appropriate and, if it is, how you have started and what impact this focus has had so far. This is an opportunity for feedback, professional dialogue and establishment of your next steps set within GROW structure.
- Update your 'Professional Growth Plan', if appropriate.
- Staff development lead collate next steps in order to plan for further support.

January

Research and practice

- Continue research and practice of your professional growth focus and include an opportunity to learn through observing colleagues' practice.

Mid-February

Reflection, review and sharing

- An opportunity to share the progress you have made so far with your professional growth focus with Growth CPD team at a designated meeting.
- Review of 'professional growth plan' and progress with your appraiser.

March/April

Research and practice

- Continue research and practice of your professional growth focus.

May

Professional support and progress check-ins

- Seek feedback from your Growth CPD team on your professional growth focus to help inform your end of cycle review.

June / July**End of cycle review, reflection and sharing of recommendations**

- Complete a Growth Review of the impact of your Professional Growth Plan (Appendix D), share with your colleagues and send to your appraiser.

July / September**End of cycle evaluation and pay recommendation**

Appraisal Team Leaders to complete an evaluation and pay recommendation (Appendix L in policy), share with your appraisee and send to Headteacher (see Appendix K for guidance in policy).

T-GROW COACHING LOG (Appendix E)

TGROW Coaching Session supported by the use of the QFLT folder

Date of Session:

My coach:

<p>Topic What is the issue? <i>What <u>element</u> of your practice do we need to consider?</i> QFLT – Grids Element and Theme</p>	
<p>Goal What do you want to achieve out of this coaching session? What goals do you want to achieve? What are you hoping to achieve? <i>Would looking at the behaviours help you to identify what you want to see/achieve?</i> QFLT Guides</p>	
<p>Reality What's happening now? What's it like now? What's stopping you reaching your goal? What effect does this have on you? Tell me about how it feels at the moment.</p>	
<p>Options What could you do? What are your options? What would happen if you did nothing? What else could you do? If the person being coached says: "I don't know", ask: "What if you did know?" "What would a friend tell you to do?" Remember, you don't have to fill the silence with another question. Allow time to think!</p>	
<p>What will I do? Wrap up Which option will you choose? What are the pros and cons of each option? How will you know when you've achieved this? What could stop you moving forward? Do you need to speak to anyone about your options? On a scale of 1-10, how committed are you to achieving? If the person being coached says a number less than 10, ask them how they could take it to the next number. What exactly will your first action be? When exactly will you do this? What can I do as your coach to support you in carrying out your actions?</p>	

RECORD OF CONTINUOUS PROFESSIONAL DEVELOPMENT & LEARNING (CPD&L) (Appendix F)

INSET, staff meeting, The National College and other online training, ATMs, personal reading, subject research, membership of professional organisations, external courses

[illegible]

TEACHERS/LEADERS GROWTH REVIEW (Appendix G)

The challenge is to always improve, to always get better.

Name:.....

REFLECTIONS	
What were your teaching and learning and/or leadership goals this year?	
What actions/approaches did you take to achieve these goals?	
IMPACT	
<p>What has the impact been of this professional development on the pupils' learning and/or staff learning?</p> <p>What evidence demonstrates this? For Teachers: e.g. Lesson visit notes, specific pupil books, specific recorded sessions, pupil voice (pupil survey results, class forum notes), coaching notes.</p> <p>For Leadership: e.g. Improvement in pupil outcomes, improvement in teacher assessments, staff surveys results, parent survey results, coaching notes.</p>	
<p>What has the impact been on your own professional knowledge and understanding (teaching, learning and/or leadership)?</p> <p>What evidence demonstrates this?</p>	
<p>Having completed a Teacher Audit and/or Leadership Audit at the beginning and end of the performance management cycle, which strands have you rated as increased in confidence throughout the year? e.g. B3, C4 and C5.</p>	

<p>Only for upper pay range teachers and those on M6 wishing to cross the threshold into upper pay range:</p> <p>How does this impact demonstrate your status as an upper pay range teacher? i.e. your achievements and contributions to the school “are substantial and sustained”, your “professional duties have made a wider contribution to the school (beyond your own classroom)”</p> <p>(See page 10 for upper pay range criteria.)</p>	
<p align="center">RECOMMENDATIONS FOR COLLEAGUES</p>	
<p>What would you recommend colleagues to do if they focus on these areas of development?</p>	
<p>How could your findings be successfully implemented in other contexts?</p>	

Please email this review to your appraiser once completed. Retain a copy yourself.

APPRAISAL TEAM LEADER COMMENTS
Comments from your appraisal team leader regarding impact and overall performance throughout the growing great teachers cycle:

Once complete, return to appraisee

SPOTLIGHT ON LEARNING (Appendix H)

The lesson visit process is not the same as conventional lesson observation. It is therefore important that reviewers refer to it as lesson visit and not lesson observation. Lesson visits are built around conversations before and after the lesson. The purpose is for reviewers and leaders to understand the teaching and learning in the context of the sequence of classroom activity.

Before the lesson visit

Make arrangements for the reviewer to spend 3-5 minutes with each teacher who will be visited. This is often completed before school, but can also be at break, during assembly times, or at lunch time (if the visit is in the afternoon).

In larger schools two or more teachers may be teaching the same lesson, which they have planned together. In such cases it is efficient to talk with the two teachers together, then visit both lessons by moving between them. Otherwise these conversations will be with individual teachers for visits to individual lessons.

The purpose of the conversation is to ask the teacher(s) to explain briefly:

- What they want the learners to achieve in this lesson **Know, vocabulary, do, understand**
- Where the learning has come from in the previous lessons - **Talk to me through how you planned this lesson**
- **Why are you teaching this now?** Short term – sequence of lessons, any adjustments from yesterday, Medium Term – previously taught/will be followed up this year, Longer term taught in previous year groups and leads on to...
- Whether there are learners who may find the challenges difficult or succeed quickly - **can already know / do. Where will you be taking their learning?**
- **Who are your SEND/ bottom 20%/disadvantaged learners? - What adjustments are needed for them? What same day catch-up is needed?**
- How any additional adults will be used to contribute to progress
- Whether there is anything else that visitors need to know to understand the lesson and the learning intended

Teachers do not need to provide planning as they will be asked about their planning process in a wider context.

Reviewers will explain that the purpose is to look at the progress being made by learners in this context. **(Prior to visit - Look at progression document – is it what you expect to see for that year group?)**

During the lesson visit

The reviewer will visit the lesson for around 15-20 minutes. They are unlikely to make many, if any notes, other than perhaps recording a few key questions to follow up afterwards with the teacher in the post-lesson conversation.

During the lesson they will talk with learners, and look at their work and books with them in order to gather a rounded view of progress and attainment. **Did the learners know which subject what they were learning and why are they learning it? Ask what they have learned before that is helping their learning today. What did they know already?**

Reviewers should look for:

- The levels of challenge and support offered to different learners
- The progress being made by different learners in the lesson in relation to that planned
- How teaching is adapted during the lesson to maximize this progress
- How feedback to learners and between them raises their awareness of their own progress
- The quality of learning shown by learners' behaviours

After the lesson visit

During a 5-10 minute coaching session, the reviewer and teacher will explore:

- What was achieved in the lesson by groups and/or individual learners – **return to original outcomes – do they know...? Can they do...?**
- What progress was made and how it will be built on in the next lesson
- The teacher's perceptions of the strengths and needs of particular learners

Teachers may wish to bring examples of learners' work from the lesson to these conversations to focus the discussion.

This approach achieves a number of outcomes:

- It builds a comprehensive picture of the sequence of learning, progress and attainment rather than a 'snapshot' of one lesson only
- It enables teachers to explain their thinking, ambitions and challenges in far more detail than is recorded in planning
- It begins to make teachers feel less threatened by the visit than they often do in observations and their teaching is more typical of their everyday practice

Occasions when a mentoring/advising method may be beneficial:

- **If core aspects of teaching and learning, for example, understanding of learning intention or use of Success Criteria, are not evident.**
- **If the teachers self-evaluation is significantly different to that observed by the reviewer.**

It is appreciated that timetabling the different conversations is sometimes challenging. It is better to see fewer teachers and maintain the integrity of the lesson visit process than to overcrowd and compromise the conversations.

Please note, the items in green represent additions to take account of current Ofsted framework requirements (May 2022).

FAQs

Will the Reviewers give judgements about the lessons?

These are relatively short visits of around 15-20 minutes. If *you* think about how well the children have progressed in the lesson and over time *you* are a better judge than us.

What will the visitors do during the Spotlight on Learning Classroom Visit?

The visitors will try to be as unobtrusive as possible so that you can manage the lesson as you wish. They will talk with children at appropriate times to ask them about their learning, progress and challenges.

What will the visitors ask teachers after the lesson?

The questions will simply be based on the learning in the lesson. Conversation will be about children who are making good progress and where they are going in their learning next. It will also be about children who teachers feel are struggling in their learning and what opportunities they might need in the rest of the sequence of lessons to help them progress.

What will any notes that are made be used for?

Any notes made are for the visitors to remember the details of the learning. Records will be used to provide anonymised feedback to all teachers and to plan priorities for developing learning and progress further.

Recording lesson visits

The conversations around a lesson visit are often best recorded by the teacher being visited during the discussions in simple note form. If the conversation is well focused this will produce a specific and useful record.

One example of a simple recording format follows.

LEARNING CONVERSATION RECORD	
Teacher:	Leader:
Date:	Before/During unit/After unit of work?
Summary of sequence of lessons/relevant learning outcomes:	
Main questions or areas explored in conversation:	Any agreed actions arising and impact sought from them:
Follow up – impact achieved from actions:	

Book Review Proforma (Appendix I)

Book Review		
Term: Autumn/Spring/Summer		
Date:	Name of teacher:	Moderators:
Maths	English	Experience
Areas of strength:	Areas of strength:	
✓	✓	✓
✓	✓	✓
✓	✓	✓
Areas for Development:	Areas for Development:	
❖	❖	❖
❖	❖	❖
Formal judgement – professional conversations with Achievement Team		

Please indicate:			
Exemplary	Proficient	Developing	Underdeveloped/ Beginning
Please give the reasons why it is not the grade <u>below</u> :			
Please give the reasons why it is not the grade <u>above</u> :			

If ratified, who by:

-
-

Was original judgement upheld? Yes/No

Grade agreed:

Exemplary	Proficient	Developing	Underdeveloped/Beginning
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SUMMARY GUIDE FOR APPRAISERS WHEN MAKING PAY PROGRESSION RECOMMENDATIONS (Appendix J)

Mainscale Pay Progression:

For teachers on mainscale, the policy states *“if teachers effectively meet the Teacher Standards at a good level, as set out within the QFLT, and engage in the process of professional growth, pay progression will be automatic. We expect teachers to progress up the main pay scale as standard.”*

Therefore, it is important as a team leader or appraiser, that you are confident that the appraisee has demonstrated that they have effectively met the teacher standards throughout the professional growth cycle. You will be able to evidence this through the triangulation of progress demonstrated by the appraisee on their growth plan and their professional growth review at the end of the cycle, alongside other information obtained, e.g. book reviews, lesson visit notes, coaching sessions etc. As an appraiser, you will raise any concerns with the appraisee at the earliest opportunity and should they not resolve, you should refer to the Capability Policy for guidance, in conjunction with seeking advice from a senior leader. *“Appraisers have a responsibility to maintain professional contact and dialogue with their Appraisees through the appraisal process, to clarify expectations, discuss performance issues and to provide support including coaching, advice and (where relevant) observation with constructive feedback. Where the performance of an Appraisee continues to give concern and the professional dialogue does not appear to be effective then the discussion should move to a Standard Setting meeting”*. Only in cases where targets for improvement, alongside a programme of support, have been put in place following the “Standard Setting” procedure, or formal procedures have taken place, and progress has been insufficient, would consideration of withholding pay progression within the mainscale take place.

Having taken into account the information above, complete an evaluation for pay progression recommendation proforma (Appendix K), providing evidence of your evaluation and comments.

Progression on to Upper Pay Range and Progression within Upper Pay Range:

As an appraiser, you should ensure staff on mainscale 5 and 6 wishing to consider progression onto the Upper Pay Range in two years, set themselves goals that would demonstrate they are meeting the criteria for Upper Pay Range as set out in pages 10 and 11 of this guide. The appraisee should indicate their wish to progress onto the Upper Pay Range at the start of a cycle and because this should be “sustained”, this usually would involve two years of demonstrating that they are working at this level (hence why M5 teachers should start to consider working towards Upper Pay Range criteria). Your role as appraiser is to ensure that the goals and areas that the teacher wishes to develop will provide evidence of impact of meeting the Upper Pay Range in triangulation with other sources of evidence, e.g. Lesson visit notes, book reviews, pupil voice etc. At the end of the cycle, the appraisee should demonstrate the impact of their developments aligned to the criteria for Upper Pay Range. This will enable you to make the recommendation of whether they are eligible for progression onto or within Upper Pay Range. Each step within the Upper Pay Range will normally be two years, to enable a demonstration of sustained performance. As an appraiser, you will raise any concerns with the appraisee at the earliest opportunity and should they not resolve, you should refer to the Capability Policy for guidance, in conjunction with seeking advice from the Headteacher. *“Appraisers have a responsibility to maintain professional contact and dialogue with their Appraisees through the appraisal process, to clarify expectations, discuss performance issues and to provide support including coaching, advice and (where relevant) observation with constructive feedback. Where the performance of an Appraisee continues to give concern and the professional dialogue does not appear to be effective then the discussion should move to a Standard Setting meeting”*. Any of the following circumstances may lead to pay progression not being recommended:

- Where targets for improvement alongside a programme of support, as per the “Informal Standard Setting Discussion” section of the Capability Policy, have been put in place
- Formal procedures have taken place as per the Capability Policy
- Where there is insufficient evidence of impact aligned to the Upper Pay Range criteria

Having taken into account the information above, complete an evaluation for pay progression recommendation proforma (Appendix K), providing evidence of your evaluation and comments.

Progression for Leaders within their agreed pay range

As an appraiser for members of the Leadership Pay Group, you should ensure staff on the Leadership scale, set themselves goals that are suitably challenging based on their job description, self-evaluation through the Leadership Audit, and level of experience. Your role as appraiser is to ensure that the goals and areas that the leader wishes to develop will provide evidence of impact on teaching and learning within their team, or across their school if appropriate. In making a decision regarding pay progression, you will review the sources of information, including the Leadership Goal Plan, the Leadership Growth Review, triangulated with other sources of evidence, e.g. Lesson visit notes, book reviews, improvement in pupil outcomes, improvement in teacher assessments, pupil voice, parent surveys, staff surveys etc. At the end of the cycle, the appraisee should demonstrate the impact of their developments aligned to Leadership criteria within the Quality Framework for Leadership. This will enable you to make the recommendation of whether they are eligible for progression within their agreed Leadership Pay Range. As an appraiser, you will raise any concerns with the appraisee at the earliest opportunity and should they not resolve, you should refer to the Capability Policy for guidance, in conjunction with seeking advice from the Headteacher, or the CEO in the case of any concerns about the performance of the Headteacher. *“Appraisers have a responsibility to maintain professional contact and dialogue with their Appraisees through the appraisal process, to clarify expectations, discuss performance issues and to provide support including coaching, advice and (where relevant) observation with constructive feedback. Where the performance of an Appraisee continues to give concern and the professional dialogue does not appear to be effective then the discussion should move to a Standard Setting meeting”.* Any of the following circumstances may lead to pay progression not being recommended:

- Where targets for improvement alongside a programme of support, as per the “Informal Standard Setting Discussion” section of the Capability Policy, have been put in place
- Formal procedures have taken place as per the Capability Policy
- Where there is insufficient evidence of impact

Having taken into account the information above, complete an evaluation for pay progression recommendation proforma (Appendix K), providing evidence of your evaluation and comments.

APPRAISER EVALUATION AND PAY RECOMMENDATIONS PROFORMA (Appendix K)

Key:

M – Met

PM – Partially Met

NM – Not met

Mainscale Teachers:

Statement	M	PM	NM
Throughout the Growing Great Teachers cycle, the teacher has effectively met the Teacher Standards at a good level, as set out within the QFLT.			
Supporting Evidence:			
The teacher has engaged positively and constructively in the process of professional growth			
Supporting Evidence:			

Overall Performance		
RECOMMEND PAY PROGRESSION <i>“Only in cases where targets for improvement, alongside a programme of support, have been put in place following the “Standard Setting” procedure, or formal procedures have taken place, and progress has been insufficient, would consideration of withholding pay progression within the mainscale take place”</i>	Yes	No

Upper Pay Range:

Statement	M	PM	NM
They are highly competent in all of the Teachers' Standards and have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour for learning strategies. The teacher's practice is secure, well-informed and consistently good or outstanding (Quality Framework for Learning & Teaching provides a framework to make these judgements) and they are able to contribute to the professional development of others through coaching and mentoring, demonstrating effective practice, providing advice and feedback.			
Supporting Evidence:			
Their achievements and contribution to their school are 'substantial and sustained'. "Substantial" would be evidenced through a teacher contributing at a strategic level to policy initiatives and making a distinctive contribution to the raising of pupil standards. In addition, teachers consistently meet the Teachers' Standards at a good and outstanding level, as set out within the QFLT framework, and have engaged in the process of professional growth. The 'sustained' criterion should be two years or more, working at this level.			
Supporting Evidence:			
They have the potential and commitment to undertake professional duties which make a wider contribution to the life of their school. This will often involve working beyond their own classroom and possibly their school to guide the professional growth of other teachers. This may include the sharing of good practice, mentoring and coaching, and providing demonstration lessons for less experienced colleagues. Upper Pay range teachers are expected to promote collaboration and work effectively as a team member.			
Supporting Evidence:			
They have fully engaged in the process of professional growth leading to an extensive knowledge of curriculum, assessment and pedagogical developments.			
Supporting Evidence:			

Overall Performance		
If applicable: Year 1 of 2 year cycle Demonstrated sufficient evidence over 1 year	Yes	No
If applicable: Year 2 of 2 year cycle Demonstrated sufficient evidence over 2 years	Yes	No
IF APPLICABLE: RECOMMEND PAY PROGRESSION <i>Any of the following circumstances may lead to pay progression not being recommended:</i> <ul style="list-style-type: none"> • <i>Where targets for improvement alongside a programme of support, as per the "Informal Standard Setting Discussion" section of the Capability Policy, have been put in place</i> • <i>Formal procedures have taken place as per the Capability Policy</i> • <i>Where there is insufficient evidence of impact aligned to the Upper Pay Range criteria</i> 	Yes	No

Leadership Group Pay Progression:

Statement	M	PM	NM
The appraisee has provided evidence of positive impact on teaching and learning within their team, or across their school, if appropriate.			
Supporting Evidence:			
The appraisee has provided information that demonstrates their growth/progress, including the Leadership Goal Plan and the Leadership Growth Review. These demonstrate evidence of impact appropriate to the experience level of the Leader and are evaluated using the leadership criteria within the Quality Framework for Leadership.			
Supporting Evidence:			
Evidence provided through the Growing Great Teachers cycle has been triangulated with other sources of evidence, e.g. Lesson visit notes, book reviews, improvement in pupil outcomes, improvement in teacher assessments, pupil voice, parent surveys, staff surveys etc			
Supporting Evidence:			
Overall Performance			
IF APPLICABLE (i.e. has not reached the top of their agreed range): RECOMMEND PAY PROGRESSION <i>Any of the following circumstances may lead to pay progression not being recommended:</i> <ul style="list-style-type: none"> Where targets for improvement alongside a programme of support, as per the "Informal Standard Setting Discussion" section of the Capability Policy, have been put in place Formal procedures have taken place as per the Capability Policy Where there is insufficient evidence of impact aligned to the Upper Pay Range criteria 	Yes	No	