

Appraisal Policy & Procedure

Portal House School
December 2024

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A Policy

1 Policy Statement

The School recognises the importance of appraisal as a mechanism to develop and support Employee performance which in turn impacts positively on the overall performance of the School and outcomes for students.

The School will seek to ensure that appraisal will be a supportive and developmental process – allowing Employees the opportunity to develop the skills and access the support they need to carry out their role effectively.

The appraisal process enables Employees and their Headteacher / Line Manager to agree objectives and identify associated learning and development requirements. It allows an opportunity for Employees to receive regular and constructive feedback on their performance and progress. It also provides a forum in which Employees can consider career aspirations and goals. Furthermore it is an opportunity for Employees to discuss the support and guidance they may require in their role.

Where performance concerns are identified through the appraisal process the School will consider what support and training may be appropriate to enable the Employee to achieve the required performance standards. Where performance concerns are sufficiently serious or persist – the School’s Capability Policy and Procedure may be initiated.

Evidence from the end of year appraisal review meeting and assessment against the School’s pay progression criteria will inform performance related pay decision for Teachers.

Evidence from performance reviews will inform whether a member of support staff will be awarded a ‘positive’ performance assessment. Progression is subject to an Employee receiving the requisite ‘positive’ number of performance assessments for their grade.

This policy and procedures reflects the provisions of the Education (School Teachers’ Appraisal) (England) Regulations 2012 and the requirements of the relevant conditions of service for Support Staff employed under Kent Scheme Conditions of service

This procedure explains:

- The arrangements for determining performance objectives and appraising Employee performance
- The roles and responsibilities of the Headteacher / Line Manager and Employees in the appraisal process

2 Scope

This policy applies to teaching and support staff employed by the School.

It excludes

- those employed on contracts for less than one term
- early career stage teachers during their Statutory Induction period
- employees whose performance is being managed via the School’s capability procedure

This policy also applies to Employees working on a regular supply or permanent relief basis.

3 Adoption arrangements and date

This procedure was adopted by the Governing Body of Portal House School on 12th December 2024 and supersedes any previous appraisal policy and procedure.

This policy will be reviewed by the Governing Body every 2 years or earlier if there is a need. This will involve consultation with the recognised unions where there are material changes.

4 Responsibilities of School

- To ensure each Employee has an identified Appraiser
- To ensure performance and development objectives are set, monitored and reviewed in an objective and timely manner
- To make Appraisees aware of the standards of employment expected of them and to identify any concerns via the provision of regular feedback
- To endeavour to ensure additional workload and administration associated with appraisal is kept to a minimum for both the Appraiser and Appraisee
- To consider what training is appropriate for Appraisers and Appraisees regarding the appraisal process

5 Responsibilities of the Employee (Appraisee)

- To engage constructively with the appraisal process and conversations regarding performance
- To work with their appraiser to identify appropriate appraisal and development objectives
- Take personal responsibility for improving their own performance and personal development
- To provide evidence of performance to support appraisal discussions
- Where applicable, to appraise the performance of other identified Employees

B Procedure

6 Appraisal Period

Each appraisal period will run for 12 months.

For Teachers, Headteacher and other Leadership Teachers the appraisal cycle will commence on the first day of the Autumn term annually.

For Support Staff the appraisal cycle will commence on their 'anniversary date' as follows:

- 1st April where the Employee is in post prior to 1st April 2025
- The anniversary of their start date for all Employees in post after 1st April 2025 (amend
- 1st April /where an Employee is at the top of their grade. This includes Employees on grades KSA and KSB (formerly KR3 and KR4) who are paid a single salary point.

Employees joining the School during the appraisal cycle may have a shorter appraisal period during their first year.

Consideration will be given to adjusting the time of appraisal meetings and length of the appraisal cycle where an Employee has a significant period of absence due to maternity / family related leave, sick leave or disability related absence. Any changes will be discussed and as far as is reasonable, agreed with the Appraisee.

7 Appointing appraisers

The Headteacher will identify an appropriate Appraiser for each Employee taking into consideration line management arrangements within the School.

The Headteacher's appraisal will be delegated to a Governor Panel of 3 members. This will not include any staff governors. Governors will appoint an External Advisor to support in the Headteacher's appraisal.

The Headteacher will ensure all Appraisers have received appropriate training.

8 Setting Objectives

Appraisal and development objectives will be discussed and agreed by the Appraiser and Appraisee as soon as practicable at the start of each appraisal period.

The Headteacher's objectives will be set by the Governor Panel in consultation with the External Advisor.

The objectives for all other staff will be set by their Appraiser.

Objectives will be appropriate to the Appraisee's role, responsibilities, career stage, level of experience and will be relevant to the overall performance objectives of the School.

In setting objectives consideration will be made to the career aspirations of the Appraisee – for example where a Teacher is seeking to progress to the Upper Pay Range objectives may reflect the progression criteria required.

Objectives may be challenging but achievable. The number and nature of objectives will be reasonable and give due regard to the work- life balance of the Appraisee.

This school has agreed to set 3 appraisal objectives.

Objectives may focus on:

- Impact on the effectiveness of the team, department or whole School and contributing to the performance objectives of the School / outcomes for pupils
- Personal development - improving certain aspects of practice or performance in the job role and, where appropriate, identifying and bridging skills gaps relevant to career progression
- Meeting and / or maintaining any relevant professional standards – including the Teachers' Standards in the case of qualified teachers
- In the case of Teachers only - making a wider contribution to the work of the School, within working hours and the Appraisee's job description where relevant

Objectives will be:

- Specific
- Measurable
- Achievable
- Realistic
- Time – bound

The success criteria and evidence which will be considered for each objective will be discussed with the Appraisee at the beginning of the appraisal cycle.

It should be noted that where challenging or longer-term objectives are set – there may not be an expectation that these are fully completed within the appraisal cycle. Anticipated timescales and targets towards completion will be discussed and the Appraisee would be expected to make good progress towards these during the review period.

Consideration will be given to any relevant training, development, coaching or mentoring the Employee may benefit from to achieve the identified objectives.

The Appraiser and Appraisee will seek to agree the objectives. The Appraiser will take reasonable steps to resolve any concerns regarding the nature of objectives, but where this is not possible the Appraiser will determine the objectives, with the provision for the Appraisee to record any disagreement in writing which will be taken into consideration at the review stage.

Objectives may be reviewed and revised during the year to reflect changes for example, to the Appraisee's job role, School priorities or local / national policy / regulatory changes. Objectives may also be revised to take into account a period of absence. Any changes will be discussed and, as far as is reasonable, agreed with the Appraisee.

9 Assessment against relevant standards

Portal House has retained performance related pay for teachers.

Please see the criteria for pay progression in our schools pay policy.

The performance of all Employees will be assessed against the requirements of their job description.

The criteria against which performance will be assessed is detailed at Appendix 1 for Teachers and Appendix 2 for Support Staff.

Teachers

The performance of qualified teachers will be assessed against the requirements of their job description and the Teachers' Standards – available at [Teachers' standards - GOV.UK \(www.gov.uk\)](http://www.gov.uk).

In the case of Teachers paid on the Upper Pay Range assessment will additionally be made with reference to the criteria for Upper Pay Range progression as detailed within the STPCD.

This school also uses other relevant assessment standards such as *the* Headteachers' Standards 2020 (non statutory) / SEND Code of Practice for SENCOs

This assessment will consider in broad terms whether an individual Employee's performance is consistent with what should reasonably be expected within their role and at the relevant stage in their career.

In the case of Teachers there is no requirement to complete a checklist of performance against the Teachers' Standards.

For support staff we are awaiting details of performance criteria for a 'positive' assessment to be provided by the L.A.

10 Reviewing Performance throughout the appraisal cycle

The Appraiser and Appraisee will meet at regular intervals (no fewer than 3 per year) to review performance and progress towards their objectives.

The meeting is an opportunity to consider progress towards objectives and review any evidence in support of this. The Appraisee will receive constructive and supportive feedback throughout the appraisal cycle on their performance and progress towards their objectives. Feedback will highlight any areas of strength as well as those where further development is required.

These meetings are also an opportunity to discuss workload and wellbeing in a supportive manner enabling the Appraiser and Appraisee to proactively identify appropriate strategies at an early stage to address any areas of concern.

11 Observation

Formal observation of classroom practice for teachers, and non teaching staff who work directly with pupils, is an important means of assessing and supporting performance in this School.

All observations will be carried out in a supportive manner with constructive feedback being provided as soon as possible to the observed activity.

The amount and type of classroom observation will depend on the individual circumstances of the Appraisee and the overall needs of the School.

Formal Observation of teaching practice will be undertaken by an individual with Qualified Teacher Status.

In addition to formal observation, the Headteacher or other leaders with responsibility for teaching standards, may "drop-in" to evaluate the standards of teaching and to check that high standards of professional performance are established and maintained. The length and frequency of "drop-in" observations will vary depending on specific circumstances.

12 Performance Concerns, Informal Support and transition to the Capability Policy and Procedure

Where performance concerns are identified the Appraiser will discuss these with the Appraisee at the earliest opportunity and a support plan including, informal performance targets, will be put in place. Careful consideration will be given to any support and training the Appraisee may require.

It is anticipated that most performance concerns will be successfully addressed via informal support and the Appraisee will be given a reasonable time period in which to demonstrate improvement and meet the required expectations for the role.

Where performance concerns persist or are sufficiently serious – the appraisal policy and procedure will be suspended the School's Capability Policy and Procedure will be initiated.

Where an Employee is subject to the School's formal capability process – pay progression will not be awarded.

The school reserves the right to move immediately to the formal stages of the Capability Policy and Procedure in cases of serious underperformance.

Please refer to the School's Capability Policy and Procedure for further information.

13 Annual Review Meeting and Assessment

Towards the end of the appraisal cycle the Appraiser will arrange an Annual Review Meeting with the Appraisee.

In the case of the Headteacher the Annual Review Meeting will be conducted in consultation with the External Advisor.

During the discussion performance feedback will be provided and the Appraiser and Appraisee will have the opportunity to:

- Reflect on and review performance against the requirements of the job role and any relevant standards.
- Review progress towards the appraisal objectives set
- Consider the impact and effectiveness of any training or personal development which has been undertaken and any further development required
- Identify any performance objectives and personal development needs for the next appraisal cycle
- Provide an opportunity to discuss issues relating to workload / work-life balance
- To consider any career progression / aspirations
- Assess the Appraisee's overall contribution to the School over the appraisal cycle

In reviewing performance the Appraiser will give due consideration to any potential 'barriers to success' including disability, periods of absence / policy or regulatory change or other operational issues.

Prior to the meeting the Appraisee is expected to reflect on their own performance and identify appropriate evidence to demonstrate progress towards objectives and performance expectations. It should be noted that most evidence should be readily available from day to day working practice and from discussions during the review meetings over the year. There is no requirement for the Appraisee to compile a portfolio of evidence.

14 Teacher's Appraisal Report

Following the Annual Review Meeting and as soon as practicable each Teacher will receive a written appraisal report. This will usually be shared no later than 31st October for Teachers and 31st December for the Headteacher.

Teachers will have an opportunity to comment in writing on their appraisal report.

The report will include:

- Details of objectives for the appraisal period
- An assessment of performance of role and responsibilities against objectives and any relevant standards
- An assessment of training and development needs and identification of any action that should be taken to address them
- A recommendation on pay where this is relevant. It should be noted that a recommendation to withhold pay progression may be made where a Teacher has not met the School's performance criteria. *Delete this bullet point where the School has chosen not to operate performance related pay*

Where the Appraiser determines that the Appraisee has met the expected standards of performance during the appraisal cycle they will receive a 'positive' anniversary review assessment.

Depending upon their grade an Employee may require a certain number of 'positive' assessments in order to progress to the next fixed point within their grade.

The frequency with which progression to the next fixed point may occur and the number of points within the grade is detailed within the School's Pay Policy.

16 Moderation

The Headteacher will make appropriate arrangements for the moderation of objectives and appraisal outcomes to ensure consistency of approach, expectations and judgements between Appraisers.

17 Employees not covered by this policy

Early Career Stage Teachers – (ECT)

Early Career Stage Teachers undertaking induction are exempt from appraisal and performance will be appraised in accordance with the provisions of the Statutory Induction Guidance for Early Career Teachers

[Induction for early career teachers \(England\) statutory guidance \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/61222/induction-for-early-career-teachers-2019.pdf)

Teachers engaged for less than one term

Teachers engaged for less than one term will not be appraised. Where employment is extended beyond this appropriate objectives and review arrangements will be put in place for the remainder of the current appraisal cycle.

Support Staff

All Support Staff engaged on Kent Scheme Conditions of Service are included within the appraisal requirements - including those on temporary / fixed term contracts, engaged on a permanent relief basis or those who are within their probationary period.

18 Confidentiality and Record Keeping

All parties are required to respect the confidentiality of all information relating to the Appraisal process.

The School recognises its obligations under the General Data Protection Regulation and associated legislation and the rights of Employees with regards to the personal data held on them.

Appropriate records will be kept of appraisal discussions, objectives, evidence of progress and outcomes.

The School will seek to minimise any additional workload and administration associated with the performance management process.

Appendices

Appendix 1 Teacher Standard

<https://www.gov.uk/government/publications/teachers-standards>

Appendix 2 Post Threshold Standards

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Appendix 3 National Standards for Subject Leaders

http://www.all-london.org.uk/archive/Resources/subject_leader_standards.pdf

Appendix 4 Professional Standards for Teaching Assistants

<https://www.skillsforschools.org.uk/resources-research/professional-standards-for-school-roles/professional-standards-for-teaching-assistants/>

Appendix 5 Appraisal Recording Form

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Appendix 2

Post-Threshold Standards

Professional Attributes

Frameworks

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

Professional Knowledge and Understanding

Teaching and learning

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

Assessment and monitoring

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

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

Subjects and Curriculum

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

Health and well-being

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

Professional Skills

Planning

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

Teaching

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

Team working and collaboration

P9 Promote collaboration and work effectively as a team member.

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

Appendix 5

TA appraisal

Reflection and Self Review

By three methods we may learn wisdom: first, by reflection, which is the noblest; second by imitation which is the easiest and third by experience, which is bitterest
Confucius

The process of reflecting on an experience or engaging in an analytical review of one's own performance and skills can be a powerful tool for professional development. It can be used to map your next steps in your development plan as well as being a valuable tool in preparation for a performance review discussion.

The skills and attributes needed for effective reflection and self review;

- an honest and genuine approach to looking at your own practice
- a willingness to seek out and use constructive observation and feedback
- an ability to focus on priority areas for your development
- active listening and questioning skills
- a conducive environment and opportunity
- colleagues willing and able to give honest, balanced and constructive feedback

Remember that you don't have to be ill to get better

As far as possible reflection/self review should generate specific and evidence based, or at least verifiable, information, avoiding generalised opinion or vague comment.

Self review should be recorded (a suggested format is attached) or alternatively you may prefer to reflect just on the key questions set out below. Self review can be best done with support and constructive challenge from another person, such as a colleague, friend or family member.

Whilst it is important to identify areas and ways to improve your practice remember that it is a positive process to assist you to continuously develop both professionally and personally. Identifying areas of strengths is an important part of this process.

Three Key Questions for You

1. **In what ways have I become a better practitioner than last year?**
2. **In what areas do I need to develop and how can I achieve this?**
3. **How can I make a more effective contribution to student attainment and the wider school community?**

	Question	Notes/Evidence
1	<i>Over the last year what have been the most important areas of success for me?</i>	
2	<i>What areas of my role give me the greatest satisfaction?</i>	
3	<i>What skills do I have that others and I consider being a real strength?</i>	
4	<i>What has not gone as I'd hoped over the past year and what have I learnt from this?</i>	

5	<i>What areas of my practice/work or skills do I need to develop and how?</i>	
6	<i>What do I want to achieve in the year ahead, personally and professionally?</i>	
7	<i>How can I contribute further to the development of the school?</i>	
8	<i>Who can help me with my development and how?</i>	
9	<i>Are there any aspects of working in this school that I would like to see improved. What can I do anything to assist this?</i>	

Reflection and Self Review

Sometimes reflection can be assisted by some clearer and more detailed thinking on specific aspects to your practice. Set out below are a number of suggested questions that may help you if you have a role directly involved in the teaching and learning of pupils.

1. Personal Values & professional Commitment

How can I better contribute to the ethos of this school?

How can I better contribute to the effectiveness of my team?

How can I help promote a greater sense of identity with the school (amongst staff, pupils, parents and the wider community)?

2. Impact on Teaching and Learning

What changes can I make that will improve students' learning and attainment?

What changes can I make that will improve my practice?

How can I better use ICT to improve students' learning?

How can I work more effectively with other colleagues?

How can I set better, challenging targets for students?

How can I help improve the motivation and behaviour of students?

How can I best track the progress of my students and communicate this appropriately?

3. Professional Knowledge & Understanding

How can I make a better contribution to the school development plan?

How can I make better use of my CPD to improve students' learning and attainment?

How can I help improve cross- curricular communication?

How can I use my professional skills to help other colleagues to develop?

How can I improve my professional knowledge and understanding?

What changes can I make to enable my work to be more rewarding?

Planning and Review Statement

Objectives Set for Year: April 2024

Mid Point Check in: September 2024

Review of Performance: March-April 2025

Reviewees Name - Reviewers Name -

Date - April 2024

Teaching Assistant Appraisal



Portal House School

Review of
for the Previous year (2024/25) April 24

Performance

<i>Objectives Set for Year 2024/25</i>	<i>Notes of Progress/Evidence</i>
Personal Values & professional Commitment	
Impact on Teaching and Learning	
Professional Knowledge & Understanding	

<i>Other Areas of Performance Considered</i>	<i>Notes of Progress/Evidence</i>
	Add evidence - link or note to where to find this

Summary Statement for overall performance 2022-2023

Once complete - Send to Steve Donnelly (April 24)

Planning Statement for Year 2024/2025 April 2024

Objective Number 1: personal values and professional commitment	Key Area: An area you feel you would like to progress professionally in - e.g. I want to extend my understanding of Science so I can better support my year 10 class in this subject
OVERALL OBJECTIVE What do I need to achieve?	
SUCCESS CRITERIA How can I evidence this?	
INTENTIONS and ACTION STEPS	
SUPPORT What resources or support will I need?	
POSSIBLE BARRIERS TO SUCCESS	

COMMUNICATION Who else needs to know?	
POSSIBLE SOURCES OF EVIDENCE	
AGREED MONITORING ACTIVITIES Inc. Lesson Observations	Date:
Lesson Observations Lesson Observations	
	Date:
Mid-Year Appraisal Meet (October 2024)	

Objective Number 2: Impact on teaching and learning	Key Area: This target should link to specific class/student attainment and use of strategies in lessons to support - e.g. I want to ensure LB has a clear understanding of how to tell the time on an analogue clock
OVERALL OBJECTIVE What do I need to achieve?	
SUCCESS CRITERIA How can I evidence this?	
INTENTIONS and ACTION STEPS	
	Date for Completion:
	Date for Completion:
SUPPORT What training, resources or support will I need?	
POSSIBLE BARRIERS TO SUCCESS	

COMMUNICATION Who else needs to know?	
POSSIBLE SOURCES OF EVIDENCE	
MONITORING ACTIVITIES eg Lesson Observations	Date:
	Date:
	Date:
Mid-Year Appraisal Meet (October 2024)	

Objective Number 3: PROFESSIONAL KNOWLEDGE AND UNDERSTANDING	Key Area: An area of T+L or knowledge of SEN that you can explore further - e.g. I want to understand the impact that ACES have on the developing brain and how I can support our YP who demonstrate this more
OVERALL OBJECTIVE What do I need to achieve?	
SUCCESS CRITERIA How can I evidence this?	
INTENTIONS and ACTION STEPS	
	Date for Completion
	Date for Completion
SUPPORT What training, resources or support will I need?	
POSSIBLE BARRIERS TO SUCCESS	

COMMUNICATION Who else needs to know?	
POSSIBLE SOURCES OF EVIDENCE	
MONITORING ACTIVITIES eg Lesson Observations	Date
Mid-Year Appraisal Meet (October 2024)	

Reviewee Signature..... Date:

Reviewer Signature..... Date:

DEVELOPMENT AND TRAINING TO SUPPORT THE REVIEWEE’S OBJECTIVES

(This page to be photocopied and passed to the school staff development co-ordinator)

Name:

Job title:

Review Period:

Development and/or training need (including knowledge and skills)	Target date	Activity How this will be achieved	Resources needed

--	--	--	--

Development Plan agreed by:

Reviewer:Date: / /

Reviewee:Date: / /

Send this to MC - be as specific as possible

Record of Evidence from Mid Year Monitoring (Reviewee and Reviewer) September/October 2024

Objectives Set for Year 2024/25	Notes of Progress/Evidence
<p align="center">Personal Values & professional Commitment</p> <p align="center">Your own target here for this aspect</p>	<p>Examples of how you are meeting each objective - progress towards and evidence of this.</p>
<p align="center">Impact on Teaching and Learning</p> <p align="center">Your own target here for this aspect</p>	<p>Examples of how you are meeting each objective - progress towards and evidence of this.</p>
<p align="center">Professional Knowledge & Understanding</p> <p align="center">Your own target here for this aspect</p>	<p>Examples of how you are meeting each objective - progress towards and evidence of this.</p>

Signed (reviewer) -
Date -

Teacher appraisal

Reflection and Self Review

By three methods we may learn wisdom: first, by reflection, which is the noblest; second by imitation which is the easiest and third by experience, which is bitterest Confucius

The process of reflecting on an experience or engaging in an analytical review of one's own performance and skills can be a powerful tool for professional development. It can be used to map your next steps in your development plan as well as being a valuable tool in preparation for a performance review discussion.

The skills and attributes needed for effective reflection and self review;

- an honest and genuine approach to looking at your own practice
- a willingness to seek out and use constructive observation and feedback
- an ability to focus on priority areas for your development
- active listening and questioning skills
- a conducive environment and opportunity
- colleagues willing and able to give honest, balanced and constructive feedback

Remember that you don't have to be ill to get better

As far as possible reflection/self review should generate specific and evidence based, or at least verifiable, information, avoiding generalised opinion or vague comment.

Self review should be recorded (a suggested format is attached) or alternatively you may prefer to reflect just on the key questions set out below. Self review can be best done with support and constructive challenge from another person, such as a colleague, friend or family member.

Whilst it is important to identify areas and ways to improve your practice remember that it is a positive process to assist you to continuously develop both professionally and personally. Identifying areas of strengths is an important part of this process.

Three Key Questions for You

1. **In what ways have I become a better practitioner than last year?**
2. **In what areas do I need to develop and how can I achieve this?**
3. **How can I make a more effective contribution to student attainment and the wider school community?**

Reflection – Self Review Tool Autumn 2024

	<i>Question</i>	<i>Notes/Evidence</i>
1	Over the last year what have been the most important areas of success for me?	
2	What areas of my role give me the greatest satisfaction?	
3	What skills do I have that I and others consider to be a real strength?	
4	What has not gone as I'd hoped over the past year and what have I learnt from this?	
5	What areas of my practice/work or skills do I need to develop and how?	
6	What do I want to achieve in the year ahead, personally and professionally?	

7	How can I contribute further to the development of the school?	
8	Who can help me with my development and how?	
9	Are there any aspects of working in this school that I would like to see improved? Can I do anything to assist this?	

Last Year Appraisal Review Statement

Review of Performance for the Academic Year: 2023/2024

Objectives Set for Year 2023/234	Notes of Progress/Evidence
<p style="text-align: center;">Personal Values & professional Commitment</p> <p style="color: red; text-align: center;"><i>Your own target here for this aspect</i></p>	<p>Examples of how you have met each objective and evidence of this.</p>
<p style="text-align: center;">Impact on Teaching and Learning</p> <p style="color: red; text-align: center;"><i>Your own target here for this aspect</i></p>	<p>Examples of how you have met each objective and evidence of this.</p>
<p style="text-align: center;">Professional Knowledge & Understanding</p> <p style="color: red; text-align: center;"><i>Your own target here for this aspect</i></p>	<p>Examples of how you have met each objective and evidence of this.</p>

Other Areas of Performance Considered	Notes of Progress/Evidence

ONCE COMPLETE - PLEASE SEND TO DEAN HILL

Planning and Review Statement

Objectives Set for Year: Sept 2024

Mid Point Check in: Feb 2025

Review of Performance: Sept 2025

Reviewees Name -

Reviewees Job Title -

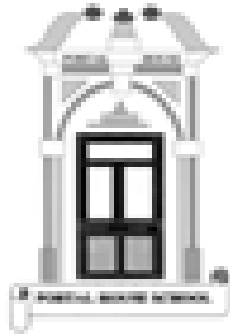
Reviewers Name -

Reviewers Job Title -

Date -

Teacher Appraisal

2024 - 25



Portal House School

Planning Statement for Academic Year 2024/2025

Objective 1 (Pupil achievement)	Key Area: This target should address pupil achievement - academic or pastoral - this needs to be measurable
OVERALL OBJECTIVE What do I need to achieve?	
SUCCESS CRITERIA How can I evidence this?	
INTENTIONS and ACTION STEPS	Date for Completion:
	Date for Completion
	Date for Completion

<p style="text-align: center;">SUPPORT</p> <p>What resources or support will I need?</p>	
<p style="text-align: center;">POSSIBLE BARRIERS TO SUCCESS</p>	
<p style="text-align: center;">COMMUNICATION</p> <p>Who else needs to know?</p>	
<p style="text-align: center;">POSSIBLE SOURCES OF EVIDENCE</p>	
<p style="text-align: center;">AGREED MONITORING ACTIVITIES</p> <p>Inc. Lesson Observations</p>	<p>Date</p>
	<p>Date</p>
	<p>Date</p>

Objective 2 (whole school development)	Key Area: This target should be linked to the SDP - look at the priorities and identify how you contribute to achieving this in your role.
OVERALL OBJECTIVE What do I need to achieve?	
SUCCESS CRITERIA How can I evidence this?	
INTENTIONS and ACTION STEPS	Date for Completion
	Date for Completion
	Date for Completion
SUPPORT What training, resources or support will I need?	
POSSIBLE BARRIERS TO SUCCESS	
COMMUNICATION Who else needs to know?	
POSSIBLE SOURCES OF EVIDENCE	
AGREED MONITORING ACTIVITIES e.g. Lesson Observations	Date
	Date
	Date

Objective 3 (Personal development)	Key Area: This target will be individual to your role, aspirations and areas of interest professionally and should be something you can use your individual CPD hours on.
OVERALL OBJECTIVE What do I need to achieve?	
SUCCESS CRITERIA How can I evidence this?	
INTENTIONS and ACTION STEPS	Date for Completion
	Date for Completion
	Date for Completion
SUPPORT What training, resources or support will I need?	
POSSIBLE BARRIERS TO SUCCESS	
COMMUNICATION Who else needs to know?	
POSSIBLE SOURCES OF EVIDENCE	
MONITORING ACTIVITIES e.g. Lesson Observations	Date
	Date
	Date

DEVELOPMENT AND TRAINING TO SUPPORT THE REVIEWEE'S OBJECTIVES

(This page to be photocopied and passed to the school staff development co-ordinator)

Name:

Job title:

Development and/or training need (including knowledge and skills)	Target date	Activity How this will be achieved	Resources needed

Development Plan agreed by:

Reviewer:Date:

Reviewee:Date:

Record of Evidence from Mid-Year Monitoring (Reviewee and Reviewer)

Activities/ Events (Refer to Action Plans)	Date	Record of Evidence as Activities/Events are Completed

Portal House School
Sea Street
St Margaret's at Cliffe
Dover
Kent, CT15 6SS

Policy: **Appraisal Policy and Procedure – December 2024**

This Policy has been approved by the Governing body of Portal House School.

Signed:	(Chair of Governors)
Date:	
Signed:	(Head Teacher)
Date:	
Review Date:	December 2026