



Woodlane High School

achieving success in a nurturing environment

Appraisal Policy

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Du Cane Road London W12 0TN

Tel: 0208 743 5668 | Fax: 0208 743 9138

Headteacher: Claire Maynard | E-mail: admin@woodlane.lbhf.sch.uk

Web: www.woodlane.lbhf.sch.uk

Purpose

This policy sets out the framework for a clear and consistent assessment of the overall performance of support staff and teachers, including the headteacher, and for supporting their development within the context of the school's plan for improving educational provision and performance, and the standards expected of support staff and teachers.

Application of the policy

This policy applies to the headteacher and to all teachers employed by the school or local authority, except those on contracts of less than one term, those undergoing induction (*i.e.* ECTs) and those who are subject to the associated capability procedure.

This policy should be read in conjunction with the school's pay policy.

This policy also applies to support staff in the school.

Appraisal in this school will be a supportive and developmental process designed to ensure that all teachers and support staff have the skills and support they need to carry out their role effectively. It will help to ensure that teachers and support staff are able to continue to improve their professional practice and to develop as professionals.

Equality, Inclusion and Fairness

Appraisal in this school will be carried out in a fair, transparent and consistent manner and in line with the school's commitment to equality of opportunity for all staff.

The school recognises its duties under equality legislation and will ensure that no teacher or member of support staff is disadvantaged or treated less favourably in the appraisal process on the basis of a protected characteristic, including age, disability, sex, race, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity, or marriage and civil partnership.

In recognition of the specialist and complex nature of work within a SEND school, appraisal objectives will be realistic, proportionate and appropriate to the individual's role, responsibilities, experience, working pattern and professional circumstances. Account will be taken of factors such as:

- the needs of pupils with SEND and the context in which staff work,
- additional demands associated with specialist provision,
- part-time or flexible working arrangements,
- periods of absence, including maternity, adoption, shared parental or long-term sickness leave.

Reasonable adjustments will be made to the appraisal process where required, including for staff with disabilities or health conditions, to ensure that all staff are able

to engage fully and fairly in appraisal, observation, review meetings and professional development.

The school will monitor appraisal outcomes, including pay recommendations where applicable, to identify and address any potential patterns of inequality or unintended disadvantage.

The appraisal period

The appraisal period will run for twelve months from 1st November to 31st October for teachers.

The appraisal period will run for twelve months from 1st April – 31st March for support staff.

Teachers and support staff who are employed on a fixed term contract of less than one year will have their performance managed in accordance with the principles underpinning this policy. The length of the period will be determined by the duration of their contract.

Where a teacher or member of support staff starts their employment at the school part-way through a cycle, the headteacher or, in the case where the employee is the headteacher, the governing body shall determine the length of the first cycle for that teacher, with a view to bringing his/her cycle into line with the cycle for other teachers or support staff as soon as possible.

Appointing appraisers

The headteacher will be appraised by the Governing Body, supported by a suitably skilled and/or experienced external adviser who has been appointed by the Governing Body for that purpose.

In this school the task of appraising the headteacher, including the setting of objectives, will be delegated to a sub-group consisting of two members of the Governing Body.

The headteacher or senior leaders will appraise other teachers.

The headteacher, senior leaders, senior TA or HLTAs will appraise all support staff.

Setting objectives

The headteacher's objectives will be set by the Governing Body after consultation with the external adviser.

Objectives for each teacher or member of support staff will be set before, or as soon as practicable after, the start of each appraisal period. The objectives set for each member of staff, will be Specific, Measurable, Achievable, Realistic and Time-bound and will be appropriate to the role and level of experience.

The appraiser and member of staff will seek to agree the objectives. Objectives may be revised if circumstances change. The school operates a system of moderation to

ensure that all appraisers are working to the same standards. Targets will be moderated across the school to ensure that they are consistent between teachers or support staff with similar experience and levels of responsibility. Should the objectives not be agreed, the final decision on allocation of objectives rests with the headteacher.

The agreed objectives will contain a description of what success may look like in accordance with the school's teaching and learning policy or other relevant policies. Where use of numerical targets is appropriate, these will be reasonable but still aspirational, in the circumstances in which the teacher or member of support staff works and it will be recognised that factors outside the member of staff's control may significantly affect success.

The objectives set for each member of staff will, if achieved, contribute to the school's plans for improving the school's educational provision and performance and improving the education of pupils at that school.

Before, or as soon as practicable after, the start of each appraisal period, each teacher or member of support staff will be informed of the standards against which that performance in that appraisal period will be assessed.

All teachers will be assessed against the set of standards contained in the '*Teachers' Standards*' document and the '*Professional Skills Level Descriptors*' (see appendix 1). The headteacher or governing body will need consider any other sets of standards published by the Secretary of State that are relevant to them.

All Teaching Assistants will be assessed against the set of standards contained in the '*Summary of teaching assistant roles*' (see appendix 1).

Reviewing performance - Observation

This school believes that observation of classroom practice and other responsibilities is important both as a way of assessing teacher and Teacher Assistants' performance in order to identify any particular strengths and areas for development they may have and of gaining useful information which can inform school improvement more generally. All observation will be carried out in a supportive fashion (see appendix 2). Judgements will be made in line with our 'Features of Exceptional Teaching & Learning at Woodlane High School' criteria for teachers and our 'Features of Exceptional TA & Apprentice Support at Woodlane High School' criteria for teaching assistants (see appendix 3).

In this school teacher and TAs' performance will be regularly observed. The amount and type of classroom observation will depend on the individual circumstances of the teacher and the overall needs of the school, however, formal observations usually take place on a termly basis. This may be reduced for those consistently performing at an exceptional level. 'Book Looks', using our 'Book Look: Features of Exceptional Progress & Learning Over Time at Woodlane' criteria and 'Evidence Trails' will form an essential part in evaluating teacher performance. Teacher classroom observation, 'Book Look' and 'Evidence Trails' will be carried out by those with QTS. In addition to formal observation, headteachers or other leaders with responsibility for teaching standards will use 'drop in' or 'learning walks' in order to evaluate the

standards of teaching/support 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.

Teachers (including the headteacher) and support staff who have responsibilities outside the classroom should also expect to have their performance of those responsibilities observed and assessed.

Development and support

Appraisal is a supportive process which will be used to inform continuing professional development. The school wishes to encourage a culture in which all teachers and support staff take responsibility for improving their practice through appropriate professional development. Professional development will be linked to school improvement priorities and to the ongoing professional development needs and priorities of individual teachers.

The school's CPD programme will be informed by the training and development needs identified as part of the appraisal process. The governing body will ensure in the budget planning that, as far as possible, resources are made available in the school budget for appropriate training, and support agreed for appraisees, maintaining access on an equitable basis. An account of the training and development needs of teachers including the instances where it did not prove possible to provide any agreed CPD, will form a part of the headteacher's annual report to the governing body about the operation of the appraisal process in the school.

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

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

Account will be taken in a review meeting of where it has not been possible for teachers to fully meet their performance criteria because the school has not been able to provide the necessary support.

Feedback

Teachers and support staff will receive constructive feedback on their performance throughout the year and as soon as practicable after observation has taken place or other evidence has come to light. Feedback will highlight particular areas of strength as well as any areas that need attention/improvement. Where there are concerns about any aspects of the member of staff's performance the appraiser will meet them formally to:

- Give clear feedback about the nature and seriousness of the concerns.
- Give the opportunity to comment and discuss the concerns.
- Agree any support (e.g. coaching, mentoring, structured observations), that will be provided to help address those specific concerns.

- Make clear how, and by when, the appraiser will review progress. In particular cases, it may be appropriate to revise objectives, and it will be necessary to allow sufficient time for improvement. The amount of time allowed for improvement will reflect the seriousness of the concerns.
- Explain the implications and process if no – or insufficient – improvement is made.

When progress is reviewed, if the appraiser is satisfied that the member of staff has made, or is making, sufficient improvement, the appraisal process will continue as normal, with any remaining issues continuing to be addressed through that process.

Annual assessment

Each member of staff's performance will be formally assessed in respect of each appraisal period. In assessing the performance of the headteacher, the Governing Body will consult the external adviser.

This assessment is the end point to the annual appraisal process, but performance and development priorities will be reviewed and addressed on a regular basis throughout the year in interim meetings which will take place at least once a term (following observation) and a formal mid-year review.

The member of staff will receive as soon as practicable following the end of each appraisal period – and have the opportunity to comment in writing.

In this school, teachers will receive their written appraisal reports by 31st October (31st December for the headteacher).

Self-assessment

Teachers and support staff will be invited to assess their own practice and performance, both verbally in meetings and using the reports detailed below.

The appraisal report (see appendix 4) will include:

- Details of the teacher's objectives for the appraisal period in question.
- An assessment of the teacher's performance of their role and responsibilities against their objectives and the relevant standards.
- An assessment of the teacher's training and development needs and identification of any action that should be taken to address them.
- A recommendation on pay where that is relevant (*NB – pay recommendations need to be made by 31st December for headteachers and by 31st October for other teachers*).
- Other relevant information relating to the appraisal.

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

The mid-year appraisal report will include:

- Progress towards meeting objectives.
- CPD undertaken to date.
- Other relevant information relating to appraisal.

Teachers or support staff who make insufficient progress

If serious weaknesses are identified in a teacher's, headteacher's or support staff's performance, he/she will be notified in writing that the appraisal system will no longer apply and that their performance will be managed under the capability procedure, and will be invited to a formal capability meeting.

At the initial stage of the capability procedure, the teacher and their representative should be provided with the evidence from the performance management process which has prompted the move to capability procedures.

Support staff

The principles detailed in this policy will apply to support staff.

The appraisal report (see appendix 5) will include:

- Details of the staff's objectives for the appraisal period in question.
- An assessment of the staff's performance of their role and responsibilities against their objectives and the relevant standards.
- An assessment of the staff's training and development needs and identification of any action that should be taken to address them.
- A recommendation on pay where that is relevant.
- Other relevant information relating to the appraisal.

Monitoring and Evaluation

The governing body and headteacher will monitor the operation and effectiveness of the school's appraisal arrangements.

The headteacher will provide the governing body with a written report on the operation of the school's appraisal and capability policies annually. The report will not identify any individual by name. The report will include an assessment of the impact of these policies on:

- Race
- Sex
- Sexual Orientation
- Disability
- Religion and Beliefs
- Age
- Part-time Status
- Maternity and Pregnancy

The headteacher will report on whether there have been any appeals or representations on an individual or collective basis on the grounds of alleged discrimination.

Specific cases

Particular considerations apply to the following categories of staff:

- Part time staff and those employed in more than one school - performance management applies as for full time staff.
- Staff who join the school mid cycle - should have an Appraiser appointed (they may request their previous Headteacher to forward documentation to the new School).
- Staff who are absent for a significant part of the cycle - the overall review should take account of what is reasonable.
- Fixed term contracts of one term or more - as appropriate, the performance review should be conducted as if they were permanent.

Appendix 1
Professional Skills Level Descriptors (Teachers)

Professional Area	Relevant Standards	Band 1 TEACHER			Band 2 ACCOMPLISHED TEACHER			Band 3 EXPERT TEACHER		
		M1 /UQ1	M2	M3	M4 /UQ4	M5	M6	U1	U2	U3
PROFESSIONAL PRACTICE	1.1(1);1.2(2,3,5) 1.3 (1,3) 1.4(1,2,3) 1.5 all 1.6 (1) 1.7 (1,2,3) 1.8 (3) 2.1 (2,4) Preamble	Most aspects of teaching and learning over time are at the expected standard (M1). All aspects of teaching and learning over time are at the expected standard (M2). Most aspects of teaching and learning over time are at the strong standard (M3).			All aspects of teaching and learning over time are at the strong standard (M4). Many – but not all – aspects of teaching and learning over time are exceptional (M5). Most aspects of teaching and learning over time are exceptional (M6).			All aspects of teaching and learning over time are exceptional. Support is given to colleagues, both internally and externally helping them to reach the best possible standard.		
PROFESSIONAL OUTCOMES	1.1(2) 1.2(1,2,3) 1.5(1) 1.6 (3,4) Preamble	In line with school expectations, the very large majority of pupils meet and exceed expectations. The majority exceed expectations. With			In line with school expectations, the vast majority of pupils meet and exceed expectations. The large majority exceed expectations. Without			In line with school expectations, almost all pupils meet and exceed expectations. Most pupils exceed expectations.		

		<p>appropriate additional support (M1).</p> <p>In line with school standards, the vast majority of pupils meet and exceed expectations. The large majority exceed expectations. With moderate additional support (M2).</p> <p>In line with school standards, the vast majority of pupils meet and exceed expectations. The large majority exceed expectations. With minimal additional support (M3).</p>		<p>additional teacher support (M4).</p> <p>In line with school standards, almost all pupils meet and exceed expectations. Most pupils exceed expectations. Without additional teacher support (M5/M6).</p>			<p>Support is given to colleagues, both internally and externally helping them to reach the best possible standard.</p>		
PROFESSIONAL RELATIONSHIPS	<p>1.1(1) 1.6(4)</p> <p>1.7(4) 1.8(2,3,5)</p> <p>2.1 (1,3,4)</p> <p>Preamble</p>	<p>Positive, professional working relationships are established with pupils, colleagues and parents.</p>		<p>Positive, professional working relationships are consistently established and sustained with pupils, colleagues and parents, supporting effective collaboration and contributing positively to the wider school environment.</p>			<p>Working relationships with colleagues are characterised by an enthusiastic commitment and direct support to help others overcome professional challenges, alongside a significant contribution to the wider school.</p>		

Professional Area	Relevant Standards	Band 1 TEACHER			Band 2 ACCOMPLISHED TEACHER			Band 3 EXPERT TEACHER		
		M1/ UQ1	M2	M3	M4/ UQ4	M5	M6	U1	U2	U3
PROFESSIONAL DEVELOPMENT	1.2(4,5) 1.3(1,2,4,5) 1.4(5) 1.5(2,3,4) 1.6(1) 1.8(4) 2.1(2) 2.3 Preamble	Develops professional practice in line with advice from more experienced colleagues.			Takes a proactive role in identifying areas for professional development, accessing advice and adapting practice as necessary.			Proactively leads the professional development of others in a way which leads to improved outcomes for pupils.		
PROFESSIONAL CONDUCT	1.1(3) 1.7(1) 1.8(1) 2.1(all) 2.2 2.3 Preamble	Meets the standards for professional conduct set out in the Teachers' Standards.			Meets the standards for professional conduct set out in the Teachers' Standards. Is a role model for colleagues.			Meets the standards for professional conduct set out in the Teachers' Standards and supports colleagues to meet their professional standards.		

	<p>curricular activities/ 1:1 enrichment sessions such as learning to play an instrument etc.</p> <ul style="list-style-type: none"> • Supporting with virtual learning. • Providing 'therapy' sessions for named pupils, following the advice and guidance of support agencies e.g. Occupational Therapy etc. • To carry out other associated duties commensurate with the post determined by the SLT. 	<ul style="list-style-type: none"> • To carry out other associated duties commensurate with the post determined by the SLT. 	<ul style="list-style-type: none"> • Providing specialist targeted support for pupils. • Significant contribution to parent meetings. • Providing support/mentoring for colleagues internal and external. • Covering pre-planned lessons (on occasions). • To carry out other associated duties commensurate with the post determined by the SLT. 	<ul style="list-style-type: none"> • Providing home/virtual tuition for selected pupils in times of need. • Leading meetings with parents where required. • Planning and delivering cover lessons. • To carry out other associated duties commensurate with the post determined by the SLT. 	<ul style="list-style-type: none"> • Supporting the senior leadership team with behaviour management e.g. office referrals. • Line management and appraisal of TA/Apprentice team. • The delegation and monitoring of tasks to appropriate team members. • Administration related to the position. • To carry out other associated duties commensurate with the post determined by the SLT.
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*Please note the following:

- The above is not an exhaustive list of responsibilities.

Appendix 2

Protocol for Performance Management Lesson Observations

Formal lesson observations will take place on a termly basis.

Reviewers will always treat other teachers with respect and courtesy.

Observation needs to be objective; it must be developmental.

Before the lesson:

- The Reviewer and teacher should agree which lesson will be observed and the main focus of the observation at least a week in advance.
- The teacher should provide the Reviewer with the relevant scheme of work and identify where the lesson sits within the scheme.
- Where underperformance is a concern, a lesson plan will also be required, this will be made clear with the teacher.

The teacher should be aware that the Reviewer will have the following expectations:

- The school's Teaching & Learning Policy will form the basis of the overall judgement about quality, which includes judgments linked to 'Woodlane's exceptional teaching and learning' criteria.
- That learning objectives are shared (displayed and articulated).
- That the needs of individual learners are met.
- That there is effective TA deployment (as appropriate).
- That the impact (progress) of teaching on learning will be critical to any judgement about quality.

During the lesson:

The Reviewer will look at pupils' work and talk with pupils to:

- Check pupils' understanding of the work and whether they know how to make further progress.
- Briefly check marking and assessment, when looking at written work.
- Check for evidence that homework is set and marked in accordance with school policy.

After the lesson:

- The Reviewer will always make time to thank the teacher and to identify the discussion/feedback meeting time.
- Verbal feedback within ONE working day.
- Written feedback with FIVE working days.

Observation Review Meeting:

- The Reviewer and teacher should set aside sufficient time to discuss the strengths of the teaching and learning and potential areas for development.
- The review should be a discussion in which the teacher is given the opportunity to identify strengths and potential development areas.
- To ensure objectivity and consistency, use of the Teaching & Learning Policy will form a part of every lesson review.
- The Reviewer is responsible for making a professional judgement on the overall best fit in relation to the Teaching & Learning Policy. Copies of the completed record sheet should be kept by the Reviewer and the teacher.

Appendix 3

Features of Exceptional Teaching & Learning at Woodlane High School	E	SS	ES	NA	UI
Teaching					
Teaching is sequenced so that new knowledge and skills build on what has been taught before and pupils can work towards clearly defined learning objectives .					
Teaching is evidence based . Teaching allows pupils to transfer key knowledge to long-term memory , appropriate to their stage of development.					
Reasonable adjustments and adaptations are made for individual pupils, e.g. assistive technology, modified materials, seating arrangements, behaviour support etc. with long-term success in mind.					
Teaching is well planned and structured , including a starter, main teaching, task and plenary section, the specific lesson structure is visually recorded on the board.					
Teachers demonstrate expert knowledge and a shared understanding of the wider school curriculum .					
Teachers present information clearly , promote discussion (pupil talk), extended responses (verbally and in writing) and check pupils' understanding systematically .					
Teachers identify misunderstandings and adapt teaching as necessary to correct these. Any gaps in pupils' knowledge and skills are identified and tackled quickly.					
Teaching is multi-sensory (visual, auditory and kinaesthetic), there is a high proportion of visual and kinaesthetic activities.					
Teaching is differentiated and personalised to the ability and special educational needs of the individual pupil.					
Teaching is well resourced , using targeted scaffolded resources and materials which are Dyslexia Friendly , including differentiated/challenging homework .					
Teaching and support incorporate a variety of verbal and visual SALT strategies , e.g. Makaton, Communicate in Print, mind maps, declarative language, aided language boards, levelled questioning, adequate thinking time and an appropriate level of teacher talk etc.					
Staff provide consistent behaviour management , using reward and sanction.					
Teachers and TAs provide regular verbal and written feedback , as a result they: set SMART targets; recap prior learning; regularly and systematically check for understanding etc.					
Tasks and activities are stimulating, engaging and exciting , while being appropriately challenging .					
Staff are friendly, interactive and supportive and the classroom environment is welcoming . The wellbeing of pupils is considered at every stage.					
TAs are clearly directed by teachers to enable them to provide the appropriate support and challenge to pupils, while developing pupil independence over time.					
Learning					
All pupils make substantial progress from their individual starting points in the lesson, developing their skills, knowledge and understanding.					
Substantial and sustained progress is evident in all pupil books/folders over time.					
All pupils display positive behaviour, attention and listening skills , appropriate to their stage of development.					
All pupils are enthusiastic to learn and demonstrate resilience to failure , appropriate to their stage of development.					
All pupils make a positive contribution to the lesson e.g. responding to questions, asking questions, completing the set tasks/activities etc. appropriate to their stage of development.					

Features of Exceptional TA & Apprentice Support at Woodlane High School	E	SS	ES	NA	UI
<i>Relationships and Communication</i>					
The Teaching Assistant and Teacher demonstrate effective communication in the classroom to enable Teaching Assistants to provide appropriate support and challenge to pupils whilst developing independence over time.					
The Teaching Assistant is friendly, interactive and supportive setting a positive tone for the lesson, ensuring the classroom environment is welcoming and engaging. The wellbeing of pupils is considered at every stage.					
<i>Supporting Pupil Understanding</i>					
During 'Teacher Talk', the Teaching Assistant supports pupil(s) as required, models good listening skills and uses a range of strategies to support pupil knowledge retention, e.g. a Mind Maps, lists, notes etc.					
The Teaching Assistant encourages pupil participation in 1:1/class discussion and check pupils' understanding systematically throughout the lesson.					
Reasonable adjustments and adaptations are made to provide individual pupil support, e.g. assistive technology, modified materials such as enlarging work, behaviour support etc.					
<p>During learning tasks/activities the Teaching Assistant utilises a variety of appropriate strategies to check understanding and promote discussion. This may include personalised or more generalised strategies including:</p> <ul style="list-style-type: none"> – Visual checks on pupil progress. – Rephrasing information provided by the teacher. – Using a task planner to schedule steps and plan learning. – Visual prompts on a pupil's desk. – Verbal & Visual SALT strategies, e.g. Makaton, Communicate in Print, mind maps, declarative language, aided language boards, levelled questioning etc. – Providing adequate thinking time. – Adapting work within the lesson (or prior), e.g. chunking – separating longer tasks into smaller manageable steps etc. 					
<p>Literacy support is provided that helps pupils decode information and encourages reading. Support does not provide pupils with the answer directly but prompts them to recall or discover an answer. Literacy support should be directed by the Class Teacher and may take the form of:</p> <ul style="list-style-type: none"> – Word banks or sound mats. – Strategies and resources to prompt discussion – Reading assistance, phonics support or sentence starters. – Scribing for the child where this is requested/necessary due to their needs. 					

– Appropriate SALT resources specific to the needs of each child etc.					
Ensuring High Levels of Progress					
The Teaching Assistant understands pupil starting points and recognises who may need more support or challenge. Prior knowledge is checked enabling pupils to acquire new knowledge, and skills build on what has been taught before to work towards the learning objectives .					
Questioning is used regularly to ensure pupils have made the progress expected.					
Verbal or written feedback given is effective and ensures pupils make progress independent of the Teaching Assistant’s presence, e.g. SMART targets are set and these are returned to 5 minutes into a task to check progress.					
Challenge is used effectively throughout the lesson and pupils are not left waiting for opportunities to develop their skills further, e.g. encouraged to produce extended responses (verbally and in writing).					
Pupil progress is checked at the end of the lesson to consolidate. Reference to learning objectives are made.					
Misconceptions are addressed with pupils and support is adapted to correct these.					
Unexpected behaviour is dealt with proportionately by the Teaching Assistant (under the Class Teacher’s guidance) and appropriate strategies are used. These may include: <ul style="list-style-type: none"> – If appropriate, poor behaviour is addressed calmly and quietly in the classroom in the first instance. – Pupils are offered appropriate sensory or regulatory strategies by the Teaching Assistant within the classroom as early intervention. – Where necessary, and in collaboration with the Class Teacher, warnings are issued. – Where necessary to avoid class disruption, timeout (or similar) is offered and supported by the Teaching Assistant. A pupil leaving the classroom is always discussed with the Class Teacher. – Where behaviour is seen to escalate, swift decisions are made based on class expectations. The class are not overly disrupted by the behaviour of others etc. 					
All pupils make substantial progress from their individual starting points (relevant to the pupils targeted).					

Appendix 4

Appraisal Report (Teachers)

Teacher:	Subject:	Current Grade:	Eligibility for Pay Progression (at the end of this cycle):	
Reviewer:	Comment on Curriculum File:			
Objective:	Success Criteria:		Progress:	
Objective 1	•		•	
Objective 2	•		•	
Objective 3	•		•	
Support/Training/Resources Required:				
Teaching and Learning Observation:	Outcome:	Areas for Improvement:		
Autumn Term				
Spring Term				
Summer Term				
Outcome:	Details:			
Mid-Year Review (April)	Objective 1	Objective 2	Objective 3	

<ul style="list-style-type: none"> Is the teacher on track to achieve the objective? Please state to the right. 			
Teachers' Standards UPS/TLR Whole School Contribution (substantial and sustained/internal and external support)			
End of Cycle Review (October)	Objective 1	Objective 2	Objective 3
<ul style="list-style-type: none"> Has the teacher met the overall objective? Please state to the right. Recommendation for Pay Progression			

Appendix 5

Appraisal Report (Support Staff)

Name:	Role:	Current Grade:	Eligibility for Pay Progression (at the end of this cycle):	
Reviewer:				
Objective:	Success Criteria:	Progress:		
Objective 1	•	•		
Objective 2	•	•		
Objective 3	•	•		
Support/Training/Resources Required:				
Support Observation:	Outcome:	Areas for Improvement:		
Autumn Term		•		
Spring Term		•		
Summer Term		•		
Outcome:	Details:			
Mid-Year Review (November)	Objective 1	Objective 2	Objective 3	
• <i>Is the member of staff on track to achieve the</i>				

<i>objective? Please state to the right.</i>			
Whole School Contribution			
End of Cycle Review (March)	Objective 1	Objective 2	Objective 3
<ul style="list-style-type: none"> <i>Has the member of staff met the overall objective? Please state to the right.</i> 			
Recommendation for Pay Progression			
<ul style="list-style-type: none"> <i>Support staff automatically move up points within their pay scale.</i> <i>Performance related pay for TAs relates only to the movement between scales (see Woodlane summary of TA roles).</i> 			