



MULTI
ACADEMY
TRUST

The Queen Katherine School Multi Academy Trust

APPRAISAL POLICY (TEACHING STAFF)

This policy does not form part of any employee's contract of employment and we may amend it from time to time.

Committee	MAT Board
Date of Adoption:	September 2021
Date of next review:	September 2022

Document Control Sheet

The information in the table below details earlier versions of this document with a brief description of each review and how to distinguish amendments made since the previous version date (if any)

Version Number	Amended by	Purpose	Approved by Trustees (date)
I	THO	Original	Sept 2021

Appraisal Policy (Teaching Staff)

1. APPLICATION AND SCOPE

Appraisal means a shared commitment to high performance. It helps to focus attention on more effective teaching and monitoring to raise the quality of teaching and to benefit students, teachers and the school. It means providing appropriate and effective professional training and development to ensure job satisfaction, a high level of expertise and progression of staff in their chosen profession.

The policy applies to the CEO, the Headteachers and to all teachers employed by the Trust except those on contracts of less than one term, those undergoing induction and those who are subject to the Capability Procedures.

The purpose of the procedure is to establish a framework for a clear and consistent assessment of the overall performance of teachers and for supporting their development within the context of the Trust's plan for improving educational provision and performance, and the standards expected of teachers.

Where concerns raised about a teacher's performance cannot be resolved through this Appraisal Policy, there will be a consideration of whether to invoke the School's Capability Policy and Procedure.

In the initial appraisal meeting, the appraisee's performance growth goal should be carefully chosen following a self-reflection of the Teachers' Standards and discussion with their appraiser. Performance growth is achieved by establishing and focusing on a narrow, yet significant goal for a sustained period. There are no generic appraisal targets; each appraisee's performance growth goal/s and action steps are bespoke and based on the Teacher Standards. In subsequent appraisal meetings, each action step towards the performance goal/s is evaluated.

2. THE APPRAISAL PERIOD

The appraisal period will run for twelve months from September to September.

Teachers 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.

Where a teacher starts their employment part-way through the usual period, the Headteacher or the Trust Board (in the case of a Headteacher appointment) shall determine the length of the appraisal period for that teacher with a view to bringing his/her appraisal period into line with the Trust's usual appraisal period as soon as possible.

Where a teacher transfers to a new post part-way through an appraisal period, the Headteacher or, in the case where the employee is the Headteacher, the Trust Board, shall determine whether the appraisal period should be re-set and whether the appraiser should be changed.

3. APPOINTING APPRAISERS

The CEO:

The Trust Board is responsible for the appraisal of the CEO. An independent external consultant may be appointed by the Trust Board to support the CEO's appraisal. The appraisal performance growth goal/s should solely relate to the strategic aims of the Trust and be measurable and time bound.

The Headteacher:

The CEO plus the Chair of the School's Local Governing Body should undertake the Headteacher's appraisal.

Teachers:

The Headteacher will be the appraiser for those teachers he/she directly line manages and will delegate, as appropriate, the role of appraiser to the relevant line managers.

Ideally, appraisers should have a maximum of 5 appraisees, and ideally each appraiser will have fewer than this number. Where it becomes apparent that an appraiser will be absent for the majority of the appraisal period, the Headteacher may perform the duties of the appraiser or delegate those duties to another teacher (of equivalent or higher status than the appraisee) for the duration of the absence.

Where an employee has a reasonable objection to the choice of appraiser, their concerns may be carefully considered and, where it can be reasonably accommodated and is deemed appropriate, an alternative appraiser may be offered.

Setting Objectives

- The CEO's performance growth goal/s will be set by the Trust board.
- The Headteacher's performance growth goal/s will be set by the Local Governing Body (delegated to the Chair of the local Governing body) after consultation with the CEO.

The appointed appraiser will set a teacher's performance growth goal/s.

4. APPRAISAL MEETING

The meeting between the appraiser and the appraisee must be scheduled as far in advance as possible and there should, ideally, be a minimum of five working days' notice prior to any planning meeting. A structure for the presentation of evidence and self-assessment against the Teacher Standards will be provided by the appraisee. It is expected that this is followed and evidence is provided for the meeting. This structure is not an exhaustive list of the evidence an appraisee may present.

Where the appraiser is other than a subject based line manager, the appraiser has responsibility for meeting with the appropriate Head of Department to discuss an objective that is subject based. If it is possible for a '3 way' meeting to occur, which is acknowledged 'best practice', this should happen, but it is recognised that time constraints and work life balance considerations may unduly delay the appraisal. This is particularly important where responsibilities are beyond the departmental remit.

At the meeting, each teacher will discuss and agree a performance growth goal/s with their appraiser and record these on the appraisal paperwork. The performance growth goal/s and 'mini goals' implementation steps, should be written in draft by the appraiser within 5 days of each meeting and issued to the appraisee for agreement.

- **Success criteria**

Success criteria, in the form of regular implementation 'mini goals' will also be agreed at the meeting, taking into account the Teacher Standards (Appendix 1), the teacher's job description and any other relevant considerations. If performance growth goal/s cannot be mutually agreed, they will be set by the appraiser.

- **Objectives**

- **Performance Growth Goal/s**

Performance growth goal/s will contribute to the school's vision, ethos and improvement priorities. Performance growth goal/s are a key component of the appraisal process. They should be relevant to the role and level of experience, appropriately challenging for individuals and SMART (specific, measurable, achievable, realistic and time limited). They must take account of the relevant Teachers' Standards. Teachers are expected to be familiar with the Teachers' Standards that apply to all Teachers regardless of which stage they are at in their career.

Performance growth goal/s cannot cover the full range of a teacher's roles/responsibilities. Performance growth goal/s will, therefore, focus on the priorities for an individual for the period, whilst at the same time contributing to improving the progress of students at the school. Consideration must be taken of the Teachers' Standards and the relevant criteria for pay progression. In addition to any specific objectives set, all teachers are expected to fulfil all of the Teacher Standards. Whilst it is not required that teachers provide evidence of each Teachers' Standard, any concerns that the Teacher Standards are not being met should be discussed as they arise. Failure to consistently demonstrate the Teacher Standards will be dealt with initially under the informal action process as below and if necessary under the Trust's capability policy.

Performance growth goal/s should be equitable in relation to teachers with similar roles/responsibilities and experience. They shall also take account of the teacher's professional aspirations.

The appraiser should ensure that the teacher understands what his or her performance growth goal/s involve, is in a position to achieve them, knows what the success criteria are (having planned 'mini goal' implementation steps) and understands when and how they will be appraised.

All teachers, including the Headteacher, will not necessarily have the same number of performance growth goals. In some cycles, it may be deemed appropriate by the Governors that all teachers should have a whole school and team performance goal but this is not required annually. Staff on Upper Pay Scale (UPS) and those with a Teaching & Learning Responsibility (TLR) will have an additional leadership performance goal that ensures they fulfil the requirements of UPS/TLR role.

- **Other aspects**

Any other elements from the Teacher Standards aspects may be included as appropriate to support the teacher's development.

- **Moderation**

To ensure consistency of treatment and fairness the Headteacher and/or Assistant Headteacher will moderate the appraisals to check that the plans recorded:

- are consistent between those who have similar experience and similar levels of responsibility
- provide an appropriate level of challenge and rigour
- comply with the school's appraisal policy, the regulations and the requirements of equality legislation

Where the Headteacher is of the opinion that any plan is inconsistent with the plans recorded in the appraisals of other teachers in the school who have similar experience or similar responsibilities, the appraiser can be instructed to prepare a new plan in consultation with the appraisee.

The Government recommendation is that PPA (Preparation, Planning and Assessment) time should not be used for appraisal purposes, but Trust staff may use their professional discretion in interpreting this recommendation in order to accommodate staff requests and individual circumstances.

Appraisal planning and appraisal documents will be retained for a minimum period of 6 years.

- **Reviewing Performance**

- **Observation**

The Trust Board believe that observation of classroom practice and other responsibilities is important both as a way of assessing teachers' performance in order to identify any particular strength and areas for development they may have and of gaining useful information which can inform school improvement more generally. All observations – necessary to support the evaluation of a performance growth goal/s - will be carried out in a supportive fashion. Teachers (including the Headteacher) who have responsibilities outside the classroom should also expect to have their performance of those responsibilities observed. Each school within the Trust is able to design their approach to lesson observations to best meet the needs of their specific setting, in line with the requirements of this policy document.

The Trust, along with the Governing Body, is committed to ensuring that classroom observation is developmental and supportive and that those involved in the process will:

- carry out the role with professionalism, integrity and courtesy;
- evaluate objectively;
- report accurately and fairly; and
- respect the confidentiality of the information gained

The total period for classroom observation arranged for any teacher will not usually exceed four hours per appraisal period having regard to the individual circumstances of the teacher. There is no requirement to use all of the four hours. The amount of observation for each teacher should reflect and be proportionate to the needs of the individual. Department or individual 'learning walks' will take place to inform and evaluate whole school teaching and learning and/or behaviour and safety. The appraiser will determine 'proportionate to need' with support from members of the leadership team or the Headteacher, as necessary.

Observation is only linked to Performance Growth Appraisal if it is identified as a means to evaluate impact and progress towards the appraisee's performance goal. Performance Growth Appraisal is evaluative, it is about accountability; CPD (including instructional coaching) is about professional learning and enquiry – it is developmental and affords teachers the opportunity to take risks and try new things.

Where evidence emerges about the appraisee's teaching performance which gives rise to concern during the period, additional support and classroom observations will be arranged. This may then lead to the commencement of a Teacher Support Programme.

Information gathered during the observation will be used, as appropriate, for a variety of purposes including informing school self-evaluation and school improvement strategies in accordance with the school's commitment to streamlining data collection and minimising bureaucracy and workload burdens on staff.

In keeping with the commitment to supportive and developmental classroom observation an Instructional Coaching model is adopted. Those being observed will be notified in advance.

Classroom observations will only be undertaken by staff with QTS (Qualified Teaching Status). In addition, classroom observation will only be undertaken by those who have had adequate preparation and the appropriate professional skills to undertake observation and to provide constructive oral and written feedback and support to appraisees if this is deemed to be a necessary part of the evaluative process relating to an appraisee's performance growth goal/s.

Oral feedback will be given as soon as possible after the observation and no later than the end of the following working day. Feedback will be given at a time convenient to both parties in a suitable, private environment.

Written feedback will normally be provided within five working days of the observation taking place.

The written record of feedback also includes the date on which the observation took place, the lesson observed and the length of the observation. The teacher has the right to append written comments on the feedback document. All written notes will be shared with the teacher.

A Headteacher and senior leaders have a duty to evaluate the standards of teaching and learning and to ensure that proper standards of professional performance are established and maintained in line with the Teacher Standards. In addition to formal observation, the Headteacher or other leaders with responsibility for teaching standards (including Middle Leaders) may visit a classroom in order to evaluate the standards of teaching and to check that high standards of professional performance are established and maintained. These may take the form of informal "drop ins" or may be part of whole school or departmental learning walks.

- **Development and Support**

Appraisal is a supportive process which will be used to inform continuing professional development. The Trust wishes to encourage a culture in which all teachers take responsibility for improving their teaching through appropriate professional development. Each school's priorities for CPD will be informed by development needs identified, via the appraisal process. The Governing Body will ensure in the budget planning that, as far as possible, appropriate resources are made available in the school budget for any training and support agreed for appraisee's.

- **Feedback**

The appraisee and appraiser will keep progress under active appraisal throughout the year using relevant information. They will discuss any supportive action needed and keep development opportunities up-to-date as well as maintaining an informal dialogue on progress. There should be professional dialogue throughout the year. A formal, mid-year appraisal meeting will take place followed by a summative meeting.

- **Informal Action**

A teacher's line manager or other senior member of staff may provide informal advice, mentoring, and coaching, counselling, arrangements for observation of lessons taught by other teachers at the school or elsewhere or discussing practice with advisory teachers.

Informal action could include establishing the expectations that the School and/or the Trust has of the teacher and what support may be provided to help the teacher to meet those expectations.

This should be recorded in writing and may be referred to at a later stage as evidence that an informal approach was attempted and the success or failure of such an approach.

A teacher's line manager or senior leader may issue informal warnings at any time about any performance falling short of the standard expected.

- **Alternative Action**

There may be a situation where the teacher's line manager and/or the appraiser considers that a recent promotion or job change has been a contributory factor in any unsatisfactory performance and that informal action has been, or is unlikely to be, effective.

The line manager/Appraiser may offer the teacher the option of taking a voluntary demotion as an alternative to proceeding with action under this Appraisal Procedure, specifically capability proceedings.

- **Annual Assessment**

The appraisal period is annual and reports should be completed by all teachers by 31st October and for the Headteacher and Chief Executive Officer by 31 December. The document will record:

- Details of the performance goals set for the cycle;
- An assessment of performance of their role and responsibilities against their performance goal/s and the relevant standards;
- An assessment of training and development needs and identification of any action that should be taken to address them; and
- A recommendation on pay where that is relevant.

Where a teacher moves between schools within an appraisal period, evidence to support appraisal will be sought or provided as appropriate.

5. LINKS BETWEEN PAY, CAREER STAGES AND APPRAISAL

End of NQT year: the final appraisal meeting of the induction period will be used to agree objectives and professional development planning will form the basis for performance appraisal subsequently.

ECTs and ECMs must complete the complimentary CPD programme delivered through Teach First. ECTs must complete Progress Reviews over the course of their first two years.

Information from the appraisal report will be used to inform aspects of pay progression – see Appendix I – Teaching Standards

In line with DfE policy, all pay progression is linked to performance and may be withheld if there are sufficient concerns.

6. TEACHERS EXPERIENCING DIFFICULTIES

If an appraiser identifies through the appraisal process, or via other sources of information e.g. parental complaints, that difficulties experienced by a teacher are such that, if not rectified, could lead to the Trust's Capability Procedure being invoked, the appraiser, the Headteacher or a member of the senior leadership team (as appropriate) will meet with the teacher to:

- Give clear feedback to the teacher about the nature and seriousness of the concerns;
- Give the teacher the opportunity to comment and discuss the concerns;
- Agree any support (coaching, mentoring, structured observations), that will be provided to help address those specific concerns;
- Explain that the Teacher Support Programme (TSP) will be implemented. A TSP plan will specify the areas in need of improvement, the support to be provided and the outcomes required.
- Make clear how, and by when, the appraiser will assess progress (learning walks, 1:1 work);
- Explain the implications and process if no, or insufficient, improvement is made.

Trade Union or professional association representatives can provide advice and support in these circumstances.

The teacher's progress will continue to be monitored as part of the appraisal process and a reasonable time given for the teacher's performance to improve. This will depend on the circumstances but will usually be for a period of between four and six working weeks, with milestone within that time period. Appropriate support will be provided, as agreed in the action plan, above, in order that the aim of recovering and improving performance can be achieved. During this monitoring period the teacher will be given regular feedback on progress and arrangements will be made to modify the support programme if appropriate.

If sufficient progress is made such that the teacher is performing at a level that indicates that there is no longer a possibility of the Trust's Capability Procedure being invoked, the teacher should be informed of this at a formal meeting with the Appraiser or Headteacher. Following this meeting, the appraisal process will continue as normal.

If no, or insufficient, improvement has been made over this period, the teacher will be invited to a transition meeting with the appraiser to determine whether the Trust's Capability Policy and Procedure needs to be

invoked or whether the appraisal process will remain in place. The teacher will be given at least 5 working days' notice of such meeting and shall be entitled to be accompanied at the meeting by a trade union representative or a colleague. The outcome of such meeting will be confirmed in writing to the teacher within 5 working days of the meeting.

7. CONFIDENTIALITY

The whole appraisal process and in particular the statements generated under it, will be treated with strict confidentiality. Only the relevant people will be provided with and have access to appraisal documents.

APPENDIX I



Department
for Education

Teachers' Standards

PREAMBLE

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.

PART ONE: TEACHING

A teacher must:

1 Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2 Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

3 Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4 Plan and teach well structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5 Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6 Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7 Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8 Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
 - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
 - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
 - showing tolerance of and respect for the rights of others
 - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
 - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

The Teachers' Standards can be found on the GOV.UK website: <https://www.gov.uk/government/publications/teachers-standards>

8. UPS TEACHERS

It should be remembered that going through the 'threshold' onto the upper pay spine is an optional process and doing so represents a commitment to continued high performance in all aspects of the teachers role. As such the expectations of UPR teachers are greater than for those on MPR irrespective of whether the UPS teacher has any additional responsibilities within the school. UPR teachers must be able to demonstrate an impact beyond their own classroom by supporting colleagues and enabling their learners to make better progress than similar pupils nationally based upon their starting points. UPR teachers are therefore required to be able to meet the following expectations above those of an MPR teacher:-

- Contribute significantly to implementing workplace policies and practice
- 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.
- 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.
- Have up-to-date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs
- Have a more developed knowledge and understanding of their subjects/curriculum areas and related pedagogy including how learning progresses within them.
- Have sufficient depth of knowledge and experience to be able to give advice on the development and well-being of children and young people.
- 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.
- 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.
- Promote collaboration and work effectively as a team member.
- Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback.



QKS Performance Growth Appraisal **Performance Growth Plan (including separate leadership goal)**

Name:

Academic year: 20XX/XXXX

When you are at your best, what are your strongest contributions to the QKS community?

Identified through your own reflections against the Teachers' Standards, QKS core values, results and data analysis and any student or colleague feedback. How does this fit into your department and the whole school improvement plan?

What area of your role can you improve further?

Identified from colleague's reflections on the teachers' standards, QKS core values and in discussion with line manager, results and data analysis and any student or colleague feedback.

What do you need to focus on to further improve your practice?

What can you do better and more often that would enhance QKS students' development? What are the barriers to them becoming better learners and/or members of society?

<p>What do you need to focus on to further improve your <u>leadership</u> practice?</p> <p>How has your team improved under your leadership? What are the next steps to achieve further improvement? Is your leadership instructional*? How developed is your educational knowledge? How effective are your problem-solving skills? How well established is your relational trust?</p>	
<p>How will you know that you have been successful? What will be different? What will you notice? What will the students be able to do? What evidence of impact can you collect? What is the ideal outcome? What does 10/10 look like?</p>	
	<p>1 2 3 4 5 6 7 8 9 10 (strongest)</p>

How close to achieving this goal are you?

Where are you on a scale of 1-10? Where is your ideal? What already works? What have you tried already? What has made a difference previously? What have you tried that has not worked? What barriers might there be?

What action steps are needed to achieve your performance growth goal?

What knowledge and skills do you require to meet the needs of QKS students? What research will you undertake to find out more? How can you approach this goal? What action steps will need to be accomplished to achieve your goal? What will you do first? Who can help you? How will you ensure sustained and purposeful practice?

Timeline	Action Steps	Impact
Sept/Oct		
Nov		
Dec		
Jan		
Feb		
Mar		
April		
May		
June		

What action steps are needed to achieve your leadership goal?

What knowledge and skills do you require to meet the needs of QKS colleagues and/or students? What research will you undertake to find out more? How can you approach this goal? What

Timeline	Action Steps	Impact
Sept/Oct		
Nov		

<p>action steps will need to be accomplished to achieve your goal? What will you do first? Who can help you? How will you ensure sustained and purposeful practice?</p>	Dec		
	Jan		
	Feb		
	Mar		
	April		
	May		
	June		

February appraisal review	
<p>Is there evidence that each action step has been taken (including the leadership goal where applicable)? YES / NO / PARTIALLY</p>	
<p>What has been the impact on QKS students' learning and/or well-being so far? <i>How has your practice improved? How do you know? What are you doing better and more often? What will your next action steps be (please complete March – June steps above)? Is there a need to re-focus the goal?</i></p> <p>Leadership impact (if applicable) should also be recorded here.</p>	

What did you intend to achieve this year?

Is there evidence that all action steps since the mid-review were taken? How has your practice improved? How do you know? What are you doing better and more often?

What has been the impact on QKS students' learning and/or well-being?

What is different? What have you noticed? What can students now do? What evidence of impact have you collected? How close are you to your ideal outcome?

Leadership impact (if applicable) should also be recorded here. *This may include references to what colleagues can now do.*

What recommendations would you make to colleagues if they choose to focus on this area of development? *How could your findings be successfully developed in other contexts?*

Was appraisal successful (including the leadership goal where applicable)?

YES / NO / PARTIALLY

Is pay scale progression recommended? YES / NO / NA

Current:

M1 M2 M3 M4 M5 M6 U1a U1b U2a U2b U3

Recommended:

M1 M2 M3 M4 M5 M6 U1a U1b U2a U2b U3

Is leadership pay scale progression recommended? YES / NO / NA

Current:

Recommended

An **instructional leadership mindset includes an intense moral purpose focused on promoting deep student learning, professional inquiry, trusting relationships and seeking evidence in action ([Timperley, 2011](#)). Great leadership requires attention to daily management tasks involved in running an organisation; creating a safe and secure learning environment and effective interventions for students in need, catching great teachers doing things right, and supporting them with genuine appreciation and emotional intelligence.*

Additional comments (optional)