

Appendices: Teacher Appraisal and Professional Growth Policy

Owner:		Trust Director of People	
Date:		July 2026	
Approved by:	CEO	Date:	July 2026
Next Review Date:		December 2027	

Appendix A: Annual Appraisal and Professional Growth Proforma (Summary) – this will be accessed electronically

Purpose:

To record professional dialogue, objectives, evidence, and professional learning priorities during each 12-weekly appraisal meeting (no more than one per term). It should remain brief, developmental, and focused on teaching impact and growth and where possible, be aligned to the school development plan priorities.

Name:	
Role / Phase / Subject:	
Reviewer:	
Date of Meeting:	
Autumn / Spring / Summer Review:	

1. Review of Previous Objectives

- Progress since last meeting
- Reflections on pupil learning and classroom impact
- Key evidence considered (e.g., learning walk, pupil work, coaching notes)

2. New or Continuing Objectives

Focus Area	Objective	Success Criteria / Indicators of Progress	Linked Teacher Standard(s) / Great Teaching Toolkit Dimension(s)	Timescale
e.g adaptive teaching	e.g. To use mini-whiteboards routinely and skillfully to check all pupils' understanding during lessons and to adapt teaching in real time so that misconceptions are addressed and learning is moved on appropriately for all pupils.	e.g Mini whiteboards are used routinely at key points in lessons to check understanding of new learning. Qs are designed to reveal misconceptions as well as correct answers. All pupils respond simultaneously, allowing the teacher to quickly gauge whole-class understanding. Teaching is adapted in response to pupil responses (for example, re-explaining, re-modelling, providing additional scaffolding or increasing challenge). Misconceptions identified through mini-whiteboards are addressed within the lesson.	TS5: Adapt teaching to respond to the strengths and needs of all pupils. TS6: Make accurate and productive use of assessment.	Autumn Lesson observations in autumn term reveal intentional use and responsive to lesson feedback when given Spring – obs show acting on feedback and support when given Summer – achieving the objective routinely as seen through lesson obs/learning walks/line management discussions plus, teacher self-reporting greater confidence and effective use.

3. Professional Learning and Support

- Agreed CPD / coaching / mentoring
- Participation in Teaching School Hub or Trust Impact Leader/Future Leaders Programme (if relevant)
- Any time or resources required

4. Reflection and Feedback

- What aspects of practice have developed most?
- How has this benefitted pupils?
- What next steps will consolidate or extend this learning?
- How are workload and wellbeing being supported?

5. End-of-Year Summary (Reviewer Use)

- Commentary on sustained professional growth and contribution

Reviewer signature / date: _____

Teacher signature / date: _____

Appendix B: Teachers' Standards (DfE 2011, updated 2021)

Teachers' Standard (DfE 2011, updated 2021)	Reflection Focus
See online DfE document for details	
1. Set high expectations which inspire, motivate and challenge pupils	How do I create a climate of high expectations, trust and belonging?
2. Promote good progress and outcomes by pupils	Do my routines, explanations and feedback enable sustained learning?
3. Demonstrate good subject and curriculum knowledge	How do I develop and communicate secure, accurate subject knowledge?
4. Plan and teach well-structured lessons	Do my explanations and tasks promote deep thinking and purposeful practice?
5. Adapt teaching to respond to the strengths and needs of all pupils	How effectively do I adapt while keeping appropriate challenge?
6. Make accurate and productive use of assessment	How do I use assessment to inform next steps and enable pupils to act on feedback?
7. Manage behaviour effectively to ensure a good and safe learning environment	Are routines and relationships enabling focused, respectful learning?
8. Fulfil wider professional responsibilities	How do I collaborate, contribute to wider improvement, and model professional learning?

A Model for Great Teaching

1. Understanding the content

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|--|---|--|
| <p>1 Having deep and fluent knowledge and flexible understanding of the content you are teaching</p> | <p>2 Knowledge of the requirements of curriculum sequencing and dependencies in relation to the content and ideas you are teaching</p> | <p>3 Knowledge of relevant curriculum tasks, assessments and activities, their diagnostic and didactic potential; being able to generate varied explanations and multiple representations/analogies/examples for the ideas you are teaching</p> |
| <p>4 Knowledge of common student strategies, misconceptions and sticking points in relation to the content you are teaching</p> | | |

2. Creating a supportive environment

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|---|--|---|
| <p>1 Promoting interactions and relationships with all students that are based on mutual respect, care, empathy and warmth; avoiding negative emotions in interactions with students; being sensitive to the individual needs, emotions, culture and beliefs of students</p> | <p>2 Promoting a positive climate of student-student relationships, characterised by respect, trust, cooperation and care</p> | <p>4 Creating a climate of high expectations, with high challenge and high trust, so learners feel it is okay to have a go; encouraging learners to attribute their success or failure to things they can change</p> |
| | <p>3 Promoting learner motivation through feelings of competence, autonomy and relatedness</p> | |

3. Maximising opportunity to learn

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|---|---|---|
| <p>1 Managing time and resources efficiently in the classroom to maximise productivity and minimise wasted time (e.g., starts, transitions); giving clear instructions so students understand what they should be doing; using (and explicitly teaching) routines to make transitions smooth</p> | <p>2 Ensuring that rules, expectations and consequences for behaviour are explicit, clear and consistently applied</p> | <p>3 Preventing, anticipating & responding to potentially disruptive incidents; reinforcing positive student behaviours; signalling awareness of what is happening in the classroom and responding appropriately</p> |
|---|---|---|

4. Activating hard thinking

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| <p>1 Structuring: giving students an appropriate sequence of learning tasks; signalling learning objectives, rationale, overview, key ideas and stages of progress; matching tasks to learners' needs and readiness; scaffolding and supporting to make tasks accessible to all, but gradually removed so that all students succeed at the required level</p> | <p>2 Explaining: presenting and communicating new ideas clearly, with concise, appropriate, engaging explanations; connecting new ideas to what has previously been learnt (and re-activating/checking that prior knowledge); using examples (and non-examples) appropriately to help learners understand and build connections; modelling/demonstrating new skills or procedures with appropriate scaffolding and challenge; using worked/part-worked examples</p> | <p>3 Questioning: using questions and dialogue to promote elaboration and connected, flexible thinking among learners (e.g., 'Why?', 'Compare', etc.); using questions to elicit student thinking; getting responses from all students; using high-quality assessment to evidence learning; interpreting, communicating and responding to assessment evidence appropriately</p> |
| <p>4 Interacting: responding appropriately to feedback from students about their thinking/knowledge/understanding; giving students actionable feedback to guide their learning</p> | <p>5 Embedding: giving students tasks that embed and reinforce learning; requiring them to practise until learning is fluent and secure; ensuring that once-learned material is reviewed/revisited to prevent forgetting</p> | <p>6 Activating: helping students to plan, regulate and monitor their own learning; progressing appropriately from structured to more independent learning as students develop knowledge and expertise</p> |