

Policy for Appraisal and Individual Performance Planning

Initial Policy:	Oct 2002
Policy updated:	Nov 2017
Next Review:	Sep 2018
Key Person:	CLO

This policy covers all aspects of Appraisal / Individual Performance Plans (IPP) for all teaching and support staff employed by the school including the Head, Leadership team, support staff and community staff, the exception being those teachers in training, in their induction year or casual staff.

Appraisal / IPP is the process for assessing the overall performance of a member of staff and making plans for the individual's future development in the context of the school's development plan. The process is set in the context of the individual's job description, Role Profile, School Self Evaluation Framework (SEF), School Development Plan (SDP), any relevant pay progression criteria and identifying training needed to meet objectives and performance criteria.

Principles:

We believe that an effective appraisal process is:

- The means by which we value and celebrate the contribution individuals make to the education of children.
- An opportunity to identify those developmental learning opportunities that will be key to achieving the objectives agreed.
- A key part of our school self-evaluation process.
- A vehicle of realising the vision of the school and the professional and personal aspirations of those who work here.
- A sustained professional and development dialogue between the appraiser and the appraisee throughout the school year.

The School will manage the performance of members of staff in accordance with the goals of the school development plan, teachers' standards and data.

Individual staff will have a responsibility for their own development in accordance with these goals and with their own work/life balance.

Links to school improvement, school self evaluation and school development planning.

The arrangements for appraisal link with those for school improvement, school self-evaluation and school development planning. The appraisal process will be a main source of information as appropriate for school self-evaluation and the wider school improvement process.

Similarly, the school improvement and development plan and the school's self evaluation form are key documents for the appraisal process.

All appraisers are expected to explore the alignment of appraisees' objectives with the school's priorities and plans. The objectives will also reflect appraisees' professional and developmental aspirations.

At Wildern School we are committed to:

- An effective appraisal and IPP cycle for all staff.
- Improving school effectiveness, performance and raising standards of attainment / achievement for all young people.
- The professional development of all teaching and support staff, providing appropriate and effective personal professional learning and development to ensure job satisfaction,

- a high level of expertise and the personal development of staff in their chosen profession and for potential career aspirations.
- Providing a review system, which enables decisions to be made about the work of staff in an open, equitable and fair manner.
 - Professional development opportunities supporting the achievement of objectives and furthering career progression.
 - Ensuring content of appraisal / IPP process is informed by and underpins SEF, SDP and school priorities.
 - Providing a review system that effectively informs threshold assessment for teaching staff.
 - Succession planning.

Consistency of Treatment and Fairness

The Governing Body is committed to ensuring consistency of treatment and fairness in the operation of appraisal.

To ensure this, the following provisions are made in relation to moderation, quality assurance and objective setting.

- Moderating all the planning statements to check that the plans recorded in the statement of all staff are:-
 - Consistency between those who have similar experience and similar levels of responsibility.
 - Compliance with the school's appraisal policy and the requirements of equality and fairness.

Roles:

The Governing Body:

The Governing Body has a strategic role in agreeing the school's Appraisal / IPP Policy, ensuring that performance of staff at the school is regularly reviewed and for monitoring the process. The Headteacher is responsible for implementing the policy and ensuring that reviews take place. The Governing Body will review the Appraisal Policy annually and will seek to agree any revisions to the policy with the recognised trade unions having regard to the results of the consultation with all staff.

Appraisal / IPP involve both appraiser and the member of staff working together to ensure that targets are discussed and agreed; regular and objective feedback is given; adequate coaching, training and development is provided and that the final performance review takes place.

The School Improvement Partner (SIP) will provide advice to the Governing Body's representatives on the setting of performance targets for the Head teacher and will support them in reviewing performance at the end of the review cycle.

The Governors responsible for reviewing the performance of the Headteacher must:

- Seek advice from SIP when setting targets and reviewing the performance of the Headteacher.
- Ensure that the Headteacher's planning statement is consistent with the school's priorities and complies with the school's Appraisal Policy and regulations.

- Meet with the Headteacher and adviser at the start of the Appraisal Review Cycle to plan and prepare for the appraisal review, and set and record Headteacher targets relating to school leadership and management and student progress.
- Meet with the Headteacher and adviser at the end of the Appraisal Review Cycle to review the Headteacher's performance and identify achievements, including assessment of achievement against targets, and to discuss and identify professional development needs/activities.
- Write an appraisal review statement and give a copy to the Headteacher within 10 days of the review meeting, and allow 10 days for the Headteacher to add written comments.
- Provide the Headteacher and Chair of Governing Body with a copy of the Headteacher's appraisal review statement.
- On request, provide a copy of the Headteacher's review statement to those Governors who are responsible for taking decisions in relation to promotion and pay, who should take account of this when making such decisions.

The Headteacher must:

- Be responsible under the School Government Regulations for overseeing the school's Appraisal Policy and may be asked by the Governing Body to draft the policy for consultation with staff and agreement by the Governing Body.

The Headteacher may:

- Determine, prior to the new Appraisal / IPP cycle, key generic areas for focus for both teaching and support staff's Appraisal and IPP objectives
- Intervene to moderate at the planning stage within 10 days of receipt of objective setting form and instruct an appraiser to prepare a new statement where he/she is of the opinion that the objectives are inconsistent with the objectives of other teachers / support staff or does not comply with Appraisal / IPP policy (governing body will carry out this role where the Headteacher is the appraisee).

The Headteacher is responsible for:

- Appointing an appropriate reviewer for each member of staff, to carry out their Appraisal /IPP. No member of the staff will have more than 3 appraisees, unless with prior agreement, with the exception of SLT. Where a member of staff is of the opinion that the person to whom the Headteacher has delegated the appraiser's duties is unsuitable for professional or other reasons, she/he may submit a written request to the Headteacher for the appraiser to be replaced, stating the reasons. There is no automatic right to have the appraiser replaced. An appraisal cycle will not begin again in the event of the appraiser being changed.
- Delegating the role of appraiser in its entirety, where appropriate, to someone with more responsibility than the appraisee and with an overview of their work. Where an appraisee has more than one line manager or with less experience of their work, the appraisee will need to consult the other line manager(s) to inform Appraisal / IPP.
- Deciding on the exact timing of the Appraisal / IPP Cycle in line with Government requirements.

- Retaining copies of all review outcomes in school improvement planning and ensure the school produces and resources an effective plan for the professional development of its workforce.
- Giving teachers timely reminders to work towards the relevant National Professional standards and criteria for the two years prior to eligibility for the Upper Pay Range (UPR).
- Assessing eligible teachers' Threshold applications / Upper Pay Range applications and giving feedback.
- Keeping the contents of Upper Pay Range applications and all documents associated with this confidential; not disclosing details to anyone not directly involved in assessing or reviewing the process.

The Appraiser must:

- Meet annually with the appraisee to review performance and check and update their job description.
- Record objectives in writing, which are rigorous, and are determined with regard to the:
 - Appraisee's job description, Role Profile.
 - Relevant pay progression criteria for eligible teachers / support staff. In the case of teaching staff 2 years prior to eligibility.
 - Relevance to whole school or team objectives.
 - Appraisee's professional aspirations.
 - Relevant professional standards.
 - Inform the pay recommendation at the point of eligibility (based on the circling of the pay progression section on the Final review form).
- Identify, in writing, on the first Appraisal / IPP objectives statement any professional learning which will aid the job holder in meeting their targets.
- Seek a joint determination of objectives. However, where this is not possible the appraiser will make the determination.
- Identify, in writing, on the first appraisal objectives statement a variety of evidence to be used and how and by whom it will be collected.
- Monitor performance against these objectives throughout the year. Teachers should be observed teaching at least once during the annual review cycle for a minimum of 30 minutes and up to a maximum of three hours.
- Identify for teaching staff, in writing, on the first appraisal objectives statement the classroom observation and its focus, which will aid the job holder in meeting their targets, e.g. which class will be observed and when.
- Have regard to what can be reasonably expected of any teacher in that position given the desirability of the appraisee being able to achieve a satisfactory balance between the time required to discharge professional duties and the time to pursue personal interests outside work.
- Take into account the appraisee's professional aspirations and set objectives that if met will contribute to improving the progress of students at the school.

- Meet with the member of staff midway through and at the end of the Appraisal / IPP Cycle to review performance and identify achievements, including assessment against objectives, and to discuss and identify professional learning needs / activities.
- At the completion of the Appraisal / IPP cycle the appraiser will make a pay recommendation to the Headteacher where appropriate. At the completion of the IPP cycle it is expected by HCC that across Hampshire 96% of support staff will meet their expectations, up to 2% will exceed expectations and 2% will require improvements.
- Write an appraisal review statement and give a copy to the appraisee within 10 days of the review meeting, and allow 10 days for the appraisee to add written comments.
- Pass the completed appraisal statement to the Headteacher, and a copy to the appraisee.
- Ensure that they are aware of the relevant criteria and process for pay progression.
- Review no more than 3 appraisees, unless with prior agreement, with the exception of SLT for each of the cycles (Appraisal process / IPP).

The appraisee must:

- Discuss and identify with their line manager (if not their reviewer) areas for inclusion / focus for their Appraisal / IIP Review.
- Meet with their Appraiser before or at the start of the Appraisal / IPP Cycle to discuss setting objectives.
- In the case of teachers' appraisal, be responsible for entering meetings into the diary so that extra Planning, Preparation and Assessment (PPA) time will not be used for cover during this period.
- Prepare thoroughly for, and play an active part in the planning and subsequent meetings. NB: if the evidence isn't thoroughly prepared, the appraiser will reschedule the meeting.
- Take to all Appraisal Planning Review meetings / IPP meetings the necessary information e.g. Student progress targets, lesson observations and % achieved in student performance (for teachers) and any other relevant evidence
- Familiarise themselves with the relevant National Professional standards and internal criteria and ensure that objectives will enable these to be met for the 2 years prior to eligibility on the Upper Pay Range.
- Either agree objectives or add written comments to the targets recorded by the Appraiser.
- Take to all Appraisal / IPP meetings the necessary evidence e.g. lesson observations and student performance for all classes taught, expressed as a % (for teachers) and any other relevant information. All evidence identified at the planning meeting must be brought to this meeting to demonstrate the achievement of objectives, the completion of identified actions and the impact on student learning.

- Meet with the Appraiser at the end of the Appraisal / IPP Cycle to review performance and identify achievements, including the assessment of achievements against objectives, and to discuss and identify professional developmental needs / activities.

May:

- Add a statement to be attached to the appraisal review statement or, submit in writing any complaints to the Headteacher about their appraisal review/IPP statement within 10 days of receipt from the appraiser. The Headteacher will attempt to resolve any difficulties within the context of the policy guidelines.

Practice:

The Appraisal Review /Cycle:

The length of the appraisal review cycle shall normally be one year. Where a member of staff changes jobs within the school, the cycle may be less than a year as the member of staff will keep within the same school cycle. Where a member of staff joins the school during the cycle, the appraisal / IPP cycle may be less than a year as they move into the system.

Appraisal planning and reviews must be completed for all teachers by 31st October and for Headteachers by 31st December. Therefore the appraisal cycle in this school will run from September to July (but student performance linked to summer results will be reviewed in the September objective setting meeting) for teachers, January to December for the Headteacher and from March to January for support staff.

Appraisal Objective Setting, Interim and Final Review meetings will take place during teachers' PPA time, given that teachers at Wildern School have been allocated additional PPA time beyond the statutory 10% requirement. Individual teacher appraisees will be responsible for entering these meetings into the diary so that this extra time will not be used for cover during this period. If PPA time is not convenient or available appraisers and appraisees should agree a time after school for their meetings, which will be counted as directed time.

Peripatetic Music Staff who are employed by Hampshire or Southampton Music Service will receive an external appraisal review by the relevant authority. In addition, those working in Wildern School Music department will complete a personal review which informs the Music department's needs and targets. These will take place at the same time as the Support Staff IPPs. Peripatetic Music staff not receiving appraisal reviews from either HMS or SMS will be included in the Wildern Support Staff IPPs.

New Appointments

Where an employee starts their employment at the school part-way through a cycle, the Headteacher shall determine the length of the first cycle for that individual, with a view to bringing his/her cycle into line with the cycle for other staff at the school as soon as possible eg: in case of IPP member of staff joining April – November – 1st cycle shorter and interim review may not occur. If joining in December the cycle will only be approximately 6 weeks long and so only 1 target needs to be set. In case of Appraisal – member of staff joining Oct – Jan – 1st cycle shorter if joining from Feb – will not start until the new cycle. Staff joining between 1st Jan – 31st March will not require an IPP as they will not be entitled to pay progression and will join the next cycle that begins in April.

Where a member of staff transfers to a new post within the school part way through a cycle, the Headteacher shall determine whether a new cycle shall begin and whether to change the appraiser.

All relevant documentation and forms needed, including the cycle deadlines are available on the Teacher Pool under Appraisal / IPP. This outlines the stages of the process in more detail and includes all necessary to manage the process. This includes:

Training:

All new appraisees / appraisers will undertake a training session prior to the start of new cycle.

Stage 1: Self-Evaluation

Self-evaluation is an essential part of the process for staff and will include written documentation based on:

- Relevant professional standards
- Upper Pay Range criteria as appropriate
- Identified skills and attributes for leaders at Wildern School.

This will form the basis for discussion for Stage 2.

Stage 2: Initial Meeting / Objective Setting

Each member of staff will discuss and agree objectives with their appraiser and record these in an individual plan. Objectives should be challenging but realistic and take account of the:

- Appraisee's job description / Role Profile.
- The school's improvement plan and self-evaluation framework.
- Relevant pay progression criteria for eligible teachers (for 2 years prior to eligibility) and support staff.
- Relevance to whole school or team / area objectives.
- The appraisee's professional aspirations.
- The relevant professional standards.
- Headteachers's targets

There is no specified number of objectives, but there is expected to be a minimum of three. Agreeing objectives does not mean itemising every activity but picking out key areas and expectations to be addressed. The range of objectives should match the nature of the post, including management and leadership areas as appropriate and performance criteria have to be specified at the outset. Where someone has a wide range of managerial duties, objectives might focus on specific areas of this work. Staff objectives will cover ways of developing and improving professional practice. In addition all teachers' objectives will cover improving pupil performance. Those with leadership and management responsibilities will have objectives relating to these or linked to moving through UPR in the next year. Teachers wanting to apply for the next UPR must use the relevant Performance management forms 2 years prior to eligibility. The Headteachers' objectives will cover school leadership and management as well as student progress. Training needs, evidence to be gathered, and performance criteria must be identified as relevant to the objectives set, and recorded on the Initial Review sheet. The appraisee, DOL, DOPA, SLT link member and the Headteachers have access to the appraisee's Initial Review sheet as appropriate.

Stage 3: Working Towards Objectives / Interim Review / Collecting Evidence

Each member of staff will work towards meeting their objectives, collecting identified evidence of objectives met and achievements.

At the Interim Review meeting progress and evidence will be discussed and any necessary alterations made to the objectives. It is the appraisee's written responsibility to bring evidence to this meeting where possible. All objectives and changes must be agreed and authorised by the link SLT member. The Appraisee, DOL, DOPA, SLT link member and the Headteacher have access to the Appraisee's Interim Review sheet as appropriate.

If the appraisee is unlikely to achieve the objectives by the end of the cycle the appraiser will raise this with the Headteacher. If necessary the Headteacher will facilitate additional support.

Stage 4: Reviewing Performance

The annual review of the member of staff's performance will use the recorded objectives as a focus to discuss his/her achievements against agreed performance criteria and using identified forms of evidence, and to identify any development needs.

Within 10 days of the review meeting, the appraiser will prepare a written review statement recording the main points made at the review and the conclusions reached against agreed performance criteria and using identified forms of evidence, including any identified development needs. Once written the appraisee will be given a copy of the statement, and be able to add any written comments that they wish. It is good practice to write the review statement as soon as possible after or during the review meeting. At this stage the appraiser will make any necessary pay recommendations to the Headteacher.

All staff are required to prepare for appraisal meetings and play a full and active part in their own professional development, and to ensure that their appraisal and professional development folder is kept up to date.

For teaching staff the appraisee is responsible for taking to that meeting the following as appropriate: lesson observation feedback; percentages achieved for identified classes' performance; other written evidence.

Classroom observation protocol

(For teaching staff)

Whenever possible classroom observation, which is an agreed part of the appraisal, should be multi-purpose, and provide information for whole school self-evaluation. The minimum time for appraisal classroom observations is one half hour and a maximum of three hours in any one cycle. This does not include observations for other purposes, such as learning observations, monitoring, those carried out by OFSTED or local authority advisors.

Classroom observation is likely to include observation by the appraiser, but may also include observations by others who have the appropriate professional expertise. Colleagues will be informed in advance of this and that the observation is for the Appraisal. Classroom observations will only be carried out by a qualified teacher.

For a teacher to be successful in progressing through each of the UPR, all of the classroom observations for the 2 years prior to eligibility of each UPR will demonstrate 'Good' or above standard teaching.

The Headteacher is responsible for ensuring that all those who act as observers have adequate preparation and the appropriate skills to undertake the observation and to provide constructive feedback and support.

Additional observations undertaken as part of the school Monitoring Calendar can be used as evidence by the appraisee to support their Appraisal Review.

Where evidence emerges about the appraisee's teaching performance which gives rise for concern during the cycle, classroom observations may be arranged in addition to those recorded at the beginning of the cycle subject to a revision meeting being held in accordance with the Regulations.

Ideally verbal feedback should be given on the same day, and certainly no later than two days after observation, and a written record of the observation, including suggestions for any subsequent follow-up work / professional learning should be provided to the appraisee within five working days of the observation. Both the appraiser and appraisee need to agree a mutually convenient time for feedback to take place.

Upper Pay Range Progression for teaching staff

For teachers applying to cross the threshold to the upper pay range and who are being considered for movement on the upper pay range, a satisfactory review statement for the 2 years prior to eligibility will be taken as evidence of sustained and substantial achievement and contribution, notwithstanding any absence of a positive pay recommendation. The Appraisal Objectives for the member of staff seeking UPR progression must be agreed with the Headteacher.

Objectives set at the start of the review cycle must enable eligible teachers to meet the UPR criteria through use of UPR internal Appraisal forms. At the objectives setting stage, relevant evidence to be collected and professional learning opportunities must be identified for all teachers and where applicable, to enable teachers to cross the threshold to the upper pay range. Those teachers eligible for UPR1, UPR2 and UPR3 should download the relevant form from the school's Teacher pool for guidance.

The Headteacher, or designated member of SLT, will meet with all teachers eligible for UPR to discuss their movement onto the next UPR. Optional forms are available on the Teachers Pool for eligible teachers to complete, to identify evidence of their performance of the previous 2 years, prior to this meeting.

The Headteacher will notify any teacher who has not been recommended for pay progression of the date when the Governing Body meets to consider pay recommendations. Such a notification will take place at least 4 weeks in advance of the meeting, thus enabling the teacher to make a representation to the Headteacher before the final decision of the Governing Body.

IPP Pay Recommendations for Support Staff

The IPP process requires the appraiser to make an assessment of performance against three criteria:

1. **IMPROVEMENT REQUIRED** – the member of staff has failed to meet a number of targets and performance and/or behaviour has not met expectations.
2. **MEETING EXPECTATIONS** – the member of staff meets the job standards, targets/objectives. Performance is in line with that of most other employees.
3. **EXCEEDING EXPECTATIONS** – the member of staff exceeds achievement against targets and provides significant support to others. Performance demonstrably exceeds that of most employees and the requirements of the job.

Pay consequences are determined by the IPP ratings above, (with effect from April 2008) as follows in addition to normal pay awards).

1. Improvement required – no step payable on the relevant range NB: if an 'improvement required' rating is given in the subsequent year, no pay award should be applied).
2. Meeting expectations – one step payable on the relevant range until the top of the normal range is reached. This will be the outcome in most assessments.
3. Exceeding expectations – two steps payable on the normal range until the Maximum of that range is reached. Progression to the higher salary steps of the salary range is subject to this rating being achieved.

Performance Criteria

For teachers the agreed performance criteria will provide clarity for the basis on which the appraiser will assess the overall performance of the appraisee based on progress towards the set objectives, classroom observation and other identified evidence. Taken together, these will enable the appraiser to make a recommendation about pay progression in circumstances where the appraisee is eligible and taking into account the National Professional Standards and criteria for the Upper Pay Range.

Moderation and Appeals Procedures:

The Headteacher has a duty to ensure that these procedures and processes are applied fairly and consistently across the school.

The Headteacher may instruct the appraiser to change the Appraisal Planning / objective setting if:

- The statement is not commensurate with those other colleagues with similar experience and /or similar levels of responsibility.
- The statement is not in line with the school's appraisal policy and IPP or other requirements.

In such a case the Headteacher should make the appraiser and the appraisee aware of his/her concerns within 10 working days of the original statement. A revised statement should then be prepared; following discussion with the appraiser and appraisee, and this should be signed by both parties within a further 10 working days. The appraisee may add some final comments before signing.

All Staff are entitled to appeal against the outcome of their appraisal process where any concerns cannot be resolved informally.

The appeals process will be conducted in accordance with the process defined in the school's pay policy. The main steps in the process are:

1. If not satisfied with the content of the planning or review statement, a member of staff should seek to resolve this through discussion informally with the appraiser within ten working days of receiving written confirmation.
2. If still not satisfied, the individual should set out grounds for appeal in writing and send it to the appraiser within ten working days. The appraiser should meet the appraisee to discuss the grievance and seek to resolve it. The appraiser must confirm the outcome of this meeting within five working days.
3. Where the appraiser is not the Headteacher, the Headteacher should meet with the individual to hear the grievance and seek a resolution of the concerns. The outcome of this meeting should be communicated in writing to the individual within ten working days of the meeting, setting out the right to appeal.
4. Any appeal against this decision should be submitted in writing within ten working days to the Clerk of the Governing Body. Appeals will be heard by the Governing Body's appeal panel within twenty working days of receipt of the appeal. The decision of the appeal panel will be final and confirmed in writing, normally within two working days of the hearing.

Confidentiality and Access to Statements:

Appraisees should be assured of confidentiality about discussions and documentation that form their appraisal reviews. Access to this information is limited to:

- The appraisee
- The appraiser

- The appraisee's line manager (if not the appraiser)
- Members of the Senior Leadership Team
- The Headteacher

The professional learning plan, which records details of the support and development agreed at the review may be shared other colleagues who will have an input into the provision of appropriate support and training.

Appraisal statements should be retained by the Headteacher, or in the case of the Headteacher's statement, by the Chair of Governors for a minimum of 6 years.

Professional Learning and Support:

The school's Professional Learning Programme will be informed by the training and development needs identified in the Appraisal/IIP planning reviews. With regards to the provision of professional learning, 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 it is identified as essential for an appraisee to meet their targets and the extent to which the training will help the school to achieve its priorities. The school's priorities will have precedence. Staff should not be held accountable for failing to make a good progress towards meeting their objectives where they have been unable to access training or support identified in their planning statements and that they need to show they have done everything possible to access such training.

Evaluation of the Policy

An account of how effective the appraisal procedures have been and the professional learning needs of all staff in general will form part of the Headteachers annual report to the Governing Body about the operation of Appraisals/IPP in the school.

The Governing Body and the Headteacher will check that effective and challenging objectives are set, that all reviews are completed on time and the assessment of performance is consistently applied in the school.

Monitoring and Evaluation

The Governing Body will monitor the operation and outcomes of appraisal arrangements.

The Headteacher will provide the Governing Body with a written report on the operation of the school's appraisal policy annually. The report will not contain any information which would enable any individual to be identified. The report will include:

- The operation of the Appraisal Policy
- The effectiveness of the school's appraisals procedures.
- Staff training and development needs.

The Governing Body is committed to ensuring that the appraisal process is fair and non-discriminatory and the Headteacher's report should take account of the following criteria to show that the process has been applied equitably and fairly:

- Race/ethnic origin
- Sex
- Sexual orientation
- Disability
- Religion and belief
- Age
- Part-time contracts

- Trade union memberships

The Headteacher will also report on whether there have been any appeals or representation on an individual or collective basis on these grounds.

Review of the Policy

The Governing Body will review the Appraisal Policy every school year at its Resources Meeting.

The Governing Body will take account of the Headteacher's report in its review of the Appraisal Policy. The policy will be revised as required to introduce any changes in regulation, local agreements and statutory guidance to ensure that it is always up to date.

The Governing Body will seek to agree any revisions to the policy with the recognised trade unions having regard to the results of consultation with all staff.

To ensure staff are fully conversant with the appraisal arrangements, all new staff who join the school will be briefed on them as part of their introduction to the school.

Access to Documentation

Copies of the School Development Plan and SEF are held in each curriculum area with the DoPA/DoL and can be obtained from the school office for reviewing.

Appendices:

These can be found in the New School Pool, Curriculum, Appraisal folder.

Teaching staff:

1. Self review forms
2. Appraisal Cycle Timelines
3. Forms for Objective setting, Interim and Final Reviews for each stage
4. Criteria for Upper Pay Range 1, 2 and 3
5. Forms for UPR1
6. Optional forms for UPR 2 & 3
7. Exemplar of Upper Pay Range 3 Objectives
8. Exemplar of Upper Pay Range 2 Objectives

Support Staff:

1. Self Review form
2. Individual Performance Planning Timelines
3. Forms for Objective setting, Interim and Final Reviews for individuals

Link Policy: Pay Policy