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**THE BLESSED EDWARD BAMBER CATHOLIC MULTI ACADEMY TRUST
 TEACHER PROFESSIONAL DEVELOPMENT & APPRAISAL POLICY AND PROCEDURE**

Scope

This procedure shall apply to all teachers employed by the Blessed Edward Bamber Catholic Multi Academy Trust except teachers on contracts of less than one term and newly qualified teachers. Newly qualified teachers will have their own induction procedures. It sets a framework for all staff to review the impact of their professional development and identify future needs and priorities.

Introduction

Teaching, as a 'work of love, requires a radical commitment and service from all teachers, whatever their faith and whatever point they have reached on their spiritual journey:

"The Church looks upon you as co-workers with an important measure of shared responsibility ... To you it is given to create the future and give it direction by offering to your pupils a set of values with which to assess their newly discovered knowledge ... [The changing times] demand that educators be open to new cultural influences and interpret them for young pupils in the light of Christian faith.

*You are called to bring professional competence and a high standard of excellence to your teaching ... But your responsibilities make demands on you that go far beyond the need for professional skills and competence ... Through you, as through a clear window on a sunny day, pupils must come to see and know the richness and joy of a life lived in accordance with Christ's teaching, in response to his challenging demands. To teach means not only to impart what we know, but also to reveal who we are by living what we believe. It is this latter lesson which tends to last the longest."*¹

The Trust recognises the challenge for all teachers in carrying out their "work of love" and is committed to nurturing them throughout their professional careers. Professional development and appraisal in this Trust will be a supportive and developmental process. It is designed to ensure that all teachers have the knowledge and skills needed to carry out their role effectively within the context of the Trust's ethos. It will help to ensure that teachers are able to continue to improve their professional practice and develop as teachers.

The appraisal period

The appraisal period will run from 1st September to 31st October the following year.

¹Sections of this document have been taken from the Catholic Education Service Model Appraisal Policy
 Effective date: TBC
 Version 1.9
 Blessed Edward Bamber Catholic Multi Academy Trust

| | | |
|-------------|--|--|
| | THIS POLICY DOES NOT CREATE CONTRACTUAL OBLIGATIONS ON THE TRUST | |
| Page 1 of 6 | | |

Appointing appraisers

| Post Holder | Professional Development Coach |
|--------------------|--|
| Executive Director | Committee appointed by the Trust for this purpose |
| Head teacher | Executive Director |
| Senior Leader | Head teacher or person nominated by the Head teacher |
| Teacher | Person nominated by the Head teacher |

Staff Appointed on the Main Scale or Upper Pay Scale

Appraisal Objectives

The following objectives are set for all main scale and upper pay scale teachers across the Trust. They will be assessed against the set of standards contained in the document called "Teachers' Standards".

| Appraisal Objectives | Qualified Teacher (M1-3) | Experienced Teacher (M4-6) | Expert Teacher (UPR1-3) |
|--|---|--|--|
| Quality of teaching, assessment and learning leading to high standards & progress particularly for the most disadvantaged pupils | The majority of teaching, assessment & learning is effective in promoting pupils' learning and classes/pupils make expected progress. | Teaching, assessment & learning is consistently effective in promoting pupils' learning, as such, the progress of own classes/pupils are in line with or above national expectations. There is a contribution to and accountability for progress within the phase/department. | Teaching, assessment & learning is consistently effective and a number of elements are highly effective, as such, the progress of own classes/pupils are above national expectations. There is a contribution to and accountability for progress within the academy/beyond their class(es). |
| Catholic Ethos | Contribute to the personal, spiritual or faith development of the child through identified good practice or out of hours provision. | Contribute to the personal, spiritual or faith development of the child through identified good practice or out of hours provision and share the practice with others/lead provision. | Contribute to the personal, spiritual or faith development of the child through identified good practice or out of hours provision and develop the practice of others/lead provision. |
| Professional Development | Teacher takes responsibility for own professional development to improve quality of teaching, progress of pupils or contribution to the ethos of the academy. | Teacher takes responsibility for own and others' professional development to improve quality of teaching, progress of pupils or contribution to the ethos of the academy. | Teacher takes responsibility for own and others' professional development to improve quality of teaching, progress of pupils or contribution to the ethos of the academy. |

Effective date: TBC

Version 1.9

Blessed Edward Bamber Catholic Multi Academy Trust

| | | |
|-------------|--|--|
| | THIS POLICY DOES NOT CREATE CONTRACTUAL OBLIGATIONS ON THE TRUST | |
| Page 2 of 6 | | |

Quality of Teaching, Assessment & Learning

This Trust believes the quality of Teaching, Assessment & Learning must be continuously developed; critical to this process is the professional development of teachers.

We Believe High Quality Teaching

- Is improved by informed collaborative planning and evaluation.
- Is enhanced by teacher's strong subject and pedagogical knowledge.
- Must be based on high expectations of what each pupil can achieve.
- Requires the establishment of an orderly classroom environment.
- Is enhanced by professional development focused on improving progress and outcomes for pupils.

We Believe High Quality Assessment

- Must support teaching and promote learning.
- Must help close the learning gap between current and expected learning.
- Must be meaningful and manageable.
- Must raise aspiration and encourage pupils to work hard.

We Believe High Quality Learning

- Involves the systematic development of knowledge.
- Requires pupils to think hard about what they are learning and respond with perseverance to feedback.
- Requires learners to take responsibility for becoming increasingly independent and interdependent.
- Is enhanced through enriching relationships.

Professional Development & Appraisal Dialogue

As part of the further development of high quality teaching, assessment and learning all teachers will actively engage in a reflective professional development dialogue. A meeting in September/October of the academic year will focus on identifying the impact of previous professional development and identify future needs and priorities.

The professional development dialogue will be guided through a number of key questions which the teacher will have reflected on and prepared thoughts in advance:

1. Looking at the evidence from across last year's classes; in what aspects was there one year or more progress for one year's teaching? In which aspects was this not so?
2. What was the impact, on pupils' outcomes, of the professional development you undertook last year?
3. What area of professional development would most help and support your further development as a teacher this year? What evidence have you used to identify this aspect of professional practice?

The following may be used as prompts to aid reflection and discussion:

- a. Subject & subject pedagogical knowledge
 - b. Curriculum, assessment and examination/qualification changes
 - c. General pedagogy and understanding how pupils learn
 - d. Developing the Catholic Ethos
 - e. Other
4. What wider career aspirations do you have in the next few years? What professional development would support you in these aspirations in the coming year?
 5. What contributions did you make to enriching the Catholic Ethos of the Academy? Are there any wider contributions to the education of pupils that we should celebrate?
 6. How do you intend to contribute in the coming year?

Due regard must be given to what can reasonably be expected of any teacher given the desirability of being able to achieve a satisfactory balance between the time required to discharge his professional duties and the time required to pursue his/her personal interests outside work.

Effective date: TBC

Version 1.9

Blessed Edward Bamber Catholic Multi Academy Trust

| | | |
|-------------|--|--|
| | THIS POLICY DOES NOT CREATE CONTRACTUAL OBLIGATIONS ON THE TRUST | |
| Page 3 of 6 | | |

Staff Appointed on the Leadership Scale

The Blessed Edward Bamber Catholic Multi Academy Trust is committed to encouraging all teachers appointed on the leadership scale to make a significant and sustained impact on the development and improvement of its academies. The Trust aims to meet this responsibility by encouraging senior leaders to work together through a three phase process, namely:

1. Setting challenging objectives which:
 - a) Recognise the unique contribution that each one makes.
 - b) Enable senior leaders to work towards making that contribution in the fullest sense.
2. Monitoring and supporting senior leaders in this process by:
 - a) Providing a mutually supportive professional relationship between the reviewer and the reviewee.
 - b) Ensuring they have access to a range of professional development opportunities.
3. Reviewing and celebrating achievement through:
 - a) An annual meeting at which any successes can be formally recorded, alongside evidence covered by formally agreed objectives.

Stage 1: Setting Challenging Objectives

In setting and reviewing objectives for the head teacher and other senior leaders in a Catholic Academy, the following principles should be considered: justice for all, the needs of the whole person, respect for the individual and the community and the preferential option for the poor.

The Trust will expect staff to adopt the following principles in discussing objectives:

- The reviewer should ensure that the senior leader understands what his or her objectives involve, is in a position to achieve them, knows what they need to do to achieve them and understands when and how they will be reviewed;
- Give due regard to what can reasonably be expected of any senior leader in that position given the desirability of the reviewee being able to achieve a satisfactory balance between the time required to discharge his professional duties and the time required to pursue his/her personal interests outside work.
- Objectives are written clearly and concisely and are measurable;
- Objectives focus on issues/matters over which a senior leader has direct influence/control and take into account fully the wider socio-economic, cultural and other external influences on pupils; and
- Objectives for each senior leader should relate to the objectives in the Trust/Academy development plan as well as to his/her own professional needs.
- Objectives shall also take account of the teacher's professional aspirations and any relevant pay progression criteria. They should be such that, if they are achieved, they will contribute to improving the progress of pupils at the academy.

Professional development opportunities and support are needed to achieve agreed objectives, to develop strengths and address areas for development or professional growth. The development section of the individual plan will be used to record action.

Stage 2: Monitoring and Supporting Progress

The senior leader and reviewer will keep progress under active review throughout the year using relevant information. They will discuss any supportive action needed and keep development plans up to date.

The reviewer should consult the senior leader before seeking to obtain information, written or oral, relevant to her/his performance from other people. This should ideally include a person who can make an informed judgement about the teacher's contribution to the academy's distinctive Catholic ethos.

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Version 1.9

Blessed Edward Bamber Catholic Multi Academy Trust

| | | |
|-------------|--|--|
| | THIS POLICY DOES NOT CREATE CONTRACTUAL OBLIGATIONS ON THE TRUST | |
| Page 4 of 6 | | |

Stage 3: Reviewing and Celebrating Performance

The annual review of senior leader's performance will use the recorded objectives as a focus to discuss his/her achievements and identify any development needs. It will be combined with agreeing objectives for the following Appraisal cycle.

The focus of the review is on how to raise performance and improve effectiveness. It will involve:

- Reviewing, discussing and confirming the senior leader's essential tasks and objectives;
- Recognising strengths and achievements and taking account of factors outside the senior leader's control;
- Celebrating the wider contribution that the senior leader has made to the education of pupils at the academy;
- Confirming action agreed with the senior leader at other reviews;
- Identify areas for development and how these will be met;
- Recognising individual professional development needs; and
- Agreeing new clear objectives and completing an individual plan for the year ahead.

The reviewer should evaluate the senior leader's overall performance, including an assessment of the extent to which objectives have been met, and her/his contribution to the life and Catholic ethos of the academy during the review period.

Within five days of the review meeting, the reviewer will prepare a written review statement recording the main points made at the review and the conclusions reached, including any identified development needs and activities. The senior leader may within five days of first having access to the statement, add to it comments in writing. Good practice shows that the review statement should be written as soon as possible after the review, whilst the facts are still fresh in the reviewer's memory.

Each senior leader's performance will be formally assessed in respect of each appraisal period.

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 meeting(s).

The appraisal period

The appraisal period will run for fourteen months from 1st September to 31st October following year.

Review of this Policy

This procedure was produced June 2016. It will be kept under regular review and any proposed changes will be the subject of consultation with the recognised trade unions.

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| | | |
|-------------|--|--|
| | THIS POLICY DOES NOT CREATE CONTRACTUAL OBLIGATIONS ON THE TRUST | |
| Page 5 of 6 | | |



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.