



Headteacher Appraisal – a
process not an event!

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Aims of this session:



to explore the expectations of how Headteacher Appraisal should be conducted in schools and Trusts;

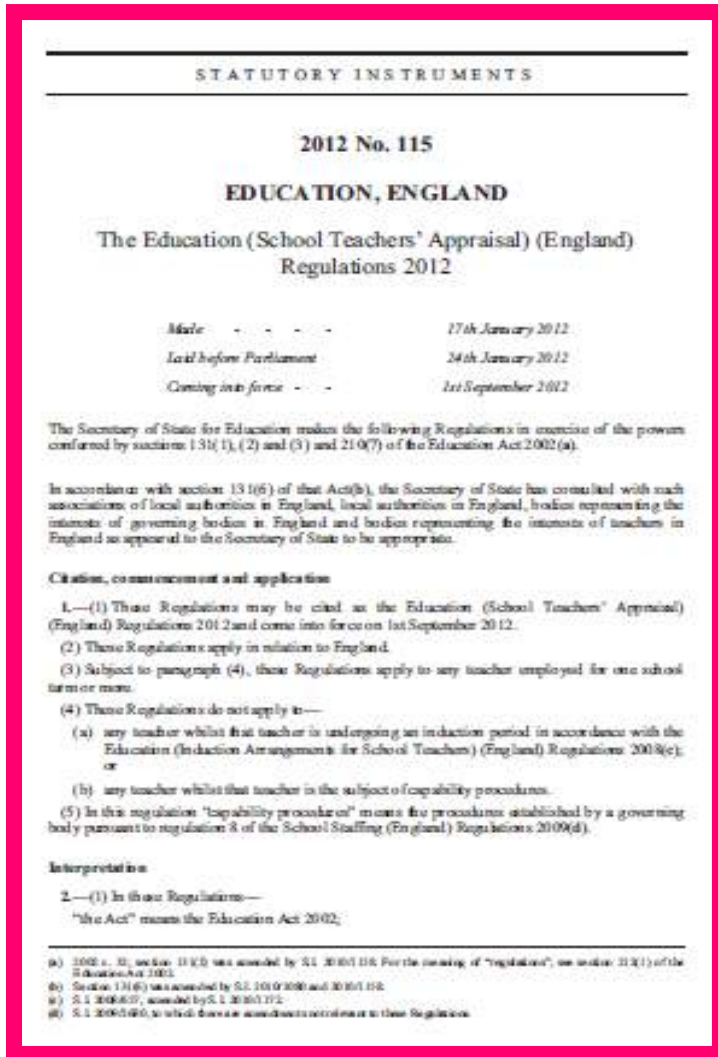


to clarify how the process should operate, throughout the academic year;



to ensure governance used Headteacher Appraisal as a key driver for school improvement;

The background to Appraisal in 2024



- statutory in maintained schools;
- must be supported by an External Advisor to governors;
- good practice in academies;
- part of Ofsted inspection in all schools.

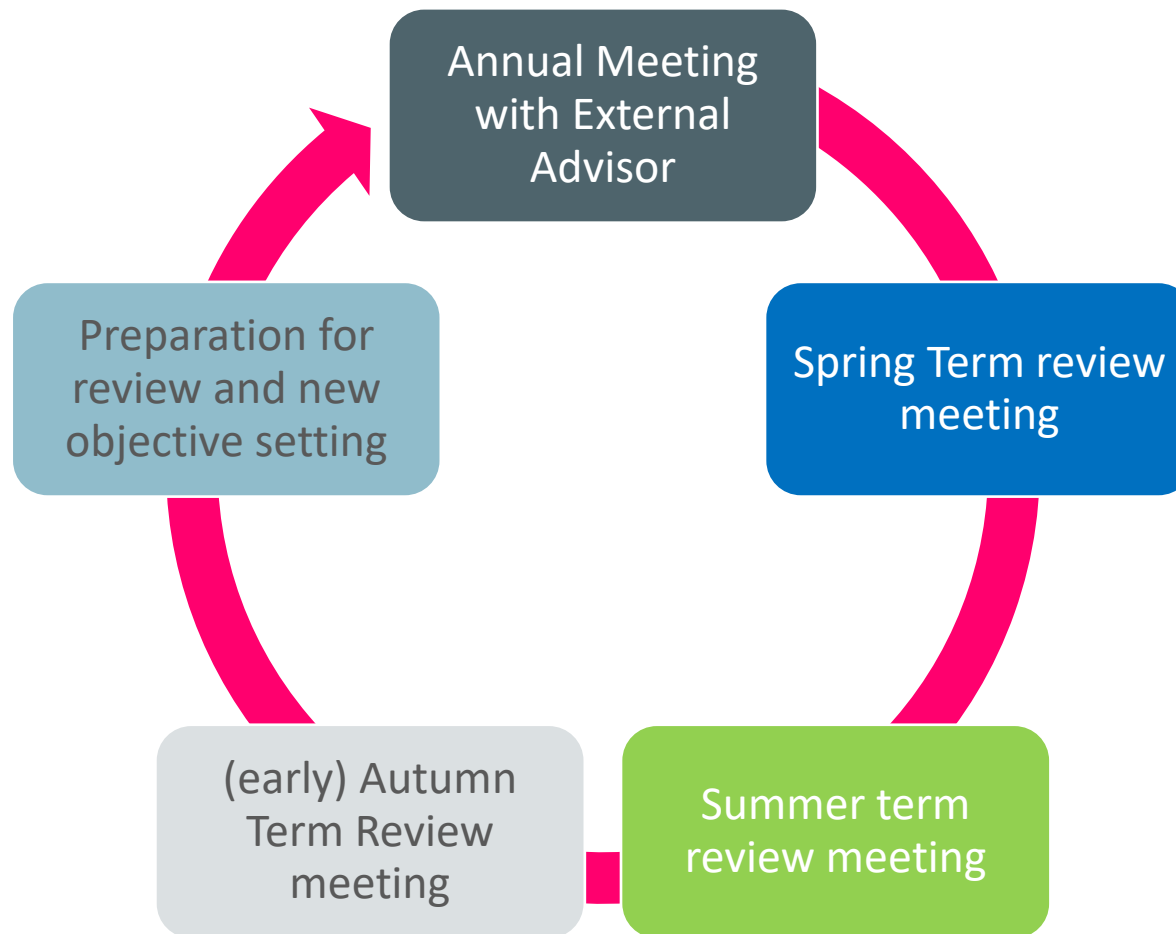
A process – not an event



A process built on sound relationships

- The Relationship between Headteacher and panel governors is crucial and depends on:
 - trust;
 - knowledge of the appraisal process;
 - regular meetings;
 - a focus on school improvement.

The appraisal process/cycle:



Appraisal by governance panel:

Maintained

- minimum 3 governors appointed by the board;
- should be appointed each year;
- not in the gift of the chair;
- training essential

Academy Trusts

- no rules but good practice says, follow maintained school regulations.

Statutory Requirements - maintained:

Appointment of external advisers in respect of head teachers

4. The governing body of a school must appoint an external adviser for the purposes of providing it with advice and support in relation to the appraisal of the head teacher

Standards and objectives


6.(1) The governing body of a school must, before, or as soon as practical after, the start of each appraisal period in relation to a head teacher –

(a) Inform the head teacher of the standards against which the head teacher's performance in the appraisal period will be assessed



Relevant standards?





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 up-to-date and use self-reflection to 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, providing high standards of theory, articulation and the correct use of standard English, whatever the teacher's specialist subject
- if teaching Latin, 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 framework 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
- create 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 positive 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
- employ 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, try:
 - 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 to the need to safeguard pupils' wellbeing, in accordance with statutory provisions
 - showing tolerance 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 ethics, 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.

Headteacher Standards



External Advisors – what to expect:

- advice & guidance – not to do it for you;
- that they will have requested Sch Dev Plan, SEF, results etc;
- wordsmithing of objectives and outlining sensible success criteria;
- *not* to lead the panel (there should be a chair).

External advisors – the myths:

- the Headteacher decides the advisor;
- the governor panel must meet with the advisor before formal review/objective setting meeting;
- the advisor can insist on specific targets;
- the advisor can lead the discussion on pay progression for the Headteacher.

Setting objectives:

Under the Standards and Objectives(6) section it says...

5) The objectives set under paragraph (1)(b) or (3)(b) must be such that, if they are achieved, they will contribute to:

(a) improving the education of pupils at that school;

(b) the implementation of any plan of the governing body designed to improve that school's educational provision and performance.

Effective objectives:

- no surprises!
- reflect current priorities;
- should not compromise work-life balance;
- informed by the Headteacher Standards;
- SMART.

Headteacher objectives - pitfalls:

- setting the Headteacher objectives that relate to teacher performance;
- targeting actions almost completed;
- only agreeing targets that are quantifiable;
- not looking at all relevant data.

To share – or not to share?

Objectives are confidential, but:

- some heads are happy to share as an indicator of accountability;
- some heads allude to objectives in Headteacher Reports or SDP reviews;
- And there may be circumstances where it would be wrong to share.

Preparation for your role:

- get hold of last year's objectives – do they fit with what we have described this morning;
- suggest fellow panel members access training (this is being recorded);
- reflect on your new (2024-25) School Development Plan and use to inform objective planning;
- ask if your External Advisor delivers value for money;
- Plan/schedule all your meetings.

Any Questions?



Further information:

- 2012 Teacher Appraisal Regulations

<https://www.gov.uk/guidance/-governance-in-academy-trusts>

- Headteacher Standards

<https://www.gov.uk/government/publications/national-standards-of-excellence-for-headteachers/headteachers-standards-2020>

- Teachers' Standards

<https://www.gov.uk/government/publications/teachers-standards>

Thank you