



Bromstone Primary School

Staff Appraisal Policy

Formulation date: 1st March 2017

Senior Team Responsibility: Head of School

Governors' Reviewing Committee: Leadership and Management

Approved on: 3rdth July

Reviewed: June 2021

Next Review Date: June 2023

Associated Documentation: TBC

Policy for the Appraisal of School Staff

The Governing Body of Bromstone Primary School adopted this performance management policy July 2017.

1. Introduction – Purpose of the Policy

At Bromstone we are committed to continually improve the quality of teaching and learning for all our pupils and we believe that appraisal will assist our staff to achieve this aim through clarity of role and expectations, encouragement, development and feedback.

We believe that appraisal will enable a professional discussion to take place regarding workload and priorities and will give staff the appropriate focus, development and support. It will also provide staff with an opportunity to discuss in confidence any matters regarding their employment at work that may inhibit their performance.

This policy sets out the principles and framework for a clear and consistent appraisal of the overall performance of all staff and for supporting their development needs within the context of the school plan for improvement and their own professional needs.

This policy also sets out the school's approach to the link between the appraisal process and pay progression.

2. Principles

We will implement our appraisal arrangements on the following principles:

- *Equality of Opportunity*: All staff should be encouraged and supported to achieve their potential through clarity of expectations and job role, regular feedback, performance review and provision of relevant development.
- *Consistency of Treatment and Fairness*: We will take action to ensure our performance appraisal process is fair, non-discriminatory and that staff are treated consistently
- *High Standards*: We believe by setting appropriate and challenging standards of performance and providing suitable feedback and development all staff have the potential to continually improve their performance.
- *Work – life balance*: All staff are entitled to a satisfactory work – life balance and performance appraisal is an appropriate mechanism to facilitate this.
- *Pay and Rewards*: Pay progression for staff should reflect their overall contribution to the school both as individuals and as team members.

3. Application of the Policy

This policy applies to all staff employed at Bromstone Primary School with the exception of teachers undergoing their formal period of induction or on contracts of less than a year. The operation of this policy will be suspended for any staff whose performance merits the application of the schools' formal competency procedure.

Performance appraisal arrangements for temporary and part-time staff, including jobsharers, should apply on the same principles as for full-time, substantive staff. The same degree of challenge in the process should apply but the breadth and volume of each element in the process should be proportionate to the period of time worked.

Teachers employed on a fixed term contract of less than one year, will have their performance managed in accordance with the principles underpinning the provisions of this policy. The length of the cycle will be determined by the duration of their contract.

The intention is that all staff will have equivalent access to appraisal, development and support.

4. Policy Framework

4.1 General

Performance appraisal is a shared responsibility. The Governing Body has the strategic responsibility for establishing this policy, providing the Executive Head with the support to ensure it is fully implemented and ensuring the Executive Head receives appropriate performance appraisal in order to set the right framework and culture for all staff in the school.

The Executive Head will ensure that this policy, associated regulations and guidance are communicated effectively and that staff with performance appraisal responsibilities have access to appropriate training and preparation.

The performance of all staff must be reviewed on an annual basis. Appraisal planning and reviews must be for all teachers at Bromstone Primary School and this will be completed by 31 October, in any one academic year and by 31 December for the Executive Head.

The appraisal reviews for all support staff will be completed annually in line with the academic year by 31st August in each year.

Where a member of staff starts their employment at the school part-way through a cycle, the length of the first performance appraisal process will be such that the cycle can be brought into line with the appraisal process for that group of staff at the earliest opportunity.

Where a member of staff transfers to a new post within the school part-way through a cycle, the Executive Head shall determine whether the cycle shall begin again and whether to change the Appraiser.

All staff must have an up to date job description and this will form the basis for discussion at the appraisal planning and review meeting. Staff should have access to the School Improvement Plan (SIP) and other relevant planning documents in good time for their appraisal meeting.

Where it appears that the Appraisee is either not meeting or partially meeting the relevant professional standards then the appraisal process must clearly set out the support and training that will be provided to address the areas of concern.

Where serious weaknesses are identified in an Appraisee's performance then this procedure should cease and the issues will be managed within the school's formal capability procedure. The appraisal process will be re-commenced when the Appraisee's performance has reached the required standards.

4.2 Appointing Appraisers

The Executive Head will be appraised by the Governing Body, supported by a suitably experienced and qualified External Advisor who has been appointed by the Governing Body for that purpose.

At Bromstone Primary School the task of appraising the Executive Head, including the setting of objectives, will be delegated to a sub-group of one member of the Governing Board of The Federation of Bromstone Primary School and St Mildred's Infant School.

The Executive Head will determine the appropriate Appraiser for all staff covered by this policy taking due consideration of line management responsibilities and other relevant factors.

If a member of staff has a concern regarding their allocated Appraiser then this should be communicated to the Executive Head, in writing, stating the reasons. The Executive Head will exercise careful consideration of the concerns and may allocate an alternative Appraiser.

The Executive Head will ensure all Appraisers receive appropriate training and preparation for their role.

4.3 The Appraisal Meeting

It is the responsibility of the Appraiser to arrange the meeting with their Appraisee at the beginning of the cycle. This should be arranged by mutual agreement and normally with at least five working days' notice. The Appraiser must prepare for the meeting and ensure all relevant information and evidence that will be used during the meeting has been shared with the Appraisee at the earliest possible opportunity.

The Appraisal meeting should provide a two-way discussion to:

- Assess performance during the previous year against the Appraisee's role and responsibilities, including performance objectives and any relevant standards

- Agree expectations for the year ahead by reviewing job description and appropriate performance objectives
- Confirm timescales for achievement of the objectives and for provision of support, including development
- Ensure the Appraisee understands the performance criteria, including relevant pay progression criteria, relevant professional standards and any other appropriate evidence to be taken in to account in appraising performance including potential barriers to success
- Discuss and agree appropriate monitoring arrangements and other support for the Appraisee, including classroom observations, if appropriate to the reviewee's role
- Agree any areas of relevant training and development and related actions
- Allow the reviewee to raise any issues or concerns regarding their workload or work - life balance and potential barriers to success

It is the appraisee's responsibility to play an active role in their review. This includes preparing for the meeting by:

- reflecting on their performance over the past year including their performance against the relevant professional standards
- considering how they have made a wider contribution to the school, and
- identifying some of their future development needs

Self-review is an important means of preparing for an appraisal meeting. The form for this is attached as Appendix 1 to this policy.

4.4 Appraising Performance

All staff will be formally assessed in respect of each appraisal period. In assessing the performance of the Executive Head, the Governing Body will consult the external adviser.

Each member of staff will receive a written appraisal report as soon as practicable and within ten working days following the appraisal meeting and have the opportunity to comment in writing. The appraisal report will include:

- details of objectives for the appraisal period in question
- an assessment of performance of role and responsibilities against objectives and any relevant standards
- an assessment of training and development needs and identification of any action that should be taken to address them
- a recommendation on pay where this is relevant

The assessment of performance and of training needs will inform the planning process for the following appraisal period

4.5 Links with Pay

Before, or as soon as practicable after the start of each appraisal period all staff will be informed of the standards and criterion against which individual performance in that appraisal will be assessed and on which pay decisions will be based. The criterion is consistent with national and KCC determined requirements. (*This is clearly stated in the school's pay policy*)

Where the evidence from the appraisal process appears to suggest the appraisee's performance could be below that meriting pay progression at the end of the cycle, the appraisee should be made aware of this at the earliest opportunity. There should also be a professional discussion to identify actions which could remedy the position.

4.6 Objectives

The Executive Head's objectives will be set by the Governing Body after consultation with the external adviser.

All Appraisees must have performance objectives set before, or as soon as practicable after, the start of each appraisal period. All objectives must be relevant to the Appraisee's role and responsibilities and take full account of their experience and career/professional aspirations. The number and nature of objectives must be reasonable and, if achieved will contribute positively to the education of pupils at this school and the implementation of any plan designed to improve the school's educational provision and performance.

Normally an appraisee would expect to have 3 objectives (whole school, team / department and professional development). Staff with a wider role across the school, including teachers with or without a TLR, members of the leadership team and the Executive Head, would normally expect to have one or additional objectives in the relevant area.

Appraisees should be encouraged to set challenging but achievable objectives using the term SMART (specific, measurable, achievable but challenging, relevant and time-framed). Meeting or nearly meeting challenging objectives is a good way to show the level of performance required for pay progression and will also assist career development.

As far as possible the objectives should be reached by agreement. However where a joint determination cannot be made the Appraiser will make the determination with the provision for the appraisee to record any disagreement if required.

Consideration should be given to ensure that the appraisal objectives can be used to secure good evidence for pay progression in line with the expectations in the school's pay policy

4.7 Training and Development

Performance appraisal is a developmental process and a key part of the planning discussion. It should be about the support that the Appraisee will need in order to meet identified objectives and performance criteria.

This school is committed to ensuring that all staff have access to a level of development appropriate to their role, stage of career development, performance objectives and criteria and individual aspirations.

Development and training identified from the appraisal process must be recorded using the appropriate form and then passed to the Training and Development Coordinator for the school to inform the school's programme for training and development.

Bromstone Primary School recognises that development and support may take a number of forms and a wide range of activities which may not necessarily involve a formal course.

4.8 Monitoring

The Appraiser will ensure that appropriate arrangements are in place to support the Appraisee with regular monitoring and feedback. This should be discussed in broad, flexible terms in the appraisal meeting. There should be at least one formal mid year review meeting to discuss performance, provide feedback and discuss the provision of training and development.

The Executive Head should audit mid-year reviews with Appraisers to ensure consistency of appraisal assessments

There should be further, informal follow-up and support for Appraisees.

This school believes that observation of classroom practice and other responsibilities is important both as a way of assessing performance in order to identify any particular strengths and areas for development and of gaining useful information which can inform school improvement more generally. All observation will be carried out in a supportive fashion. Details of how observation and monitoring will be carried out are attached as Appendix 3: Protocol for Lesson Observation.

At Bromstone Primary School teachers' performance will be regularly observed but the amount and type of observation will depend on the individual circumstances of the teacher and the overall needs of the school. Formal classroom observation will only be carried out by those with QTS.

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In addition to formal observation, the Executive Head or other members of the SLT with responsibility for Teaching and Learning may "drop in" in order to enhance the standards of teaching and learning and to check that high standards of professional performance are established and maintained. The length and frequency of "drop in" observations will vary depending on specific circumstances.

4.9 Recording Plans

Within five working days of the meeting the Appraiser will complete a draft statement and provide the Appraisee copy. The Appraisee may request changes if he/she feels the statement does not convey a fair summary of the meeting and/or may add comments. The Appraiser will prepare and sign a final statement within ten working days of the initial meeting.

The Appraiser may retain a copy of the appraisal plan, but he/she must pass a copy to the Appraisee and pass the original to the Executive Head.

4. Moderation

The Executive Head is responsible for ensuring that performance appraisal is applied fairly and consistently across the school and that there is a strong link with school improvement. The Executive Head may therefore make appropriate arrangements for the moderation of performance appraisal reviews and objectives in particular to ensure consistency of approach and expectations between Appraisers. However, this exercise will be undertaken with due regard for the need to maintain confidentiality.

5. Changes to Plans in Mid Cycle

There may be occasions when it is necessary to amend or change the content of the appraisal plan. This may include changes in the Appraisee's circumstances, school priorities or local/national policy initiatives. In this event the Appraiser and Appraisee should discuss and ideally agree the necessary changes.

If there is no agreement to the proposed changes then the Appraiser shall amend the appraisal plan with any changes he/she thinks ought to be made and pass the revised statement to the Appraisee who may add his/her comments.

6. Confidentiality and Retention of Records

The performance appraisal process will be treated with full confidentiality at all times.

For the Executive Head's review the statement will be held by the Chair of Governors, the Chair of the Review Committee (if not the Chair of Governors) and the Executive Head.

All plans and appraisal reports must be retained in a secure place on the school premises for a period of six years from the date the appraisal cycle ends. After this date it would be normal to dispose of these records and this must be done confidentially and the employee notified.

7. Communication of this Policy

A copy of this policy will be kept on the school website to ensure that all staff can have access to a copy of it as needed. All new staff joining the school will be briefed on the policy as part of their induction into the school.

8. Monitoring and Evaluation

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

9. Review of Policy

This policy is effective from 1st September 2017 and the Governing Body will ensure the policy is reviewed on an annual basis.

The policy may be revised at other times if necessary to take account of any statutory regulation or associated guidance or changes in policy by Kent County Council's policy.

APPENDIX 1: Framework for Self Review

Preparing for your Performance review and Appraisal

(Date)

Reflection and Preparation for Appraisal

	Question	Notes/Evidence
1	Reflect over the past year. What areas of your work have given you most satisfaction.	
2	What have been the specific highlights for you this year? <ul style="list-style-type: none">• Success in your role• Relationships with others• Wider contribution across the school How and where can you evidence the outcomes and impact of these achievements?	
3	In what areas have you developed over the year? What CPD have you undertaken and how did this help you? What has been the impact of this? How can you evidence this impact?	
4	Have you used other ways to improve your skills and performance through individual research, use of feedback or discussions with colleagues? (Please give examples?)	
5	Has anything not gone as well as you had hoped? What have you learnt from this? How will you use this learning?	

6	<p>What areas of the school improvement plan are most relevant to your role? How will you be able to make a positive contribution in these areas?</p>	
7	<p>In what ways will you be able to support the school's vision and values (in your day to day work as well as specific achievements)?</p>	
8	<p>Thinking about questions 6 & 7 what areas of training or CPD would most help? Are there any informal CPD activities you could consider?</p>	
9	<p>Is there any other support or resource that might help you?</p>	
10	<p>Thinking about your appraisal meeting how will you ensure you get the best out of the meeting? What will you do to play a full and active role in your appraisal meeting?</p>	

**Bromstone Primary School
REVIEW STATEMENT**

<u>TARGET 1</u>	(*Target Achieved / Not Achieved)
Comments	

<u>TARGET 2</u>	(*Target Achieved / Not Achieved)
Comments	

<u>TARGET 3</u>	(*Target Achieved / Not Achieved)
Comments	

<u>% Attendance over last 12 months:</u>

<u>Appraisee's current pay scale:</u> Main Pay Scale 1 – 6 Upper threshold 1 - 3

Signed (Appraisee) Date
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Signed (Appraiser) Date
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<u>Executive Head Recommendation:-</u>	
Signed	Date

SECTION A

APPENDIX 2: Planning and Review Pro Forma

CONFIDENTIAL
Bromstone Primary School

TEACHER APPRAISAL RECORD

TEACHER APPRAISEE	
TEAM LEADER APPRAISER	

APPRAISAL OBJECTIVES

Annual Pupil Progress targets to be attached

OBJECTIVES

Date:

Signed: _____ **Appraisee**

Signed: _____ **Appraiser**

Appraisee

Appraisal is a vital part of your continued professional development and your role in driving it is essential to your success. You are responsible for ensuring your full understanding of policy and seeking clarification when unsure.

Future pay decisions will be based on a successful Appraisal

Bromstone Primary School

Individual Target Action Plan **Target: 1**

An action plan must be completed for each objective. Please use bullet points and enter dates.

Objective: What do I need and want to achieve?	
Success criteria: I will know I have achieved this when.....?	
In order to achieve this, I plan to:	
Action to date [in brief]	Date
Further action to achieve my targets:	
Action	Date
Context: What will the challenges be?	
Review [What actually happened]:	
[Provide evidence of actions and impact]	Date

SECTION B

Bromstone Primary School

SELF RECORD OF OVERALL CONTRIBUTION TO THE WORK AND LIFE OF THE SCHOOL

Please log your contribution to the wider aspects of school life **outside your responsibility** as a class teacher, upper threshold or TLR teacher. This will support you in evaluating your own performance and in identifying your evidence towards promotion if this is a professional aspiration.

DATE	EVENT/ On-going ACTION	COMMENTS

APPENDIX 3: Protocol for Lesson Observation

Bromstone's Lesson Observation and Monitoring Policy

1. Purpose of Policy

As part of the school's responsibility to carry out the school appraisal and meet new regulations for September 2016, head teachers are advised to ensure that classroom observation arrangements established by a classroom observation policy are in place.

Head teachers are also advised to put in place arrangements for the evaluation of teaching and learning in school which at Bromstone we will refer to as monitoring.

Bromstone has a strong culture of monitoring and lesson observation as part of a cycle of whole school self-evaluation.

In addition to the professional development opportunities that lesson observation creates for both the observed and the observer, it is also important to acknowledge that it has a statutory function as part of staff appraisal.

As stated in the school's Appraisal policy, observation and monitoring of staff is a supportive and developmental process and the following protocol is proposed:

2. A protocol for lesson observation:

Classroom observations are a right and opportunity for all teachers. As such they should always be well planned, supportive and developmental, celebrating successes and supporting teachers to review and develop their teaching. Any part of teachers' directed time may be a focus for observation (including tutor time). Arrangements are then guided by the following protocol:

- The purpose / focus of all appraisal observations should be agreed at the planning and review meeting.
- The exact dates and times of any observations should be agreed in advance of the observation.
- Now that Ofsted inform schools of inspections an afternoon in advance, it may be appropriate on occasions to replicate this process in observation.
- Ideally there will be a meeting prior to the observation to allow both parties to meet to discuss the lesson and the procedures for the observation.
- The Teaching and Learning dialogue document should be used by both parties after the observation. Feedback will be at least 24 hours after the observation to allow completion of the document.
- All feedback should identify positive points arising from the lesson and constructive advice on any areas for improvement.
- Opportunities for support and CPD should be identified as part of the feedback including any required improvement.

- They will be kept by the head teacher as part of the school self-evaluation evidence and anonymised summaries of findings made available to wider audiences (e.g. governors, advisers, Ofsted).

3. Types of lesson observations:

3.1 Appraisal:

There will be lesson observations of new staff to benchmark teaching in the Autumn Term. All staff will have their main lesson observation in the summer term. All of these observations will be subject to the above protocol. Only staff causing concern will have an observation in the Summer Term.

3.2 Drop-in visits

Drop-in visits are not part of the appraisal process. Evidence and information gained from drop-in visits should be shared with staff through generalised reports. Drop-in visits may include:

- Monitoring the progress of a school strategy or policy
- Accompanying visitors around school - school improvement partners, parents, students.

3.3 Coaching and mentoring observations

Staff may wish to observe good practice and peer / coaching observations may take place as part of teachers' CPD. These may either be informally arranged and are not part of the appraisal process. It is suggested that the protocol is followed up to the point of verbal feedback.

4. Training in lesson observations

All staff undertaking observations should have received appropriate training on undertaking the observation and in providing feedback. Staff should be familiar with the application of Ofsted grades. Staff should also be trained in the appraisal process and be given the opportunity to work alongside other observers as part of the training and moderation process.

5. A protocol for school based monitoring

Subject teams will at various stages of the school year conduct a range of monitoring activities that enable staff to develop a view of standards across school. Monitoring also has a function in quality assuring the impact of strategy or a policy. The monitoring also enables a subject team to provide feedback to individual, year groups and all staff about their performance and may be used as part of the appraisal process.

- The purpose / focus of all monitoring should be clear to all staff.
- The exact dates and times of any Monitoring should be agreed in advance of the monitoring.
- Feedback will be given using the Teaching and Learning dialogue form.
- Sample work from pupils will form part of the appraisal process and is separate from general monitoring activities.
- The format suggested for feedback –Teaching and Learning dialogue form – should be used by subject teams in a summarized form as part of school self-evaluation. (see appendix 2)
- They will be kept by the head teacher as part of the school self-evaluation evidence and anonymised summaries of findings made available to wider audiences (e.g. governors, advisers, Ofsted).

6. Types of Monitoring

There are many types of monitoring but for the purposes of this guidance, there are four broad categories:

- **Work scrutiny** – samples of pupils work analysed for a clear purpose.
- **Questionnaires** – pupils and staff comment on perceptions of a subject.
- **Discussions** – used to gather evidence about approaches/strategies.
- **Audits** – gathered to assess competence and coverage of subjects/strategies.

7. The role of governors

Governors may visit classrooms to become familiar with the school or to observe specific aspects of the curriculum. Such visits should always be by prior arrangement and follow the agreed link visit procedure.

These visits are not professional observations, as governors should not be evaluating the work of teachers. We have an agreed Governor Visits policy, shared with teachers and adhered to by governors.

Any teacher who believes their feedback to be outside the guidance above should contact their union.

Teaching and Learning: Dialogue Document

A. Impact of teaching on learning

1. What extent were all the pupils involved in their learning?

Evidence

2. Did the children appear to be learning?

Evidence

B. The quality of teaching

3. Did planning and teaching meet the needs of all pupils?
(resources, differentiation, support staff)

Evidence

4. Did the use of questions stimulate the pupils think? Were the questions differentiated?

Evidence

Teaching and Learning: Dialogue Document

B. The quality of teaching

5. How did the use of AFL in the lesson impact upon the learning?

Evidence

6. How did the use of the support staff impact upon the learning?

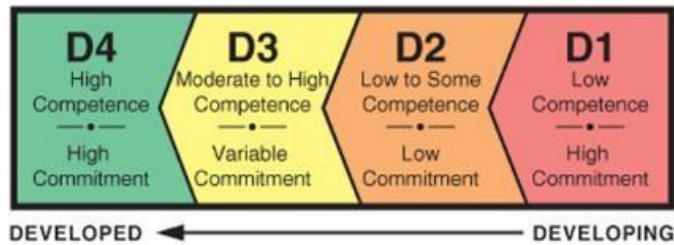
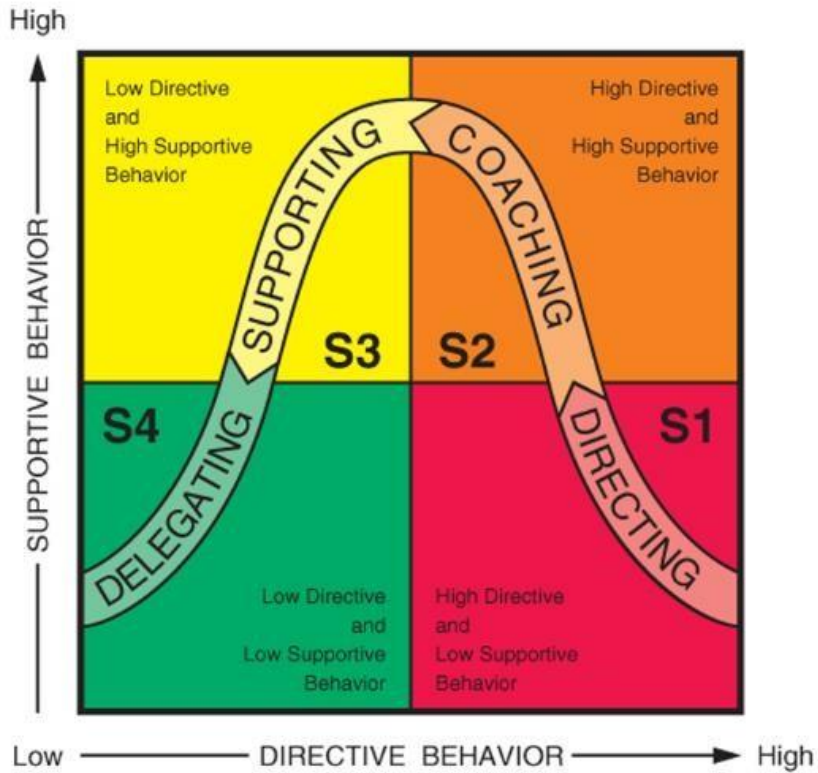
Evidence

7. Highlight any strengths from the lesson. D4 D3

Evidence

8. Identify one but no more than two areas of practice which could be improved or strengthened. D2 D1

Situational Leadership® II Model



Planning and Review Pro Forma

CONFIDENTIAL
SUPPORT STAFF APPRAISAL RECORD

SUPPORT STAFF APPRAISEE	
TEAM LEADER APPRAISER	

APPRAISAL OBJECTIVES

OBJECTIVES

Date:

Signed: _____ **Appraisee**

Signed: _____ **Appraiser**

Appraisee

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Future pay decisions will be based on a successful Appraisal
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In order to achieve this, I plan to:	
Action to date [in brief]	Date
Further action to achieve my targets:	
Action	Date
Context: What will the challenges be?	
Review [What actually happened]:	
[Provide evidence of actions and impact]	Date

SECTION B

Bromstone Primary School

SELF RECORD OF OVERALL CONTRIBUTION TO THE WORK AND LIFE OF THE SCHOOL

Please log your contribution to the wider aspects of school life **outside your responsibility** as a member of the support staff. This will support you in evaluating your own performance and in identifying your evidence towards being graded as above the required standard or outstanding.

DATE	EVENT/ On-going ACTION	COMMENTS

REVIEW STATEMENT

<u>TARGET 1</u>	(*Target Achieved / Not Achieved)
Comments	

<u>TARGET 2</u>	(*Target Achieved / Not Achieved)
Comments	

<u>TARGET 3</u>	(*Target Achieved / Not Achieved)
Comments	

% Attendance over last 12 months:

Recommended Appraisal Rating: *(please circle the number recommended)*

- 1. Not Assessed
- 2. Performance Improvement Required
- 3. Achieved the Required Standard
- 4. Performance Above the Required Standard
- 5. An Outstanding Performance

Signed (Appraisee) Date
.....

Signed (Appraiser) Date
.....

Executive Head Recommendation:

Signed Date
.....

Appendix 5 Support Staff - Total Contribution Pay

Summary of Assessment Definitions for Schools

Contribution Level	Summary of Definition
Not Assessed	<p>Assessment was not made because of</p> <ul style="list-style-type: none"> a) long term absence, such as sickness or maternity leave, to an aggregate level of 9 months or more during the assessment year – this period will amended pro rata for staff whose contract is for less than a full year, <p>or</p> <ul style="list-style-type: none"> b) the employee’s performance is being monitored and reviewed within the school’s formal capability procedure
Performance Improvement Required	<p>Employee did not achieve the standards expected in the job. This may be due to one or a combination of:</p> <ul style="list-style-type: none"> a) one or more performance management objectives not being met without adequate explanation b) evidence of behaviour or conduct contrary to that expected in the role c) a less than satisfactory attendance or punctuality record compared to the normal standards across the school d) overall standards of performance in the job are less than expected <p>For this level it is essential that there has been at least one clearly recorded conversation to identify the area of concern and to agree a remedial plan of support from which the employee has not been able to attain the standard required in the area identified consistently</p>

<p>Achieved the Required Standard</p>	<p>The employee has achieved all the performance objectives or if this is not the case but there is an understandable and acceptable reason for this.</p> <p>Additionally performance generally is consistently sound across all key areas of the role and the behaviours demonstrated by the employee consistently positive.</p>
	<p>In common terms an employee with this assessment would be regarded as sound, positive, reliable and doing a 'good job' all round and there will be a range of evidence to substantiate this.</p>
<p>Performance Above the Required Standard</p>	<p>Employees at this level will be those whose performance clearly stands out as above the norm. Their work will be seen to be consistently of a high calibre with a sense of pride in the quality of their work. Performance objectives will have been met and exceeded in some way unless the objectives were regarded as 'stretch' targets or particularly challenging in some way.</p> <p>There will be evidence of using own initiative and taking personal responsibility to seek out new tasks or responsibilities that are desirable, appropriate and have a positive impact on children and/or colleagues.</p> <p>Typically attendance would be expected to be very high.</p> <p>The employee will also consistently demonstrate very positive behaviours towards their work, children and colleagues with clear evidence of effective outcomes.</p>

<p>An Outstanding Performance</p>	<p>Performance objectives will be delivered to an exceptionally high standard. The quality of work throughout the year will be regarded as first class and impressive in terms of what is achieved and how it is delivered.</p> <p>Employees at this level will be regarded by others as ‘exceptional’ in their role and they demonstrate exceptionally positive behaviours towards children, parents (if appropriate to role) and colleagues.</p> <p>There will be clear evidence of often going the ‘extra mile’, of doing things over above expectation on a regular basis and constantly demonstrating behaviours consistent with the values, principles and ethos of this school.</p>
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Bromstone Primary School expect employees to achieve attendance of 95%+ to be successfully assessed at:

- **Achieved the Required Standard**
- **Performance Above the Required Standard** **An Outstanding Performance**

Signed..... Chairman of the Governors	Date.....
Signed..... Executive Head	Date.....