



University Technical College Warrington (UTCW)

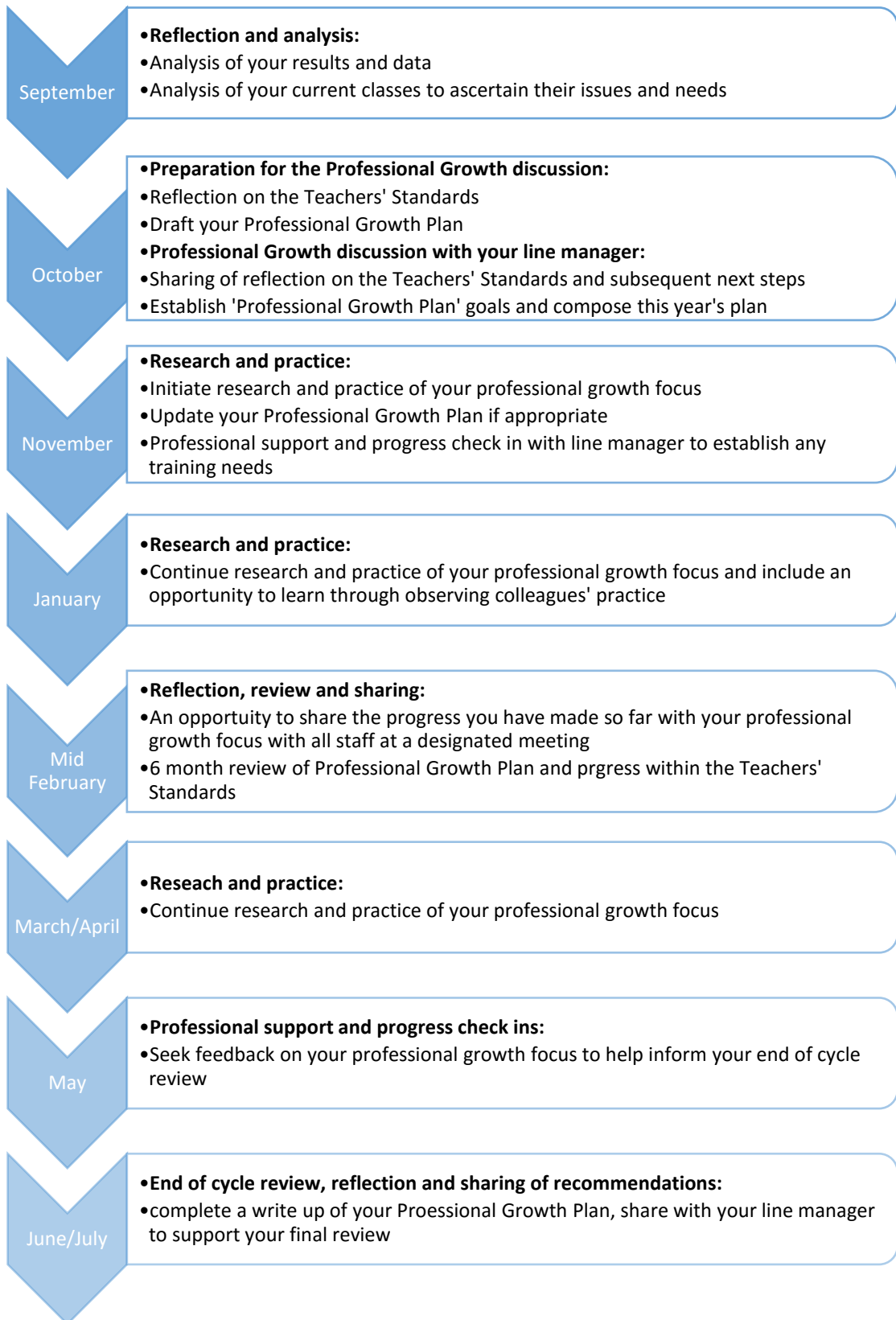
Teacher Appraisal Policy

Document Detail	
Reference Number	UTCW049
Category	HR
Authorised by	Trust Board
Author	Business Director
Version	2
Status	Approved
Issue Date	June 2017
Reviewed	September 2020
Next Review Date	September 2022
Summary of Changes – September 2019	<ul style="list-style-type: none">• Reference to GDPR (May 2018) legislation included.• Appendix 1 updated to reflect new professional growth system

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PROFESSIONAL GROWTH TIMELINE



1 SCOPE AND PURPOSE

- 1.1 This policy sets out the framework for a clear and consistent assessment of the overall performance of teachers, including the Principal, and for supporting their development within the context of UTCW's plan for improving educational provision, operational excellence and performance, and the standards expected of teachers. It should generally be considered together with UTCW's Teacher Capability Policy that sets out the arrangements that will apply in the event that a teacher falls below the level of competence expected of them.
- 1.2 Appraisal will be a supportive and developmental process designed to ensure that all employees have the skills and support they need to carry out their role effectively. It will help to ensure that employees are able to continue to improve their professional practice and to develop.
- 1.3 This policy does not form part of any employee's contract of employment and it may be amended by UTCW at any time following consultation with the UTC's recognised Trade Unions.

2 WHO IS RESPONSIBLE FOR THE POLICY?

- 2.1 The Trust Board has overall responsibility for the effective operation of this policy and for ensuring compliance with the relevant statutory framework. Day-to-day responsibility for operating the policy and ensuring its maintenance and review has been delegated to the Principal.
- 2.2 The Senior Leadership Team has a specific responsibility to ensure the fair application of this policy and all employees are responsible for supporting colleagues and ensuring its success.

3 WHO IS COVERED BY THIS POLICY?

- 3.1 This policy covers teachers at all levels and grades, including the Principal, senior managers, officers, employees, trainees, part-time and fixed-term employees (collectively referred to as employees in this policy). It does not apply to agency staff and self-employed contractors or to those employed on contracts of less than one term and those subject to UTCW's Capability Policy.

4 DOCUMENTATION TO ACCOMPANY APPRAISAL PROCESS

- 4.1 Appendix 1 is UTCW's 'Professional Growth documentation' that all employees with exception of the Principal must complete in advance of their Appraisal Meeting (a separate appraisal form will be provided to the Principal).
- 4.2 Capability arrangements are set out in detail in UTCW's Teacher Capability Policy.
- 4.3 Information which is recorded and retained is compliant with Data Protection and GDPR legislation.

5 THE APPRAISAL PERIOD

- 5.1 The appraisal period will usually run for twelve months from 1 September to 31 August. Performance Appraisals will be completed for employees by 31 October and by 30 November for the Principal.
- 5.2 Employees who are employed on a fixed term contract of less than one year will have their performance managed in accordance with the principles underpinning this policy. The length of the period will be determined by the duration of their contract.

6 APPOINTING APPRAISERS

- 6.1 The Principal will be appraised by the Chair of the Trust Board or their representative, supported by a suitably skilled and/or experienced external adviser who has been appointed by the Trust Board or that purpose.
- 6.2 The Principal will decide who will appraise other employees. This may be the Principal themselves, a member of the senior leadership team or another teacher, one having appropriate line management responsibilities.

7 SETTING OBJECTIVES

- 7.1 The Principal's objectives will be set by the Chair of the Trust Board after consultation with the Trust Board. Objectives will be focused on key priorities and take account of the relevant National Standards of Excellence for Headteachers.
- 7.2 Objectives for each employee, including the Principal, will be set before, or as soon as practicable after, the start of each appraisal period. There will be no more than three objectives for each employee. The objectives set for each teacher will be Specific, Measurable, Achievable, Realistic and Time-bound and will be appropriate to the employee's role and level of experience. The appraiser and employee will seek

to agree the objectives but, if that is not possible, the appraiser will determine the objectives. Objectives may be revised if circumstances change by mutual agreement after consultation.

- 7.3 The objectives set for each employee, including the Principal, will, if achieved, contribute to UTCW's strategic objectives, plans for improving UTCW's educational provision and performance and improving the education of students at UTCW. This will be ensured by: (e.g. – quality assuring all objectives against the UTCW improvement plan).
- 7.4 Before, or as soon as practicable after, the start of each appraisal period, each employee will be informed of the standards against which that individual's performance in that appraisal period will be assessed.
- 7.5 All employees will be assessed against the set of standards contained in the document called Teachers' Standards published in July 2011 (and any updates of the same). The Principal or Trust Board (as appropriate) will need to consider whether certain employees should be assessed against other sets of standards published by the Secretary of State that are relevant to them.

8 REVIEWING PERFORMANCE

8.1 Observation

- 8.1.1 UTCW believes that observation of classroom and other responsibilities is important both as a way of assessing teachers' performance in order to identify any particular strengths and areas for development they may have and of gaining useful information which can inform improvement more generally. All observations will be carried out in a supportive fashion by a member of staff with QTS (or equivalent qualification).
- 8.1.2 At least one formal lesson observation for appraisal purposes is to be undertaken during the annual cycle with a maximum of three management led observations. This will be based on the student progress target and the focus of the observation will be to determine whether the teacher is likely to achieve this target and contribute to an evaluation as to confirm the teacher has met the "Teachers' Standards". A class should be identified for the observation and an agreement of the date and time if possible with 5 working days' notice. All lesson observations will be recorded on a Lesson Observation form.

- 8.1.3 Full, timely and constructive feedback will be offered as soon as reasonably practicable and this will include discussion of strengths, areas for development and targets for improvement.
- 8.1.4 In addition to the lesson observation for Appraisal purposes, there may be observations for other purposes too, for professional development, and/or if a support plan is put in place. The number of such observations will not be limited and will be dependent upon the specific professional needs of each teacher.
- 8.1.5 Teachers who have responsibilities outside the classroom should also expect to have their performance of those responsibilities observed and assessed.
- 8.1.6 Peer observation for personal development by agreement does not form part of the appraisal process.

8.2 **Work Review**

UTCW may also assess teachers' performance by reviewing their planning and preparations for lessons along with any written work which they produce.

8.3 **Development and support**

Appraisal is a supportive process which will be used to inform continuing professional development. UTCW wishes to encourage a culture in which all employees take responsibility for improving their performance through appropriate professional development. Professional development will be linked to UTCW's improvement priorities and to the on-going professional development needs and priorities of individual employees.

8.4 **Feedback**

- 8.4.1 Employees will receive constructive feedback on their performance throughout the year and as soon as practicable after observation has taken place or other evidence has come to light. A half year review will be arranged.
- 8.4.2 Feedback will highlight particular areas of strength as well as any areas that need attention. There is an assumption that Teachers are meeting the Teachers Standards unless there is evidence to the contrary. Where

there are concerns about any aspects of the employee's performance, the appraiser will meet them formally to:

8.4.2.1 give clear feedback to the employee about the nature and seriousness of the concerns;

8.4.2.2 give the employee the opportunity to comment and discuss the concerns;

8.4.2.3 agree any support (e.g. coaching, mentoring, structured observations), that will be provided to help address those specific concerns;

8.4.2.4 make clear how, and by when, the appraiser will review progress (it may be appropriate to revise objectives, and it will be necessary to allow sufficient time for improvement. The amount of time is at the discretion of UTCW but should reflect the seriousness of the concerns);

8.4.2.5 explain the implications and process if no – or insufficient – improvement is made.

8.4.3 When progress is reviewed, if the appraiser is satisfied that the employee has made, or is making, sufficient improvement, the appraisal process will continue as normal, with any remaining issues continuing to be addressed through that process.

9 TRANSITION TO CAPABILITY

9.1 If the appraiser is not satisfied, at any point throughout the year, with the performance of an employee, whether a formal appraisal cycle has finished or not, they will notify the employee that they expect to see an improvement in their performance within a reasonable period.

9.2 If the appraiser is still not satisfied with progress, the teacher will be notified in writing that the appraisal system will no longer apply and that their performance will be managed under UTCW's Teacher Capability Policy and they will be invited to a formal capability meeting accordingly.

9.3 Employees are advised to seek the assistance of a recognised trade union official for support and guidance should they find themselves in this situation.

10 ANNUAL ASSESSMENT

- 10.1 Each employee's performance will be formally assessed in respect of each appraisal period. In assessing the performance of the Principal, the Chair of the Trust Board must consult the external adviser.
- 10.2 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.
- 10.3 The teacher will receive as soon as practicable following the end of each appraisal period – and have the opportunity to comment in writing on - a written appraisal report. UTCW will endeavour to provide teachers with their written appraisal reports by 31 October (30 November for the Principal). The appraisal report will include:
- 10.3.1 details of the teacher's objectives for the appraisal period in question;
 - 10.3.2 an assessment of the teacher's performance of their role and responsibilities against their objectives and the relevant standards;
 - 10.3.3 an assessment of the teacher's professional development needs and identification of any action that should be taken to address them;
 - 10.3.4 a recommendation on pay where that is relevant;
- 10.4 The assessment of performance and of professional development needs will inform the planning process for the following appraisal period.

11 PAY AND APPEALS

- 11.1 Pay progression will recognise the:
- 11.1.1 growing professional competency of teaching;
 - 11.1.2 achievement of targets agreed during the appraisal processes;
 - 11.1.3 performance of employees during the previous academic year, particularly in securing outcomes for young people.
- 11.2 Employees who meet their objectives or make significant progress towards a challenging target and are meeting the Teachers' Standards should have an expectation to, and should progress, up the relevant pay spine.
- 11.3 Employees will be informed of the pay outcomes of the review by 31 October.

- 11.4 The Principal will be informed of the pay outcomes of the review by 30 November.
- 11.5 If an employee believes that the final pay recommendation put forward as part of the Annual Appraisal Cycle falls short of their expectations, they may wish to appeal against the decision, using the Appeal Hearing Procedure. Full details are provided in the UTCW Pay Policy.

12 GENERAL PRINCIPLES UNDERLYING THIS POLICY

12.1 Confidentiality

The appraisal process will be treated with confidentiality. However, the desire for confidentiality does not override the need for the Principal and Trust Board to quality-assure the operation and effectiveness of the appraisal system.

12.2 Consistency of Treatment and Fairness

The Trust Board is committed to ensuring consistency of treatment and fairness. It will abide by all relevant equality legislation, including the duty to make reasonable adjustments for disabled teachers. The Trust Board is aware of the guidance on the Equality Act issued by the Department for Education. UTCW is committed to ensuring that the appraisal process is fair and non-discriminatory and it is committed to investigating any evidence which suggests inequalities in the application.

12.3 Delegation

Normal rules apply in respect of the delegation of functions by the Trust Board and Principal.

12.4 Sickness

If long term sickness absence appears to have been triggered by the commencement of monitoring, the case will be dealt with in accordance with the UTCW's absence policy.

12.5 Retention

The Trust Board and Principal will ensure that all written appraisal records are retained in a secure place for six years and then destroyed.

13 MONITORING AND EVALUATION

The Trust Board and Principal will monitor the operation and effectiveness of UTCW's

appraisal arrangements.

APPENDIX 1

REFLECTION ON THE TEACHERS’ STANDARDS

Post holder:			
Job title:		Salary Point:	
Reviewer:			
Date:			
Is the post holder moving through Main Pay Scale?	Yes	No	
Is the post holder applying for Upper Pay Range (UPR) status?	Yes	No	
Is the post holder applying for pay progression through UPR?	Yes	No	

TEACHERS’ STANDARDS

These standards are to be maintained to ensure movement from main pay spine (MPS) 1 through to MPS 6. They must also be maintained to ensure movement to and through the upper pay range.

Post holder:

This reflection should initially be completed by the post holder. Use the scale after each standard to reflect on how well you are doing against each standard and, most importantly, what you might do next to become even better. This can then be shared with your reviewer as a prompt for the review discussion and the subsequent setting of goals for further growth.

Reviewer:

Use the post holder’s reflections on the standards to inform next steps and a possible focus for the ‘professional growth plan’

PART ONE:TEACHING A teacher must:	Current reality
1 Set high expectations which inspire, motivate and challenge pupils	
1a Establish a safe and stimulating environment for pupils, rooted in mutual respect.	0 1 2 3 4 5 6 7 8 9 10
1b Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions	
1c Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils	
Next step(s):	
2 Promote good progress and outcomes by pupils	
2a Be accountable for pupils attainment, progress and outcomes	0 1 2 3 4 5 6 7 8 9 10
2b Be aware of pupils’ capabilities and their prior knowledge, and plan teaching to build on these	
2c guide pupils to reflect on the progress they have made and their emerging needs	
2d Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching	

2e Encourage pupils to take a responsible and conscientious attitude to their own work and study	
Next step(s):	
3. Demonstrate good subject and curriculum knowledge	
3a Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings	0 1 2 3 4 5 6 7 8 9 10
3b Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship	
3c 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	
3d If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics	
3e If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies	
Next step(s):	
4. Plan and teach well structured lessons	
4a Impart knowledge and develop understanding through effective use of lesson time	0 1 2 3 4 5 6 7 8 9 10
4b Promote a love of learning and children's intellectual curiosity	
4c Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired	
4d Reflect systematically on the effectiveness of lessons and approaches to teaching	
4e Reflect systematically on the effectiveness of lessons and approaches to teaching	
Next step(s):	
5. Adapt teaching to respond to the strengths and needs of all pupils	
5a Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively	0 1 2 3 4 5 6 7 8 9 10
5b Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these	
5c 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	

5d 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	
Next step(s):	
6. Make accurate and productive use of assessment	
6a Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements	0 1 2 3 4 5 6 7 8 9 10
6b Make use of formative and summative assessment to secure pupils' progress	
6c Use relevant data to monitor progress, set targets, and plan subsequent lessons	
6d Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback	
Next step(s):	
7. Manage behaviour effectively to ensure a good and safe learning environment	
7a 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	0 1 2 3 4 5 6 7 8 9 10
7b Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly	
7c Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them	
7d Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary	
Next step(s):	
8. Fulfil wider professional responsibilities	
8a Make a positive contribution to the wider life and ethos of the school	0 1 2 3 4 5 6 7 8 9 10
8b Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support	
8c Deploy support staff effectively	

8d Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues	
8e Communicate effectively with parents with regard to pupils' achievements and well-being	
Next step(s):	
PART TWO:	Current reality
PERSONAL AND PROFESSIONAL CONDUCT	
1 Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school	
1.1 treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position	0 1 2 3 4 5 6 7 8 9 10
1.2 having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions	
1.3 showing tolerance of and respect for the rights of others	
1.4 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	
1.5 ensuring that personal beliefs are not expressed in ways, which exploit pupils' vulnerability or might lead them to break the law	
2 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	0 1 2 3 4 5 6 7 8 9 10
3 Teachers must have an understanding of, and always act within, the statutory frameworks, which set out their professional duties and responsibilities	0 1 2 3 4 5 6 7 8 9 10
Next step(s):	

PERSONAL REFLECTION

REFLECTIONS	<p>When I am at my best, what are my strengths?</p> <p><i>Identified from my own reflections, Faculty monitoring, data analysis and any feedback from colleagues.</i></p>	
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	<p>What are my development needs? <i>Identified from my own reflections, Faculty monitoring, data analysis and any feedback from colleagues.</i></p>	
NEEDS	<p>What are the learning needs of my classes? <i>What could I do better and more often that would help them make the most progress? What are the barriers to them becoming better learners?</i></p>	

PROFESSIONAL GROWTH PLAN

SIP PRIORITY 1: Improve and embed levels of challenge and questioning in Teaching and Learning to ensure consistently high standards and expectations in every lesson

PERSONAL GOAL:

GOAL	<p>What do I intend to focus on to achieve my goal? I need to focus on the learning needs of the students not just what I want to do as their teacher. I need to challenge myself too. How challenging is this goal?</p>	
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	<p>How will I know that I have been successful? What will be different? What will I notice? What will the students be able to do? What evidence of impact can I collect? What's the ideal outcome?</p>	
REALITY	<p>How close to achieving the goal am I and what do I do already that helps? Where am I on a scale of 1 – 10, where 10 is ideal? What's working? What have I tried already? What has made a difference previously? What have I tried that hasn't worked? What might get in the way of success?</p>	0 1 2 3 4 5 6 7 8 9 10
OPTIONS & ACTIONS	<p>How do intend to achieve this? What knowledge and skills do I require to meet my students' needs? What research will I undertake to find out more? How could I approach this goal? What actions will I take? What will I do first? Who will help me? I need to focus on sustained and purposeful practice.</p>	

MY GOAL IN SUMMARY:

By:

I aim to:

So that:

PROFESSIONAL GROWTH PLAN

SIP PRIORITY 2: Further improve and embed whole school approached to literacy and technical literacy to ensure a rigorous approach to the teaching of reading and the development of detailed knowledge and skills across the curriculum

PERSONAL GOAL:

GOAL	<p>What do I intend to focus on to achieve my goal? I need to focus on the learning needs of the students not just what I want to do as their teacher. I need to challenge myself too. How challenging is this goal?</p>	
	<p>How will I know that I have been successful? What will be different? What will I notice? What will the students be able to do? What evidence of impact can I collect? What's the ideal outcome?</p>	
REALITY	<p>How close to achieving the goal am I and what do I do already that helps? Where am I on a scale of 1 – 10, where 10 is ideal? What's working? What have I tried already? What has made a difference previously? What have I tried that hasn't worked? What might get in the way of success?</p>	0 1 2 3 4 5 6 7 8 9 10
OPTIONS & ACTIONS	<p>How do intend to achieve this? What knowledge and skills do I require to meet my students' needs? What research will I undertake to find out more? How could I approach this goal? What actions will I take? What will I do first? Who will help me? I need to focus on sustained and purposeful practice.</p>	

MY GOAL IN SUMMARY:

By:

I aim to:

So that:

PROFESSIONAL GROWTH PLAN

SIP PRIORITY 3: Improve attendance and punctuality and reduce the number of PA students. Maintain consistently high expectations for learners' behaviour and conduct.

PERSONAL GOAL:

GOAL	<p>What do I intend to focus on to achieve my goal? I need to focus on the learning needs of the students not just what I want to do as their teacher. I need to challenge myself too. How challenging is this goal?</p>	
	<p>How will I know that I have been successful? What will be different? What will I notice? What will the students be able to do? What evidence of impact can I collect? What's the ideal outcome?</p>	
REALITY	<p>How close to achieving the goal am I and what do I do already that helps? Where am I on a scale of 1 – 10, where 10 is ideal? What's working? What have I tried already? What has made a difference previously? What have I tried that hasn't worked? What might get in the way of success?</p>	0 1 2 3 4 5 6 7 8 9 10
	<p>How do intend to achieve this? What knowledge and skills do I require to meet my students' needs? What research will I undertake to find out more? How could I approach this goal? What actions will I take? What will I do first? Who will help me? I need to focus on sustained and purposeful practice.</p>	

MY GOAL IN SUMMARY:

By:

I aim to:

So that:

PROFESSIONAL GROWTH PLAN

SIP PRIORITY 4: Further improve and embed the distinctive UTC ethos and culture of ‘Excellence and Kindness’ to ensure that learners develop broadly; are physically and mentally healthy and are well prepared for future success

PERSONAL GOAL:

GOAL	<p>What do I intend to focus on to achieve my goal? I need to focus on the learning needs of the students not just what I want to do as their teacher. I need to challenge myself too. How challenging is this goal?</p>	
	<p>How will I know that I have been successful? What will be different? What will I notice? What will the students be able to do? What evidence of impact can I collect? What’s the ideal outcome?</p>	
REALITY	<p>How close to achieving the goal am I and what do I do already that helps? Where am I on a scale of 1 – 10, where 10 is ideal? What’s working? What have I tried already? What has made a difference previously? What have I tried that hasn’t worked? What might get in the way of success?</p>	0 1 2 3 4 5 6 7 8 9 10
OPTIONS & ACTIONS	<p>How do intend to achieve this? What knowledge and skills do I require to meet my students’ needs? What research will I undertake to find out more? How could I approach this goal? What actions will I take? What will I do first? Who will help me? I need to focus on sustained and purposeful practice.</p>	

MY GOAL IN SUMMARY:

By:

I aim to:

So that:

PROFESSIONAL GROWTH PLAN

SIP PRIORITY 5: Further improve and embed systems for recruitment and retention including the effective engagement of the wider community to ensure financial sustainability and positive destinations for all students post 16 and 18

PERSONAL GOAL:

GOAL	<p>What do I intend to focus on to achieve my goal? I need to focus on the learning needs of the students not just what I want to do as their teacher. I need to challenge myself too. How challenging is this goal?</p>	
	<p>How will I know that I have been successful? What will be different? What will I notice? What will the students be able to do? What evidence of impact can I collect? What's the ideal outcome?</p>	
REALITY	<p>How close to achieving the goal am I and what do I do already that helps? Where am I on a scale of 1 – 10, where 10 is ideal? What's working? What have I tried already? What has made a difference previously? What have I tried that hasn't worked? What might get in the way of success?</p>	0 1 2 3 4 5 6 7 8 9 10

OPTIONS & ACTIONS	<p>How do intend to achieve this? What knowledge and skills do I require to meet my students' needs? What research will I undertake to find out more? How could I approach this goal? What actions will I take? What will I do first? Who will help me? I need to focus on sustained and purposeful practice.</p>	
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MY GOAL IN SUMMARY:

By:

I aim to:

So that:

PROFESSIONAL GROWTH PLAN: 6 MONTH REVIEW

The impact of my work so far

REFLECTIONS	<p>What did you intend to achieve this year?</p>	
	<p>What have you done so far to help you to achieve your goal?</p>	

IMPACT	What has the impact been of this work on the students' learning?	

PROFESSIONAL GROWTH PLAN: FINAL REVIEW

The impact of my work

REFLECTIONS	What did you intend to achieve this year?	
	What have you done to help you to achieve your goal?	

IMPACT	What has the impact been of this work on the students' learning?	

PROFESSIONAL GROWTH PLAN: END OF CYCLE REVIEW

SIP PRIORITY 1: Improve and embed levels of challenge and questioning in Teaching and Learning to ensure consistently high standards and expectations in every lesson

PERSONAL GOAL:

REVIEW:

SIP PRIORITY 2: Further improve and embed whole school approach to literacy and technical literacy to ensure a rigorous approach to the teaching of reading and the development of detailed knowledge and skills across the curriculum

PERSONAL GOAL:

REVIEW:

SIP PRIORITY 3: Improve attendance and punctuality and reduce the number of PA students. Maintain consistently high expectations for learners' behaviour and conduct.

PERSONAL GOAL:

REVIEW:

SIP PRIORITY 4: Further improve and embed the distinctive UTC ethos and culture of 'Excellence and Kindness' to ensure that learners develop broadly; are physically and mentally healthy and are well prepared for future success

PERSONAL GOAL:

REVIEW:

SIP PRIORITY 5: Further improve and embed systems for recruitment and retention including the effective engagement of the wider community to ensure financial sustainability and positive destinations for all students post 16 and 18

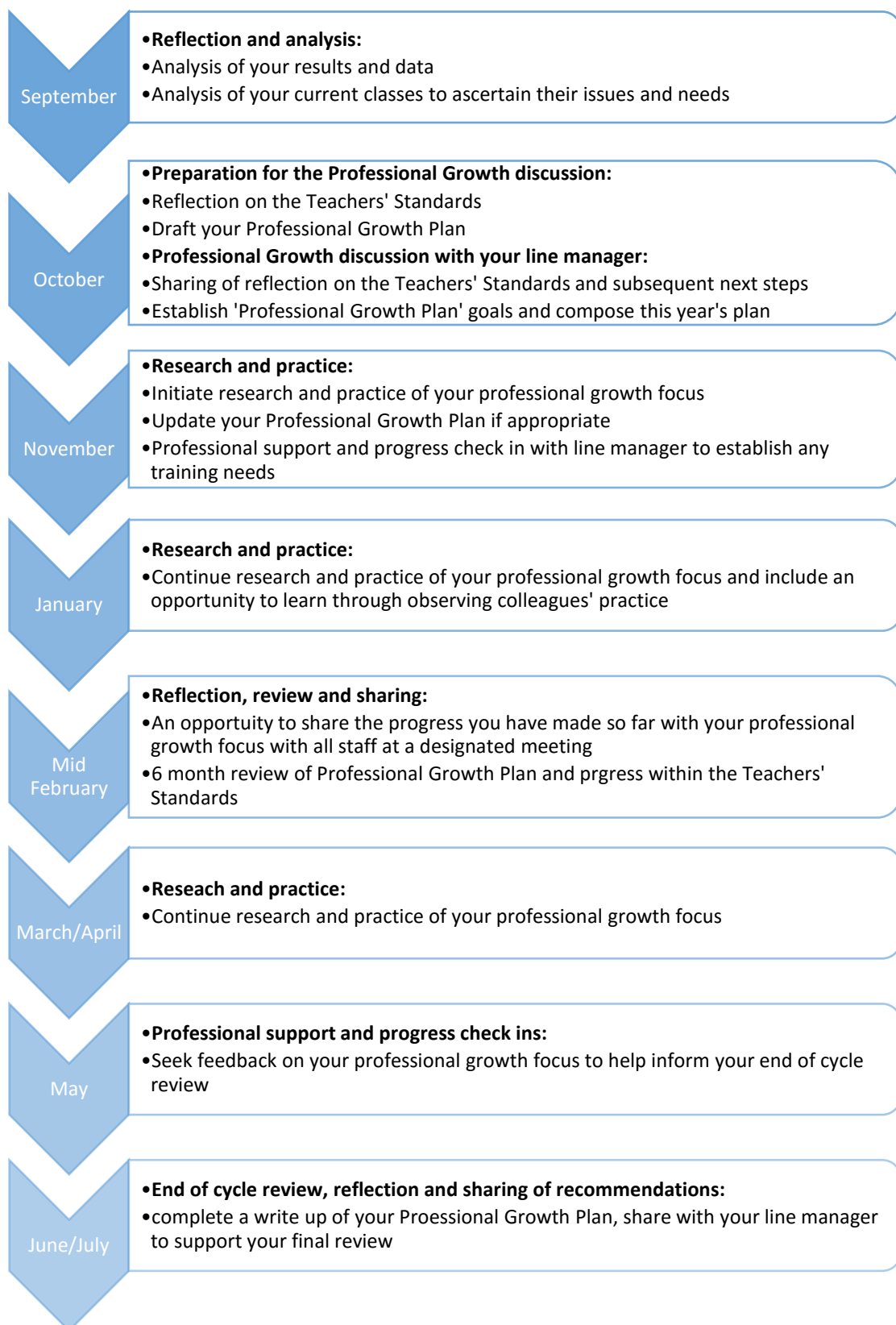
PERSONAL GOAL:

REVIEW:

Final recommendation for pay progression: YES NO
Signed APPRAISER

Signed APPRAISEE

PROFESSIONAL GROWTH TIMELINE



CPD RECORD

CPD ATTENDED	IMPACT ON PROFESSIONAL GROWTH PLAN

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