



Teacher Appraisal Policy

(Based on the Royal Borough of Greenwich
Model Appraisal Procedure for Teachers 2012)

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ETHICAL LEADERSHIP

1. Thomas Tallis School Plan 2023-24 has six aims.

1	A powerful curriculum
2	The best teaching and learning
3	Great achievement and progress
4	Excellent personal development
5	Behaviour for a strong community
6	A model for a better world

As part of aim 6 Thomas Tallis School has adopted the *Framework for Ethical Leadership in Education*. This means that we try to behave in a principled and correct manner in everything we do. Schools and colleges serve children and young people and help them grow into fulfilled and valued citizens. As role models for the young, how we behave as leaders is as important as what we do. We therefore behave with **selflessness, integrity, objectivity, accountability, openness, honesty and leadership**. We demonstrate **trust, wisdom, kindness, justice, service, courage and optimism**.

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1. Introduction

Revised appraisal arrangements come into force with effect from 1 September 2012. They are set out in the Education (School Teachers' Appraisal) (England) Regulations 2012 (the Appraisal Regulations) which replace the Education (School Teacher Performance Management) (England) Regulations 2006 (the 2006 Regulations). The 2006 Regulations continue to apply to any performance management cycle which is in progress on 1 September 2012, unless the governing body or local authority decides to end that cycle early and to begin a new appraisal period starting on or after that date.

The Appraisal Regulations set out the principles that apply to teachers in all maintained schools and unattached teachers employed by a local authority, in each case where they are employed for one term or more. They retain the key elements of the 2006 Regulations but allow schools more freedom to design arrangements to suit their own individual circumstances. They provide the minimum national framework within which schools should operate and say nothing, or very little, on many subjects on which the 2006 Regulations made detailed provision. If they wish, schools may include in their own policies details that are no longer covered by the Appraisal Regulations.

Schools and local authorities must stay within the legal framework set out in the Appraisal Regulations and in other relevant legislation that affects all employers (for example legislation on equality, employment protection and data protection).

Schools and local authorities must have an appraisal policy for teachers and a policy, covering all staff, which deals with lack of capability. This model policy applies only to teachers, including head teachers.

2. Policy for appraising teacher performance

The Governing Body of Thomas Tallis School adopted this policy on 01 September 2012. It was last reviewed in January 2022, and will be reviewed again in January 2023.

3. Purpose

This policy sets out the framework for a clear and consistent assessment of the overall performance of teachers, including the head teacher, and for supporting their development within the context of the school's plan for improving educational provision and performance, and the standards expected of teachers (Appendix 2). It also sets out the arrangements that will apply when teachers fall below the levels of competence that are expected of them.

4. Application of the policy

This policy applies to the head teacher and to all teachers employed by the school or local authority, except those on contracts of less than one term, those undergoing training or induction (i.e. ITT or ECT1 or 2) and those who are subject to the Formal Capability Procedure.

5. Appraisal

Appraisal in this school will be a supportive and developmental process designed to ensure that all teachers have the skills and support they need to carry out their role effectively. It will help to ensure that teachers are able to continue to improve their professional practice and to develop as teachers.

5.1. The appraisal period

The appraisal period will run for twelve months from October to October in each year.

Teachers 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.

5.2. Appointing appraisers

The Head Teacher will be appraised by the Governing Body, supported by a suitably skilled and/or experienced external adviser who has been appointed by the Governing Body for that purpose.

The Head Teacher will decide who will appraise other teachers. All appraisers appointed by the Head Teacher will have qualified teacher status and/or relevant experience. Principal line leaders or other senior staff in each subject area will normally be the appraisers for staff in that area. If any of them are unable to conduct the appraisal, an appropriately experienced appraiser will be appointed in their place. If legitimate concerns are raised about the choice of appraiser, these will be carefully considered and if they are deemed valid, an alternative middle or senior leader will be offered.

6. Setting targets

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

Objectives for each teacher will be set before, or as soon as practicable after, the start of each appraisal period.

The objectives set for each teacher will, if achieved, contribute to the school's plans for improving the school's educational provision and performance and improving the education of pupils at that school.

Before, or as soon as practicable after, the start of each appraisal period, each teacher will be informed of the standards against which their performance in that appraisal period will be assessed. All teachers should be assessed against the set of standards contained in the document called "Teachers' Standards". These are outlined in Appendix 2. The head teacher or governing body (as appropriate) have agreed that certain teachers should also be assessed against other sets of standards that are relevant to them, including staff on the Upper Range of the Pay Spine (The UPR standards – Appendix 3) and staff on the Leadership scale (The Leadership standards – Appendix 4).

7. Reviewing performance

7.1. Observation

This school believes that observation of classroom practice 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 school improvement more generally. All observation will be carried out in a supportive fashion.

In this school teachers' performance will be regularly observed but the amount and type of classroom observation will depend on the individual circumstances of the teacher and the overall needs of the school. Classroom observation will be carried out by those with QTS. In addition to formal observation, head teachers or other leaders with responsibility for teaching standards may "drop in" in order to evaluate the standards of teaching 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.

Teachers (including the head teacher) who have responsibilities outside the classroom should also expect to have their performance of those responsibilities observed and assessed.

8. Development and support

Appraisal is a supportive process which will be used to inform continuing professional development. The school wishes to encourage a culture in which all teachers take responsibility for improving their teaching through appropriate professional development. Professional development will be linked to school improvement priorities and to the ongoing professional development needs and priorities of individual teachers.

9. Feedback

Teachers 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. Feedback will highlight particular areas of strength as well as any areas that need attention. Where there are concerns about any aspects of the teacher's performance the appraiser will meet the teacher formally to:

- give clear feedback to the teacher about the nature and seriousness of the concerns;
- give the teacher the opportunity to comment and discuss the concerns;
- agree any support (e.g. coaching, mentoring, structured observations), that will ^{be} provided to help address those specific concerns;
- make clear how, and by when, the appraiser will review progress;
- explain the implications and process if no – or insufficient – improvement is made.

When progress is reviewed, if the appraiser is satisfied that the teacher 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.

10. Transition to capability

If the appraiser is 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 the capability procedure, and will be invited to a formal capability meeting. The capability procedures will be conducted in accordance with the School's Capability procedure.

11. Annual assessment

Each teacher's performance will be formally assessed in respect of each appraisal period. In assessing the performance of the Head Teacher, the Governing Body must consult the external adviser.

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 meetings which will take place, such as the mid-year review.

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. In this school, teachers will receive their written appraisal reports by 31 October (31 December for the head teacher). The appraisal report will include:

- details of the teacher's targets for the appraisal period in question;
- an assessment of the teacher's performance of their role and responsibilities against their targets and the relevant standards;
- an assessment of the teacher's training and development needs and identification of any action that should be taken to address them;
- a recommendation on pay where that is relevant (NB – pay recommendations need to be made by 31 December for the Head Teacher and by 31 October for other teachers);

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

12. Appendices

Appendix 1.1:	Teacher Professional Development Record
Appendix 1.2:	UPS Self Review
Appendix 2:	Teachers' Standards 2012
Appendix 3:	Upper Pay Range Progression Criteria
Appendix 4:	Leadership Standards

12.1. Appendix 1.1.



Teacher Professional Development Record

NAME:	LINE LEAD:
DATE:	*PAY RELATED: YES/NO

*If pay related, please indicate the category UNQ MPS UPS LP (AST) LG

<p>School plan focus. <i>Which particular aspect(s) of the whole school plan will you contribute towards developing?</i></p> <p>How this will be done:</p> <p>School plan ref:</p>
<p>Evidence to be used:</p>
<p>Evaluation, including evidence and references to educational research which has informed your thinking:</p>
<p>Teaching and Learning focus. <i>Which aspects of your teaching practice are you looking to develop this year? How will this impact on student learning and progress? Please make explicit reference to the Aspects of Great Teaching Framework and Habits.</i></p> <p>How this will be done: <i>Engage in the Tallis Reflections on Teaching Programme with a designated colleague from outside of your department. Please see Reflections on Teaching Record below.</i></p>
<p>Evidence to be used: <i>Reflections on Teaching Record</i> <i>Progress figures</i></p>

Evaluation, including evidence and references to educational research which has informed your thinking:

Personal professional development focus. *In which other area (s) would you like to develop professionally? What support, if any, will you need from the school in order to achieve this?*

How this will be done:

Evidence to be used:

Evaluation, including evidence and references to educational research which has informed your thinking:

Teacher's signature: _____



Name	Colleague's name
<p>Teaching and Learning Focus: <i>Please make reference to the Aspects of Great Teaching Framework and Tallis Habits.</i></p>	
<p><i>Please briefly summarise below your actions and reflections after each aspect of the programme is completed.</i></p> <p><i>Autumn - Deciding my focus. Why are you interested in developing in this area professionally? Some context. How are you going to research your focus?</i></p>	
<p><i>Autumn 2 - Meeting my colleague and planning.</i></p>	
<p><i>Spring - First round: Drop-in, meet and evaluate</i></p>	
<p><i>Summer - Second round: Drop-in, meet and evaluate.</i></p>	

12.2. Appendix 1.2.



UPS Appraisal Self Review

NAME:	REVIEWER:	DATE:
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Your Progress against your previous targets							
1. Student progress Exceeded		Fully met		Partially met		Not met	
2. School improvement Exceeded		Fully met		Partially met		Not met	
3. Research & Development Exceeded		Fully met		Partially met		Not met	

Your Performance against the Upper Pay Range Progression Criteria	
Standard	Comment (give examples of your impact for each standard - bullet points are fine)
Contribute significantly and actively promote the ethos, policies and practices of the school.	
Act as a positive role model across the school.	
Be proactive in your own development and the contribution it made to school improvement and the wider life of the school.	
Have an extensive and up to date knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, providing opportunities for all learners to achieve their potential.	
Have extensive knowledge and well-informed understanding of the assessment requirements and arrangements for the subjects/ curriculum areas you teach.	
Have up-to-date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs.	
Have an excellent depth and breadth of knowledge and understanding of your subjects/curriculum areas and related	

pedagogy including how learning progresses within them.	
Have a depth of knowledge and experience to be able to give advice on the development and wellbeing of children and young people.	
Have a high level of competency in your own planning which meets and extends the needs of learners and supports other colleagues to do the same.	
Have teaching skills which apply up to date knowledge leading to learners achieving well relative to their prior attainment, making progress as good as, or better than, similar learners nationally.	
Promote collaboration and work effectively as a team member.	
Proactively contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback which impacts on pupil progress.	
Have highly effective behaviour management strategies in line with school policies and is able to support other teachers to do the same.	
Be able to use the school's analysis of assessment data and use it to target specific issues and/or groups of pupils.	

In the case of a Teacher who holds a TLR:

Have successful and sustained experience of leading an area of the curriculum/school development and/or leading a team.	
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Would you like other supporting evidence to be taken into account?

Yes

No

If yes, please give details below.

12.3. Appendix 2: Teachers' Standards



Department
for Education

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 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, articulation 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.

The Teachers' Standards can be found on the GOV.UK website: <https://www.gov.uk/government/publications/teachers-standards>

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
 - 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^[L1]_[SEP]; make use of formative and summative assessment to secure pupils' progress^[L1]_[SEP]
- 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^[L1]_[SEP]
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them^[L1]_[SEP]
- 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^[L1]_[SEP]
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues^[L1]_[SEP]
- 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 or 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]
 - 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.

12.4. Appendix 3: Upper Pay Range Progression Criteria

Professional Attributes

Contributes significantly and actively promotes the ethos, policies and practices of the school in which they teach.

Acts as a positive role model across the school.

Proactive in their own development and the contribution it makes to school improvement and the wider life of the school.

Professional Knowledge and Understanding

Have an extensive and up to date knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential.

Have an extensive knowledge and well-informed understanding of the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those related to public examinations and qualifications.

Have up-to-date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs.

Have an excellent depth and breadth of knowledge and understanding of their subjects/curriculum areas and related pedagogy including how learning progresses within them.

Have a depth of knowledge and experience to be able to give advice on the development and wellbeing of children and young people.

Professional Skills

Have a high level of competency in their own planning which meets and extends the needs of learners and supports other colleagues to do the same.

Have teaching skills which apply up to date knowledge leading to learners achieving well relative to their attainment, making progress as good as, or better than, similar learners nationally.

Promote collaboration and work effectively as a team member.

Proactively contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback which impacts on pupil progress.

Have skill in the use of assessment for learning strategies to respond immediately and effectively to the needs of all pupils within their own class, and through supporting colleagues, in other classes over a sustained period.

Have experience of effectively leading a school initiative with sustained impact.

Have highly effective behaviour management strategies in line with school policies and is able to support other teachers to do the same.

Be able to use the school's analysis of assessment data and use it to target specific issues and/or groups of pupils.

In the case of a Teacher who holds a TLR:

Have successful and sustained experience of leading an area of the curriculum/school development and/or leading a team

12.5. Appendix 4: Leadership Standards

Introduction

These standards are based on the NCSL Leadership Standards and identify the knowledge and understanding, skills and professional attributes needed by the school's leadership in order to ensure the school builds leadership sustainability that is rooted in promotion of excellence, equity and high expectations for all pupils.

Leading Colleagues, Building Teams

- Build a vision and communicate clear purpose and sense of direction
- Exemplify the vision and values of the school
- Anticipate, lead and manage change
- Inspire, challenge, motivate and empower others to reach challenging outcomes
- Give feedback and provide support to improve performance
- Develop a culture of learning and continuous professional development
- Celebrate achievement and acknowledge excellence
- Develop and maintain relationships within the wider educational community

Managing Personal Professional Development

- Receive and act on feedback to build on strengths and improve personal performance
- Maintain knowledge of current educational issues and curriculum developments.
- Commitment to continued professional development

Acting on Evidence

- Manage and use performance data to monitor and evaluate effectively
- Evaluate, review and develop systems and structures
- Think strategically, analytically and creatively
- Use research to support and challenge practice

Developing Teaching & Learning

- Design, develop and deliver the curriculum effectively
- Use developmental models for teaching and learning
- Create flexible and comprehensive learning opportunities for all pupils
- Develop and use effective assessment and moderation systems
- Achieve the best possible learning outcomes for all
- Capitalise on appropriate sources of external support and expertise

Accountability

- Support the Headteacher and Governing Body with their strategic vision for the school.
- Hold people to account and challenge underperformance
- Consult, engage and communicate with staff, pupils, parents and carers to enhance children's learning
- Negotiate and manage conflict, providing appropriate support

Managing Resources

- Manage the school's financial, human and physical resources
- Create a working environment which takes account of workload and work-life balance

End of document