



To Love and
Serve the Lord



Bishop Cleary Catholic Multi Academy Company

ANNUAL APPRAISAL PROFILE: 2013 - 2014

In the five Bishop Cleary Academies we are working together as a Catholic community as part of the Diocesan Education Service and living the mission of our patron and of our own academies

Religious Education and spiritual, moral & vocational development are intrinsic to what we do - as are our contributions to collective Worship

NAME OF TEACHER:

DATE:

Area of Assessment	Outstanding	Good	Requires Improvement	Assessment 1 = Outstanding 2 = Good 3 = Requires Improvement
Teaching Teaching Standards	The teacher has consistently achieved outstanding observations over a sustained period of time and never below Good in the last 3 years	Almost all observed lessons have been Good or better over the last 3 years. The teacher may have taught some Outstanding lessons.	The teacher requires improvement because the evidence suggests they do not meet the Good standard.	
Learner Progress Teaching Standards	The national and school comparative progress data shows a consistent performance which is significantly above average over a sustained period of time and with a number of examination classes.	The national and school comparative progress data demonstrates performances above or in line with expected levels of performance. This has been demonstrated with the majority of classes over a sustained period of time.	The teacher requires improvement because the evidence suggests they do not meet the Good standard.	
Leadership / CPD Teaching Standards	Leadership is Outstanding because the clear vision of the teacher is borne out in all they do and is equally reflected in the work of the whole team. Significant improvement (including progress and attainment data where relevant) is occurring in the area of responsibility as a result of the actions of the leader. Plays a proactive role in leading in the professional development of colleagues across the school.	Leadership is Good because the teacher is able to communicate effectively with their team and promote a healthy professional dialogue which results in improvements in classroom practice. As a result of the action of the leader, improvements are evident and can often be quantified. Fully competent practitioner able to keep up-to-date with changes and adapt practice accordingly	The teacher requires improvement because the evidence suggests they do not meet the Good standard. Can identify, with support, key professional development needs and respond to advice and feedback	

- The teaching grade is made up of two elements:
 - lesson observations
 - work scrutiny
- The learner progress grade is based on:
 - data collections and reviews / reports
 - external examination / SATs results
 - RAISE on-line / PANDA
- Leadership applies to all teachers who have moved beyond main scale or hold a TLR responsibility. Continuing professional development applies to everyone.