

# Headteacher appraisal: self-evaluation documents

Use this pack of documents to gather all the relevant information and evidence for your appraisal meeting.

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Self-evaluate against the [Teachers' Standards](#).

## Appraisal against the Teachers' Standards – part 1: teaching

Excellent teachers:	Teachers meet the standards by:	Evidence of meeting or exceeding the standards	Action required to meet or exceed the standards
1. Set high expectations which inspire, motivate and challenge pupils	<ul style="list-style-type: none"> <li>Establish a safe and stimulating environment for pupils, rooted in mutual respect</li> <li>Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions</li> <li>Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils</li> </ul>		
2. Promote good progress and outcomes by pupils	<ul style="list-style-type: none"> <li>Be accountable for pupils' attainment, progress and outcomes</li> <li>Be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these</li> <li>Guide pupils to reflect on the progress they have made and their emerging needs</li> <li>Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching</li> <li>Encourage pupils to take a responsible and conscientious attitude to their own work and study</li> </ul>		
3. Demonstrate good subject and curriculum knowledge	<ul style="list-style-type: none"> <li>Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings</li> </ul>		

	<ul style="list-style-type: none"> <li>• Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship</li> <li>• 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</li> <li>• If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics</li> <li>• If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies</li> </ul>		
4. Plan and teach well-structured lessons:	<ul style="list-style-type: none"> <li>• Impart knowledge and develop understanding through effective use of lesson time</li> <li>• Promote a love of learning and children's intellectual curiosity</li> <li>• Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired</li> <li>• Reflect systematically on the effectiveness of lessons and approaches to teaching</li> <li>• Contribute to the design and provision of an engaging curriculum within the relevant subject area(s)</li> </ul>		
5. Adapt teaching to respond to the strengths	<ul style="list-style-type: none"> <li>• Know when and how to differentiate appropriately, using approaches which</li> </ul>		

and needs of all pupils	<p>enable pupils to be taught effectively</p> <ul style="list-style-type: none"> <li>• Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these</li> <li>• 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</li> <li>• 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</li> </ul>		
6. Make accurate and productive use of assessment	<ul style="list-style-type: none"> <li>• Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements</li> <li>• Make use of formative and summative assessment to secure pupils' progress</li> <li>• Use relevant data to monitor progress, set targets, and plan subsequent lessons</li> <li>• Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback</li> </ul>		

<p>7. Manage behaviour effectively to ensure a good and safe learning environment</p>	<ul style="list-style-type: none"> <li>• 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</li> <li>• Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly</li> <li>• Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them</li> <li>• Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary</li> </ul>		
<p>8. Fulfil wider professional responsibilities</p>	<ul style="list-style-type: none"> <li>• Make a positive contribution to the wider life and ethos of the school</li> <li>• Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support</li> <li>• Deploy support staff effectively</li> <li>• Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues</li> <li>• Communicate with parents with regard to pupils' achievements and wellbeing</li> </ul>		

## Appraisal against the Teachers' Standards – part 2: personal and professional conduct

Excellent teachers:	Teachers meet the standards by:	Evidence of meeting or exceeding the standards	Action required to meet or exceed the standards
1. Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school	<ul style="list-style-type: none"> <li>• Treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position</li> <li>• Having regard to the need to safeguard pupils' wellbeing, in accordance with statutory provisions</li> <li>• Showing tolerance of and respect for the rights of others</li> <li>• 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</li> <li>• Ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law</li> </ul>		
2. Teachers must have a proper and professional regard for the ethos, policies and practice of the school in which they teach, and maintain high standards in their own attendance and punctuality			



3. Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities			
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Self-evaluate against the [National Standards of Excellence for Headteachers](#).

Domain 1: qualities and knowledge			
Excellent headteachers:	Headteachers meet the standards by:	Evidence of meeting or exceeding the standards	Action required to meet or exceed the standards
1. Hold and articulate clear values and moral purpose, focused on providing a world-class education for the pupils they serve	<ul style="list-style-type: none"> <li>Exemplifying the school's aims, principles and policies</li> <li>Being a role model for children and adults</li> <li>Having a relentless drive for school improvement</li> </ul>		
2. Demonstrate optimistic personal behaviour, positive relationships and attitudes towards their pupils and staff, and towards parents, governors and members of the local community	<ul style="list-style-type: none"> <li>Involving staff in decision-making and valuing their contributions</li> <li>Being flexible and sensitive to staff needs</li> <li>Consulting with parents and the community</li> <li>Supporting governors to</li> </ul>		

	improve their accountability		
3. Lead by example – with integrity, creativity, resilience, and clarity – drawing on their own scholarship, expertise and skills, and that of those around them	<ul style="list-style-type: none"> <li>• Conveying creative initiatives to all and achieving widespread support</li> <li>• Learning from others in different roles</li> </ul>		
4. Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development	<ul style="list-style-type: none"> <li>• Being up to date with education initiatives, and actively and visibly planning and implementing any necessary changes in the school as a result</li> </ul>		
5. Work with political and financial astuteness, within a clear set of principles centred on the school's vision, ably translating local and national policy into the school's context	<ul style="list-style-type: none"> <li>• Keeping everyone informed of relevant local and national policy changes</li> <li>• Making budget decisions based on an awareness of the political climate</li> </ul>		

6. Communicate compellingly the school's vision and drive the strategic leadership, empowering all pupils and staff to excel	<ul style="list-style-type: none"> <li>• Having regard to pupil progress at all times</li> <li>• Establishing non-negotiables for pupil and staff performance and having high expectations for all</li> <li>• Leading a mutually supportive and highly effective whole-school community</li> </ul>		
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Domain 2: pupils and staff			
Excellent headteachers:	Headteachers meet the standards by:	Evidence of meeting or exceeding the standards	Action required to meet or exceed the standards
1. Demand ambitious standards for all pupils, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on pupils' outcomes	<ul style="list-style-type: none"> <li>• Demonstrating an uncompromising and highly successful drive to improve achievement for all pupils over a sustained period of time</li> </ul>		
2. Secure excellent teaching through an analytical understanding of how pupils learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and pupils' wellbeing	<ul style="list-style-type: none"> <li>• Working to improve teaching, enthusing staff and channeling efforts to good effect so that teaching is outstanding or at least consistently good</li> </ul>		

3. Establish an educational culture of 'open classrooms' as a basis for sharing best practice within and between schools, drawing on and conducting relevant research and robust data analysis	<ul style="list-style-type: none"> <li>• Sharing best practice and promoting a culture of learning</li> <li>• Using action research to improve teaching and learning</li> </ul>		
4. Create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other	<ul style="list-style-type: none"> <li>• Inspiring commitment and giving direction and purpose to what staff and pupils are trying to achieve</li> </ul>		
5. Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning	<ul style="list-style-type: none"> <li>• Promoting a culture where all leaders and governors are highly ambitious and lead by example</li> </ul>		
6. Hold all staff to account for their professional conduct and practice	<ul style="list-style-type: none"> <li>• Holding all staff to account through rigorous appraisal systems</li> </ul>		

### Domain 3: systems and process

Excellent headteachers:	Headteachers meet the standards by:	Evidence of meeting or exceeding the standards	Action required to meet or exceed the standards
1. Ensure that the school's systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity	<ul style="list-style-type: none"> <li>• Publishing all school policies</li> <li>• Publishing financial information</li> </ul>		

2. Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing their exemplary behaviour in school and in the wider society	<ul style="list-style-type: none"> <li>• Demonstrating the positive attitudes and behaviour expected of pupils</li> </ul>		
3. Establish rigorous, fair and transparent systems and measures for managing the performance of all staff, addressing any under-performance, supporting staff to improve and valuing excellent practice	<ul style="list-style-type: none"> <li>• Implementing rigorous appraisal systems</li> <li>• Recognising that support and encouragement are needed for everyone to produce their best</li> </ul>		
4. Welcome strong governance and actively support the governing board to understand its role and deliver its functions effectively – in particular its functions to set school strategy and hold the headteacher to account for pupil, staff and financial performance	<ul style="list-style-type: none"> <li>• Ensuring governors regularly receive and understand comprehensive data that illustrates key performance indicators (progress, attendance, quality of teaching)</li> <li>• Building on and embedding new structures and systems to support governors</li> <li>• Using the work of governors to secure improved outcomes for learners</li> </ul>		
5. Exercise strategic, curriculum-led financial planning to ensure the	<ul style="list-style-type: none"> <li>• Keeping learning outcomes in mind when</li> </ul>		

equitable deployment of budgets and resources, in the best interests of pupils' achievements and the school's sustainability	<p>making financial decisions</p> <ul style="list-style-type: none"> <li>Financially planning for the school in collaboration with governors and school leaders</li> </ul>		
6. Distribute leadership throughout the organisation, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision making	<ul style="list-style-type: none"> <li>Co-ordinating the work that needs to be done through the allocation of roles and delegation of responsibility</li> </ul>		

#### Domain 4: the self-improving school system

<b>Excellent headteachers:</b>	<b>Headteachers meet the standards by:</b>	<b>Evidence of meeting or exceeding the standards</b>	<b>Action required to meet or exceed the standards</b>
1. Create outward-facing schools which work with other schools and organisations – in a climate of mutual challenge – to champion best practice and secure excellent achievements for all pupils	<ul style="list-style-type: none"> <li>Providing training for staff from other schools</li> </ul>		
2. Develop effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for all pupils	<ul style="list-style-type: none"> <li>Establishing clear agendas and goals with partners</li> <li>Inspiring commitment and giving direction to colleagues in partner schools</li> </ul>		

3. Challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well-evidenced research to frame self-regulating and self-improving schools	<ul style="list-style-type: none"> <li>• Being prepared to trial new ideas and do things differently</li> </ul>		
4. Shape the current and future quality of the teaching profession through high-quality training and sustained professional development for all staff	<ul style="list-style-type: none"> <li>• Providing high-quality continuing professional development for staff</li> </ul>		
5. Model entrepreneurial and innovative approaches to school improvement, leadership and governance, confident of the vital contribution of internal and external accountability	<ul style="list-style-type: none"> <li>• Providing ongoing support for staff in all roles, including peer support for those in other leadership positions in order to help them achieve the best for the school</li> </ul>		
6. Inspire and influence others – within and beyond schools – to believe in the fundamental importance of education in young people's lives and to promote the value of education	<ul style="list-style-type: none"> <li>• Always leading with learners in mind</li> <li>• Demonstrating an uncompromising and highly successful drive to improve achievement for all pupils</li> </ul>		