

Governor Support Service

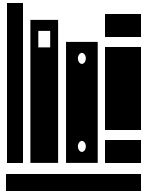
Headteacher's Performance Management

Rory McCormack



26th September 2023

Session Objectives



✓ To be equipped to fulfil your role as a member of the Headteacher's Appraisal panel



✓ To explore what might be clear, appropriate & challenging objectives which contribute to improving the school's educational provision



✓ To discuss the evidence available to inform the review process



✓ To support the analysis of the key data available



+ 1
nugget.....

Session Structure



1. Statutory Background/why appraisal?
2. Roles and responsibilities
3. The appraisal process
4. The planning and review meeting
5. Setting the objectives
6. Professional Development
7. The appraisal review statement
8. Making a pay recommendation
9. In year monitoring

Performance Appraisal is statutory in maintained schools



National College for
Teaching & Leadership

“Good governance is at the heart of effective headteacher performance management (PM). Conversely, ineffective headteacher PM may be a symptom of ineffective governance.”

Effectively Managing Headteacher Performance, Jan 2014

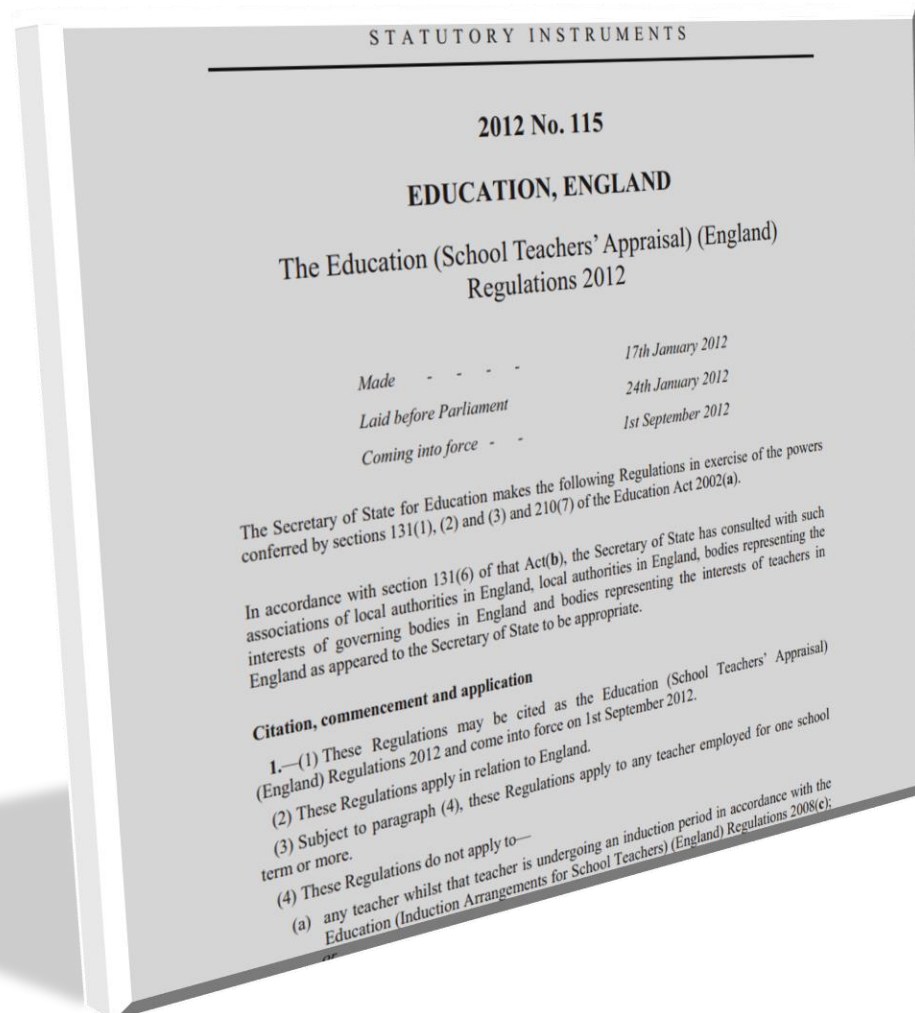


“Inspectors consider whether governors performance manage the headteacher rigorously”

Inspection Handbook 2015

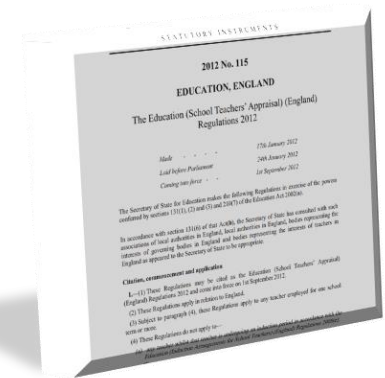
Nb: there are no specific references to HTPM in the current (2019) Ofsted handbook.

Statutory Regulations - 2012



Statutory Regulations - 2012

Two key regulations, Regulation 4 and 6



Appointment of external advisers in respect of head teachers

4. The governing body of a school must appoint an external adviser for the purposes of providing it with advice and support in relation to the appraisal of the head teacher.

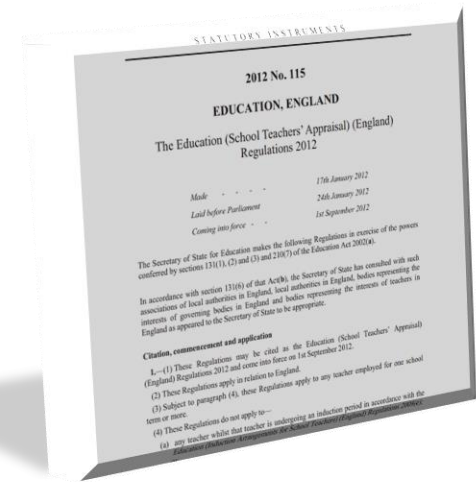
Standards and Objectives

6.—(1) The governing body of a school must, before, or as soon as practicable after, the start of each appraisal period in relation to a head teacher—

- (a) inform the head teacher of the standards against which the head teacher's performance in that appraisal period will be assessed;
- and
- (b) set objectives for the head teacher in respect of that period.

(2) In setting objectives for the head teacher, the governing body of a school must consult the external adviser appointed under regulation 4.

Statutory Regulations – 2012 - Purpose of Appraisal



School Improvement tool

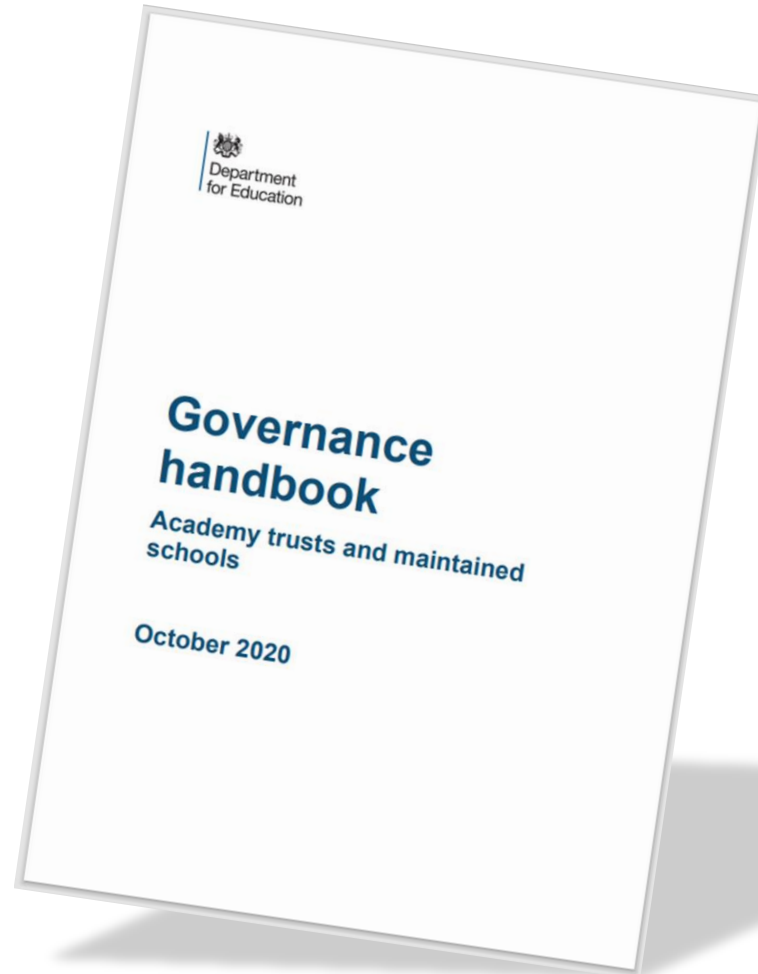
Statutory guidance states that the objectives set should be such that, 'if they are achieved, they will contribute to:

- (a) improving the education of pupils at the school; and
- (b) the implementation of any plan of the governing body designed to improve the school's educational provision and performance'. (Appraisal Regulations, 2012)

Governance Handbook – latest update

6.6.6 Teacher and executive school leadership appraisal:

Paras 126–130,
(pages 94 - 96)



Governance Handbook

129. Boards in maintained schools have a statutory duty to:

- appoint an external adviser for advice and support on the headteacher's appraisal and to consult that adviser on setting objectives for, and appraisal of, the headteacher;
 - inform the headteacher of the standards against which their performance will be assessed;
 - set objectives for the headteacher, whilst having regard to the work-life balance of the headteacher;
 - appraise the performance of the headteacher, assessing their performance of their role and responsibilities against the relevant standards and their objectives;
 - assess the headteacher's professional development needs and action needed to address them;
 - make a recommendation on headteacher's pay, where relevant;
 - give the headteacher a written report of their appraisal which includes the assessments and recommendation above;
 - determine the appraisal period that applies to teachers (including headteachers);
 - adopt a document that sets out the appraisal process for teachers (including headteachers) and make that document available to teachers;
- and
- make sure that headteachers carry out their duties in respect of appraising other teachers (including recommendations on pay)

Governance Handbook

130. In practice, boards will want, in relation to the appraisal of the headteacher, to:

- satisfy themselves that the external advisor has the skills, experience and objectivity to provide them with advice and support;
 - consider whether to delegate the headteacher's appraisal to a sub-group
 - satisfy themselves that the headteacher's objectives are SMART;
 - decide which standards they will use to assess the headteacher's performance.
- They must assess headteachers' performance against the Teachers' Standards and may also wish to use the National Standards for Headteachers. They may also use the Headteachers' Standards to inform performance management;
- decide what arrangements to make for observing the headteacher's performance, including any arrangements for classroom observation where headteachers teach;

and

- satisfy themselves that appraisal evidence informs other decisions, for example, on professional development and pay decisions.

Why Appraisal?

- ✓ Raise standards
- ✓ Increase job satisfaction
- ✓ Develop professionalism and expertise
- ✓ Focus and enable career development
- ✓ Address underperformance



2. Roles & Responsibilities



The Governing Body

- ✓ agree & review impact of Appraisal Policy
- ✓ Agree & review CPD, Pay policies (appeals)
- ✓ appoint 2 or 3 reviewers for head's appraisal
- ✓ appoint External Adviser (EA)
- ✓ quality assure head's planning statement
- ✓ pay decisions – often delegated to Pay Committee
- ✓ ensure appraisal is improving the school

Head's Annual Report on Appraisal



- % planning/review meetings completed
- impact on teaching, L & M, pupil outcomes
- staff deployment
- CPD – leaders, staff, governors + impact
- Quality of teaching - % Good or better
- any underperformance – how dealt with
- how good practice shared

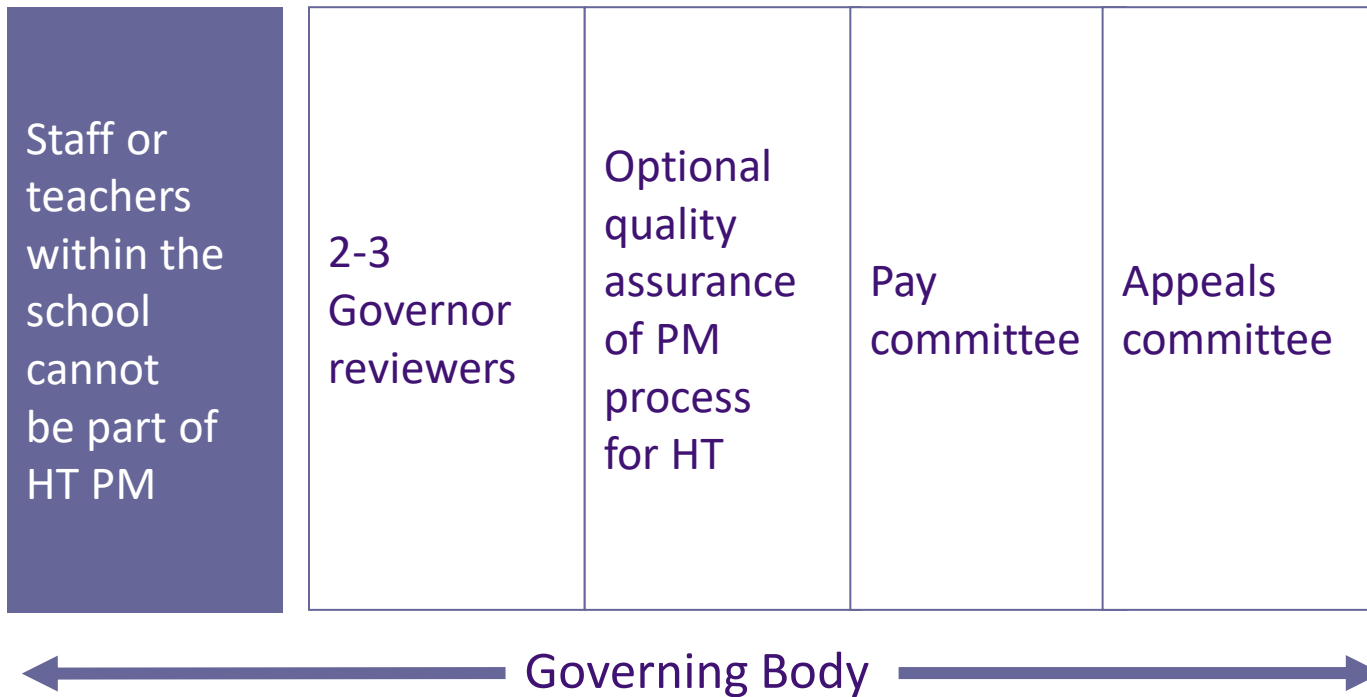
The External Adviser



- Educational professional e.g. consultant, LA adviser, ex or serving HT (not local)
- HT can request change
- Reasons in writing if request denied

The Role of Governors

Role allocation



The Role of Governor Reviewers



Prior to review meeting:

- Evidence read by Head, External Adviser (EA), panel members e.g. SDP, data, external reviews, reports
- Pre-meeting – EA with Head
- Pre-meeting – EA with governors

The Role of Governor Reviewers

At the review meeting:

1. Decide how head has performed during last cycle
2. Decide to what extent objectives met
3. Agree new objectives
4. Agree professional development
5. Set up arrangements for in-year monitoring
6. Make a recommendation on HT's pay

3. The Appraisal Process

Planning

- Objectives set
- Evidence collection agreed
- Performance criteria for the above set
- Support, training and development agreed
- Timescales set

Monitoring & Supporting

- Monitoring of performance throughout the cycle
- Provision of agreed support
- Evidence collection
- Ongoing professional dialogue

Reviewing

- Overall assessment of individual's progress against the performance criteria
- Recommendations for pay progression made
- No surprises

4. The Planning & Review meeting

- Collaborative process



- Active dialogue

Reviewing last appraisal cycle



- reflect on achievements in last cycle
- identify barriers that may have affected performance
- consider issues re planned support
- reflect how far each agreed performance objective has been met e.g. exceeded, fully, partially, not met

Outcome of review



- ✓ shared understanding of progress made towards meeting performance criteria
- ✓ barriers identified that might have impeded performance
- ✓ agreed assessment of overall performance
- ✓ made pay recommendation


Considering future developments



- Consider what to achieve in the next cycle
- Identify professional development required
- Consider professional aspirations

Questions for Governors OFSTED

- How are governors involved in the Headteacher's performance management and how is it reviewed? Where does the external adviser come from and how do you quality assure the adviser?
- What is the performance management structure in school?
- What impact does performance management have in the school?
- Is there a connection between teachers targets & Head's targets?



**Choose a question
to discuss and
answer**

5. Setting the Objectives

Concise

Measurable

Challenging

Realistic

SMART

Specific

Measurable

Achievable

Relevant

Time limited

Setting Objectives

Specific

Measurable

Achievable

Realistic

Time bound

S

Specific

Well defined.

Clear to anyone that has a basic knowledge of the project

M

Measurable

Know if the goal is obtainable and how far away completion is

Know when it has been achieved

A

Achievable

Agreement with all the stakeholders what the goals should be

Make sure this is possible for all levels within group

R

Realistic

Within the availability of resources, knowledge and time

T

Time-Bound

Enough time to achieve the goal

Not too much time, this can affect project performance?

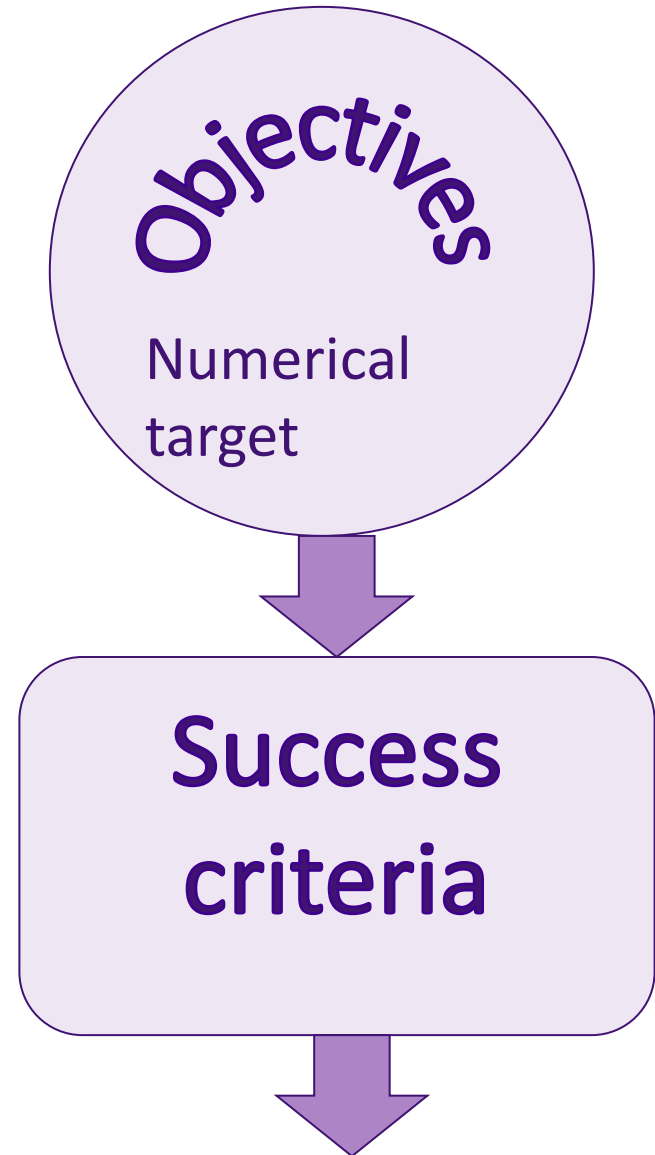
Setting the Objectives

Objective:

What change do we want to bring about?

Do we need to set a statistical target?

How will we know the objective has been met?



Standards of Excellence for Headteacher(s)

- Can be used to inform the appraisal of headteachers
 - not a set of standards to assess performance against
- Maybe used as a starting point for the identification of objectives for the next stage of the school's journey



6. Professional Development

- Leadership programmes
- Specific skills
- Management skills
- Wider professional qualifications
- Networking/shadowing



Retaining headteachers!



- Exciting professional development
- Learn new skills
- Opportunities to share expertise
- Work life balance
- Working a day at home

7. The Appraisal Review Statement



- objectives for the cycle ahead
- any support to help meet performance criteria
- training and development needs

10 features of effective performance management

Effective Performance Management....

is integrated with the school improvement plan;

has a secure annual cycle of objective-setting and review together with interim monitoring;

is underpinned by sound relationships, characterised by openness, trust and integrity, among all those involved;

involves the setting of meaningful and challenging but achievable objectives for the headteacher;

strikes an appropriate balance between internal and external accountability, development and reward;

10 features of effective performance management

makes use of a wide variety of data from a range of sources to inform and underpin decision-making;

is evaluated and adapted over time to meet evolving requirements of individual circumstances and shifting organisational needs within the dynamic context of governance;

is appropriate for the stage of development of the school and the headteacher;

is viewed as part of an ongoing and wider process of working with the headteacher and all members of staff to ensure high levels of performance;

and is integral to the development of overall governing body capacity to meet the needs of the school.

Setting SMART Targets



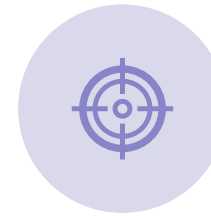
SPECIFIC



MEASURABLE



ACHIEVABLE



REALISTIC (*AND
RELEVANT*)

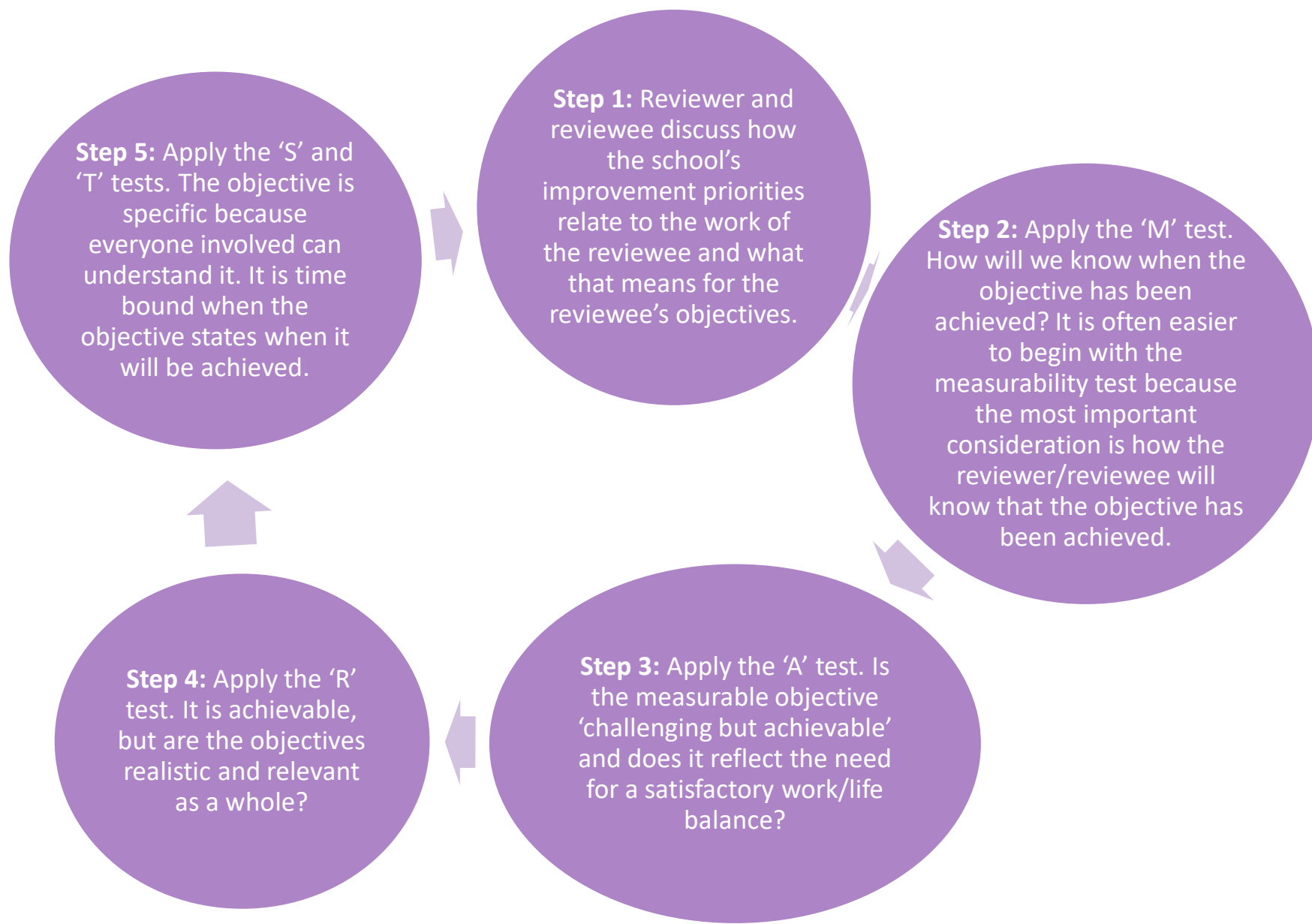


TIME-BOUND

Suggested process for setting SMART objectives

- **Step 1:** Reviewer and reviewee discuss how the school's improvement priorities relate to the work of the reviewee and what that means for the reviewee's objectives.
- **Step 2:** Apply the 'M' test. How will we know when the objective has been achieved? It is often easier to begin with the measurability test because the most important consideration is how the reviewer/reviewee will know that the objective has been achieved.
- **Step 3:** Apply the 'A' test. Is the measurable objective 'challenging but achievable' and does it reflect the need for a satisfactory work/life balance?
- **Step 4:** Apply the 'R' test. It is achievable, but are the objectives realistic and relevant as a whole?
- **Step 5:** Apply the 'S' and 'T' tests. The objective is specific because everyone involved can understand it. It is time bound when the objective states when it will be achieved.

Suggested process for setting SMART objectives



Have these objectives been met? (Entitled “Handout 4)

Look at the objectives below and the description of the outcomes. Do you think the objectives were met?

Objective: Improve Key Stage 2 SATs results in mathematics

Results at expected (86%) were disappointing after last year’s 90%. However, 42% gained better than expected which was a significant increase from the previous year’s figure of 34%. Both these results are above the LA average and are in line with the national figures.

Objective: To improve the management of pupil behaviour.

An evaluation of pupils’ attitudes has been carried out, supplemented by feedback from performance management classroom observations. This shows more positive attitudes about lessons. Responses led to changes in the use of rewards and sanctions.

Further developments include a new policy and staff development to encourage the use of methods that engage pupils, such as collaborative learning approaches.

Exit interviews with staff leaving the school indicated that they rated highly the impact of staff development activities in this area. However, the exclusion rate remains the same as last year.

Objective: To raise awareness about substance abuse

A successful meeting was held for parents and staff. One of the Friday special assemblies was used to raise pupils’ awareness.

Handout 4 - Some questions to ask:

1. Was the objective clear enough to judge whether the outcome was successful? Were some success criteria needed?
2. Did the objective take account of the fact that pupil cohorts vary? Was the objective set in relations to predictions about pupils' attainment?
3. Can you tell if appropriate action was taken by the headteacher to bring about the desired change?
4. Was the objective too challenging or too easy?

If you had difficulty judging whether these objectives were met or not, bear in mind the points raised by the above questions in your own review meeting. Is it clear what is expected? Are there some success criteria to help judge the result? Is the objective based on analysis and predictions?

8. Making a Pay Recommendation



RECOMMENDED

STPCD criteria:

“.....there has been a sustained high quality of performance by the headteacher having regard to the performance objectives agreed.”

The Domains

The *National Standards of Excellence for Headteachers* are set out in domains:

- **Domains**
- The ethics and professional conduct section is at the core of the standards. This outlines the ethics and professional conduct expected of headteachers. It consists of statements that define the behaviour and attitudes which should be expected of headteachers.
- The standards in section 2 cover interlinked domains of the headteacher's role all underpinned by the governance and accountability domain.
- **Culture and ethos**
- school culture
- behaviour
- professional development
- **Curriculum and teaching**
- teaching
- curriculum and assessment
- additional and special educational needs
- **Organisational effectiveness**
- organisational management
- school improvement
- working in partnership¹

Guidance

Headteachers' standards 2020

Updated 13 October 2020

Applies to England

Contents

[Introduction](#)

[Section 1: Ethics and professional conduct](#)

[Section 2: Headteachers' standards](#)

[How the standards apply to different leadership roles](#)

[Resources](#)

 [Print this page](#)

Introduction

Headteachers are leading professionals and role models for the communities they serve. Their leadership is a significant factor in ensuring high quality teaching and achievement in schools^[footnote 12] and a positive and enriching experience of education for pupils^[footnote 8]. Together with those responsible for governance^[footnote 5], they are custodians of the nation's schools.

Parents^[footnote 6] and the wider public rightly hold high expectations of headteachers, given their influential position leading the teaching profession and on the young people who are their responsibility. The headteachers' standards set out how headteachers meet these high expectations. The standards are an important benchmark not only for headteachers and those who hold headteachers to account, but also for those who train and develop school leaders.

These standards replace the national standards of excellence for headteachers 2015. They are non-statutory and intended as guidance to be interpreted in the context of each individual headteacher and school. They are designed to be relevant to all headteachers.

The standards can be used to:

- shape headteachers' own practice and professional development, within and beyond the school
- support the recruitment and appointment of headteachers, including the development of job descriptions and person specifications
- underpin frameworks for the training of school leaders, including current and aspiring headteachers
- inform the performance management of headteachers

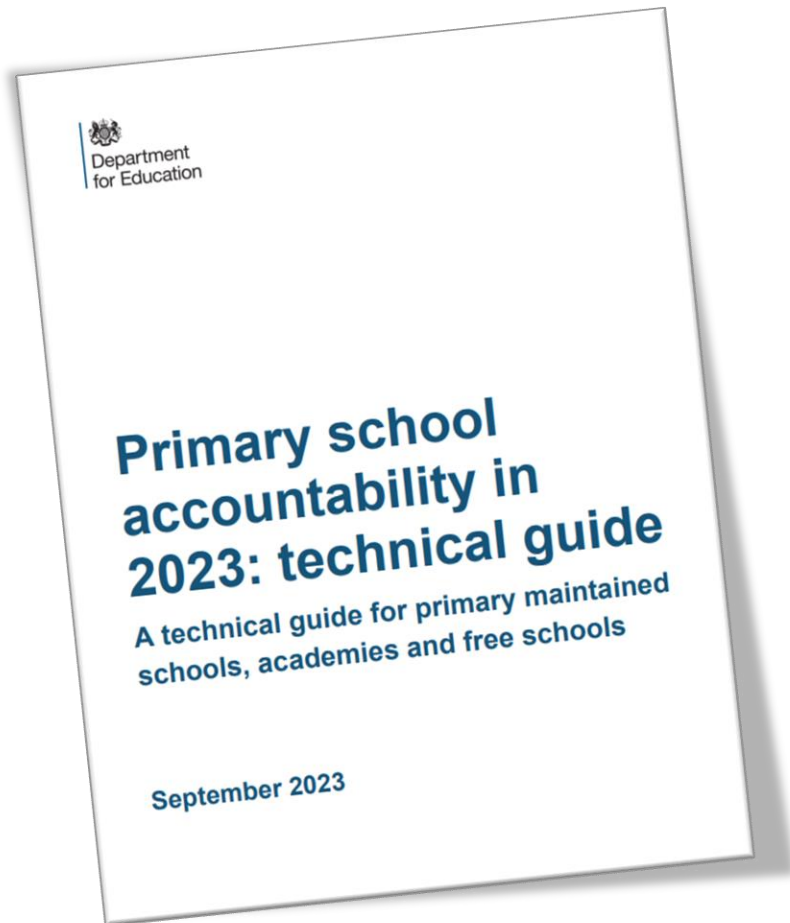
9. In-year Monitoring



How and when is it going to take place?

Who is going to do it?

Use of 2022 data



“We are clear that the 2021/22 data *should be used cautiously* this year and as an insight into school performance alongside other sources of information, including speaking directly to schools....”

[Primary Accountability measures: DfE: June 2022, p.3](#)

Appraisal checklist – included in training materials

Before the appraisal meetings		
To do	✓	Notes
Arrange a suitable date and time for the review and planning meeting		
Appoint an external adviser with the skills, experience and objectivity to provide them with advice and support		
Ensure the external adviser receives the necessary information to produce a pre-review report		
Review the evidence collected as part of the governing board's monitoring and evaluation of the headteacher's overall performance and progress towards objectives, e.g. minutes of interim review meetings		
Undertake a review of the headteacher against the Teachers' Standards as well as any other standards that have been agreed with the headteacher		
Ask the headteacher to conduct a self-evaluation of his/her performance		
Receive the pre-review report from the external adviser		

Pre-meeting between governors and the external adviser		
Items to discuss	✓	Notes
Consider the evidence gathered through governors' monitoring and evaluation of the headteacher's overall performance		
Consider the progress the headteacher has made against the agreed objectives over the appraisal cycle		
Discuss outcomes of their review of the headteacher against the Teachers'		

Further information

DfE: *Teacher Appraisal & Capability* – May 2012 – updated March 2019

<https://www.gov.uk/government/publications/teacher-appraisal-and-capability-model-policy>

DfE: Headteacher Performance: effective management: April 2014

<https://www.gov.uk/government/publications/headteacher-performance-effective-management>

National College: *Effectively Managing Headteacher Performance* – January 2014

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/307363/HTPM_research_brief.pdf



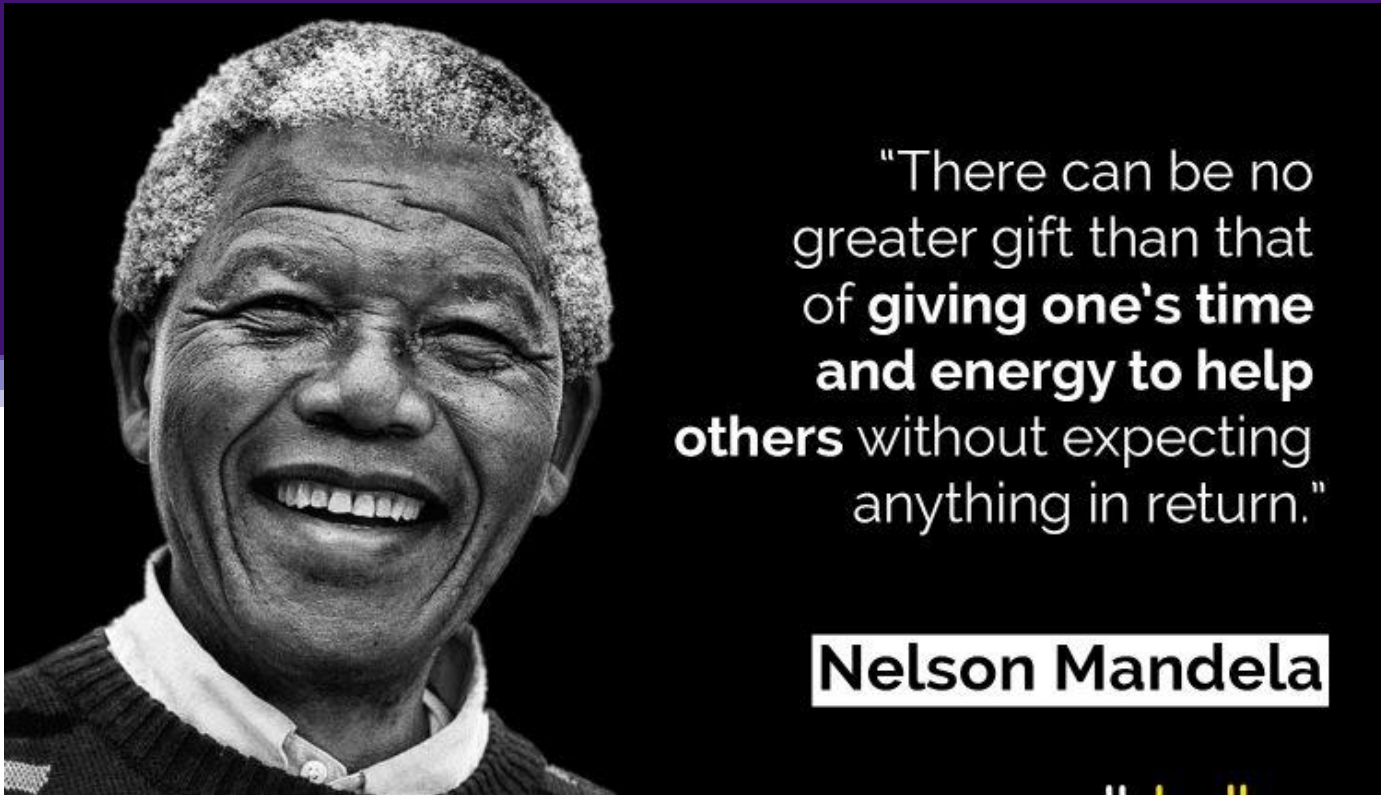
What have I learned this evening?

1. What difference will this make to the way I work as a Governor?
2. What do I think now of our systems, processes and procedures in the light of this training?
3. How will you change your practice?
4. What support do you still need?



So what are you going to do when you get back to the Governing Body?

In summary....



“There can be no greater gift than that of **giving one’s time and energy to help others** without expecting anything in return.”

Nelson Mandela



Thank you.....



Governor Support Service Ltd
Based in Hillingdon and
supporting governors and clerks
throughout the borough and beyond

Email: office@governor.support

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Website: www.governor.support

A screenshot of the GSS website homepage. The header is purple with the GSS logo in the top right. On the left, there is a 'Log In' section with fields for 'Username' (containing 'Melanie Wright') and 'Password' (masked with dots), a 'Remember Me' checkbox, and a purple 'LOG IN' button. Below this is a blue box for 'LA Statutory Duties' with a 'Read more' link. The main content area has a 'Home' breadcrumb and a 'Welcome to the Governor Support Service' heading. Below the heading is a paragraph of text and a 'More' link, accompanied by a photo of five staff members. At the bottom, there are two columns: 'Our services' with a link to 'Advice & Guidance' and 'Courses' with a link to 'Clerks' Briefing Meeting (evening session) - Spring 2010' and a 'More Courses >' link.



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, articulacy 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.

Handout 4

Have these objectives been met?

Look at the objectives below and the description of the outcomes. Do you think the objectives were met?

Objective: Improve Key Stage 2 SATs results in mathematics

Results at expected (86%) were disappointing after last year's 90%. However, 42% gained better than expected which was a significant increase from the previous year's figure of 34%. Both these results are above the LA average and are in line with the national figures.

Objective: To improve the management of pupil behaviour.

An evaluation of pupils' attitudes has been carried out, supplemented by feedback from performance management classroom observations. This shows more positive attitudes about lessons. Responses led to changes in the use of rewards and sanctions.

Further developments include a new policy and staff development to encourage the use of methods that engage pupils, such as collaborative learning approaches.

Exit interviews with staff leaving the school indicated that they rated highly the impact of staff development activities in this area. However, the exclusion rate remains the same as last year.

Objective: To raise awareness about substance abuse

A successful meeting was held for parents and staff. One of the Friday special assemblies was used to raise pupils' awareness.



Headteacher appraisal – checklist

This document was created using information from our article [‘Headteacher appraisal: suggested process and KeyDocs’](#), and advice from Jane Owens, one of our associate education experts who is a national leader of governance.

The checklist has been designed to assist governors undertaking the yearly appraisal of the headteacher. While all tasks should not be undertaken by the chair of the performance review panel alone, he or she may want to use the checklist to guide the process and ensure all tasks are completed.

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Before the appraisal meetings		
To do	✓	Notes
Arrange a suitable date and time for the review and planning meeting		
Appoint an external adviser with the skills, experience and objectivity to provide them with advice and support		
Ensure the external adviser receives the necessary information to produce a pre-review report		
Review the evidence collected as part of the governing board's monitoring and evaluation of the headteacher's overall performance and progress towards objectives, e.g. minutes of interim review meetings		
Undertake a review of the headteacher against the Teachers' Standards as well as any other standards that have been agreed with the headteacher		
Ask the headteacher to conduct a self-evaluation of his/her performance		
Receive the pre-review report from the external adviser		

Pre-meeting between governors and the external adviser		
Items to discuss	✓	Notes
Consider the evidence gathered through governors' monitoring and evaluation of the headteacher's overall performance		
Consider the progress the headteacher has made against the agreed objectives over the appraisal cycle		
Discuss outcomes of their review of the headteacher against the Teachers' Standards, and any other agreed standards		
Consider potential objectives for the next appraisal period, to be agreed in the review and planning meeting with the headteacher		

Discuss the governing board's plans for monitoring and evaluating progress and overall performance against the next year's objectives		
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During the headteacher's review and planning meeting

Items to discuss	✓	Notes
Chair, headteacher, and external adviser to clarify their summative judgements about the headteacher's overall performance against the Teachers' Standards (and other standards as appropriate) and progress made towards objectives		
All to agree achievable but challenging objectives for the next appraisal period, with clear performance criteria		
Ensure objectives are specific, measurable, achievable, realistic and time-bound (SMART)		
Ensure objectives are linked to the school development plan as well as the individual's responsibilities and support or wellbeing needs		
Decide on the methodology by which the headteacher's overall performance and progress towards the new objectives will be monitored and evaluated		
Determine any professional development activities to support the headteacher		
Make arrangements for the production of the appraisal report		
Agree a date for an interim review meeting		

After the headteacher's review and planning meeting

To do	✓	Notes
Make a decision on any pay progression for the headteacher (seeking external support/benchmarking information where necessary)		

Produce a written report, containing:		
An assessment of the headteacher's performance against objectives and the Teachers' Standards (and other standards as appropriate)		
An assessment of the headteacher's professional development needs		
A pay recommendation where relevant		
Provide appropriate information to pay committee		
Decide how appraisal outcomes will be relayed to the governing board		

Jane Owens is a national leader of governance. She is an experienced chair of governors in both primary and secondary phases, and has conducted external reviews of governance and mentored fellow chairs. Jane also chairs her local governors' forum.

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