

**APPRAISAL for HEADS of DEPARTMENT**

STANDARD	EXCELLING	EMBEDDED	EMERGING
<b>LEADERSHIP</b>	<ul style="list-style-type: none"> <li>• Expertly leads change, development and innovation to departmental processes and systems.</li> <li>• Supports all whole school aims (<i>including development plans, strategic projects, and resource management</i>).</li> <li>• Excellent promotion of department in a positive way across the school.</li> <li>• Models <b>best</b> practice both teaching and professional conduct.</li> </ul>	<ul style="list-style-type: none"> <li>• Change and development of department is in progress.</li> <li>• School aims are embedded throughout department plans.</li> </ul>	<ul style="list-style-type: none"> <li>• Beginning to lead and initiate change and development within the department.</li> </ul>
<b>PERSONNEL MANAGEMENT</b>	<ul style="list-style-type: none"> <li>• Excellent lesson observation and feedback to colleagues.</li> <li>• Excellent communication of expectations to and monitoring of colleagues e.g. assessment deadlines.</li> <li>• Supports <i>and challenges</i> members of department <b>excellently</b> through excellent coaching.</li> <li>• Excellent efforts to encourage a supportive working atmosphere.</li> </ul>	<ul style="list-style-type: none"> <li>• Conducts some lesson observations with valuable feedback.</li> <li>• Department members are satisfied with the monitoring, support, coaching.</li> <li>• Atmosphere in the department is productive.</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson observations with timely, constructive feedback are not standard procedure yet.</li> <li>• Not all members of department feel communicated with or supported.</li> <li>• Department atmosphere is not yet productive.</li> </ul>
<b>MANAGEMENT AND ORGANISATION</b>	<ul style="list-style-type: none"> <li>• Excellent schemes of work in place, planning for a range of pupil needs.</li> <li>• Excellent assessment arranged to produce valid internal assessment data for improving pupil progress.</li> <li>• Excellent Pupil Learning Review and feedback to teachers.</li> <li>• Excellent implementation of appraisal processes</li> <li>• Addresses CPD needs of whole department including their own.</li> </ul>	<ul style="list-style-type: none"> <li>• Schemes are embedded and comprehensive.</li> <li>• Assessments are organised across all classes.</li> <li>• PLR/moderation is organised regularly and efficiently.</li> <li>• Department members are appraised efficiently.</li> </ul>	<ul style="list-style-type: none"> <li>• Schemes of work and planning are rudimentary at the moment.</li> <li>• Assessment is not yet efficiently organised.</li> <li>• PLR not conducted regularly yet.</li> <li>• Appraisal system not yet used efficiently.</li> </ul>
<b>PUPIL PROGRESS IN SUBJECT AREA</b>	<ul style="list-style-type: none"> <li>• Excellent value-added and residuals.</li> <li>• GCSE and A Level pupil numbers buoyant; relative to historical trends.</li> <li>• Excellent engagement in subject (University applications in the subject are high).</li> <li>• Excellent extension work and external academic activities available and completed by students.</li> </ul>	<ul style="list-style-type: none"> <li>• Results, pupil numbers, university applications and engagement beyond the classroom are solid.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils results indicate that there is plenty of room for development.</li> <li>• Pupil numbers are low.</li> <li>• Pupils are not engaged in the subject in other ways at this stage.</li> </ul>