

INVICTUS

Education Trust

**TEACHING STAFF
APPRAISAL POLICY**

Approved by Board of Directors
2 July 2018

To be reviewed by Board of Directors
July 2020

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1. Introduction

- 1.1 Invictus Education Trust is committed to providing high quality teaching and learning. Through our workforce we aim to provide opportunities for all of our students, whatever their ability. Each employee will, therefore, be given support to ensure that they have the skills they need to carry out their role, help them continually improve their performance and develop to their full potential which will in turn help improve outcomes for our young people.
- 1.2 Having an effective performance management process in place is one of the ways we can support our employees and deal with performance matters as they arise. This involves effective day-to-day supervision, carrying out appraisals, providing development opportunities and operating a fair and reasonable capability process.
- 1.3 This Appraisal Policy has been developed to comply with current legislation including the Education (School Teachers' Appraisal) (England) Regulations 2012 (the Appraisal Regulations).
- 1.4 This policy does not form part of any employee's contract of employment and may be amended at any time.

2. Employment Law

Throughout the application of this procedure the Trust will stay within the legal framework of relevant employment legislation that affects teaching staff and includes:

- Equality Act 2010
- Data Protection Act 1998
- Employment Rights Act 1996
- School Teachers Pay and Conditions Document
- Any other relevant employment legislation

3. Teachers Appraisal Policy

This policy should not be used for:

- Incapability due ill health; in these circumstances this policy should be read in conjunction with the Trust's Sickness Absence Policy.
- Misconduct; in these circumstances this policy should be read in conjunction with the Trust's Disciplinary Policy.

This policy should also be read in conjunction with the following Trust Policies:

- Redeployment Policy
- Pay Policy
- Recruitment & Selection Policy
- Capability Policy
- Lesson Observation Protocol
- Current National Teacher Standards

4. Scope and Purpose of this Policy

- 4.1 The purpose of this Policy is to set out the framework for a clear and consistent assessment of the overall performance of teaching staff, and for supporting their development within the

context of the Trust's plan for improving educational provision and performance, and the set standards expected of each employee.

- 4.2 This Trust regards the Department for Education Teachers' Standards as the baseline of expectations for the professional practice and conduct of teachers, from the point of qualification.
- 4.3 This Policy applies to all teaching staff of the Trust, except those on contracts of less than one term, those undergoing induction and those who are subject to the Trust's Capability Policy. It does not apply to agency workers.
- 4.4 Employees within a probationary period are, in addition, subject to the Trust's Probationary Policy.
- 4.5 Where an employee is not covered by this Policy as set out in 2.4 above, then performance will be managed through regular supervision and feedback.

5. The Appraisal Period

- 5.1 The appraisal period will run for twelve months from 1st November to 31st October, with the review period and setting of targets to be completed by the end of autumn one (half term).
- 5.2 Employees who are employed on a fixed term contract of less than one year but more than one term 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.

6. Appointing Appraisers

- 6.1 The Executive Headteacher will be appraised by the Board of Directors. This has been delegated to a sub-group of two/three Directors. In appraising the performance of the Executive Headteacher the Board of Directors may also consult with an appointed external adviser. The Headteacher will be appraised by the Executive Headteacher/Governing Body. This has been delegated to a sub-group of two/three Governors. In appraising the performance of the Headteacher the Executive Headteacher/Governing Body may consult with an appointed external advisor.
- 6.2 The Headteacher of the School will decide who will appraise all other teaching staff.
- 6.3 Employees will be notified of who their appraiser will be, before or as soon as practicable after, the start of each appraisal period.

If legitimate concerns are raised about the choice of appraiser, these will be carefully considered and, if the Headteacher (or in the case of the Headteacher, the Governing Body) considers these concerns to be valid, one alternative appraiser will be offered.

Where concerns are raised about a teacher's performance then the Headteacher has the discretion to change the appraiser to a member of the Senior Leadership Team and to appoint a suitable mentor to provide support.

The school will ensure each appraiser has a manageable number of appraisees.

Assessment against Standards

In the first two weeks of September all teachers will complete an audit based on relevant standards (see below) and will also be linked to Career Stage Expectations and the current Ofsted Framework. 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.

Relevant standards:

- National Teachers Standards
- Ofsted Framework
- National Standards for Headteacher
- National Standards for Subject Leaders
- SENCO Standards
- Draft National Standards for School Leaders
- School Leadership Standards
- Career Related Expectations (see appendices)

7. Setting Objectives

Teaching Staff

- 7.1 Objectives for each employee will be set before, or as soon as practicable after, the start of each appraisal period. Objectives set shall relate to the relevant Teacher Standards for the teacher's career stage (see Appendix) and will be Specific, Measurable, Achievable, Realistic and Time-bound (SMART) and will be fair, reasonable and appropriate to their role and level of experience. They should also consider the impact of good performance and differentiate to allow personalised targets to be created according to a teacher's responsibility and career stage. Targets should overall, therefore, be SMART. The appraiser and appraisee, will seek to agree the objectives but, if that is not possible, the appraiser will determine the objectives. Further guidance on the setting of appropriate targets will be communicated to staff before the start of the appraisal cycle each year.
- 7.2 Objectives may be revised if circumstances change during the appraisal period.

When a teacher is absent due to long term sickness or maternity/paternity/adoption leave, this should be taken into account when setting objectives to ensure they are reasonable and proportionate to the timescale.

- 7.3 The objectives set for each employee will, if achieved, contribute to the Trust's plans for improving educational provision and performance and improving the education of students. The Headteacher of the school, together with the Senior Leadership Team, will be responsible for quality assuring objectives set across the whole School against the Trust's Improvement plan.
- 7.4 The performance of each employee will be assessed against the relevant standards, which contribute to our aims and provide a guide for employees in their relevant role. At this Trust, the standards for teachers are set out in the 'Application of Teacher Standards – Invictus' document.
- 7.5 Teachers will be set a reasonable number of objectives, and no teacher will be given more than five objectives: setting more than five objectives can cause increased workload and be inconsistent with the school's strategy for achieving work / life balance for all staff.

The agreed objectives will contain a description of what success may look like. Where use of numerical targets is appropriate, these will be reasonable, in the circumstances in which the teacher works and it will be recognised that factors outside teachers' control may significantly affect success.

8. Reviewing Performance

Observation

Teachers

- 8.1 This Trust understands the importance of carrying out observation of classroom practice and other responsibilities of Teachers and their use of Teaching Assistants. Observation assesses performance to identify strengths (so the appraiser can give positive feedback and praise) and areas for development but also provides a way of gaining useful information which can inform improvements in the Trust more generally.
- 8.2 In this Trust, performance will be regularly observed but the amount and type of classroom observation will depend on the individual circumstances of the employee and the overall needs of the Trust. Responsibilities outside the classroom will also be observed and assessed where appropriate. Observation will be in line with the observation protocol which is reviewed annually and is available on the intranet. All observation will be carried out in a supportive fashion. Classroom observation for teachers will be carried out by those with Qualified Teacher Status.
- 8.3 In addition to formal observation, the Headteacher or other leaders with responsibility for teaching standards may “drop in” and/or carry out work scrutinise in order to evaluate the standards of teaching and classroom practice 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. ‘Drop in’ can be used to provide feedback to teachers as part of the ongoing supportive nature of the appraisal process. Evidence found by quality assurance procedures may be used to inform the appraisal process.

Teachers, including the Headteacher who have responsibilities outside the classroom should also expect to have their performance of those responsibilities observed and assessed

Development and Support

- 8.4 Our appraisal process is used to inform and decide continuing professional development which improves performance. The Trust encourages a culture in which all employees take responsibility for improving their performance in their role and extending their depth of knowledge through appropriate professional development. Agreed training and professional development will be linked to Trust’s improvement priorities and where possible, to the ongoing professional development needs and priorities of individuals. We are committed to supporting appropriate and reasonable development which not only assists the employee in their role but also leads to improvements in performance across the Trust.
- 8.5 The school’s CPD programme will be informed by the training and development needs identified in the training annex of the Appraisees’ Planning and Review Statements.

The Governing Body will ensure in the budget planning that, as far as possible, appropriate resources are made available in the school budget for any training and support agreed for Appraisees.

An account of the training and development needs of teachers in general, including the instances where it did not prove possible to provide any agreed CPD, will form a part of the Headteacher’s annual report to the Governing Body about the operation of the Appraisal in the school.

With regard to the provision of CPD in the case of competing demands on the school budget, a decision on relative priority will be taken with regard to the extent to which: (a) the CPD identified is essential for a Appraiser to meet their objectives; and (b) the extent to which the training and support

will help the school to achieve its priorities. The school's priorities will have precedence. Teachers should not be held accountable for failing to make good progress towards meeting their performance criteria where the support recorded in the planning statement has not been provided.

Feedback

- 8.6 Within this Trust, employees will receive constructive feedback on their performance throughout the year and as soon as practicable after an observation has taken place (where applicable) or other evidence (e.g. work scrutiny or learning walk/drop-in) has come to light. Feedback should highlight particular areas of strength as well as any areas that need attention. Often this can resolve issues without the need for any formal action. The 'Accountability for Poor Performance' document illustrates this.
- 8.7 Feedback will also be sought from relevant employees within the Trust for example, a teacher may be asked to provide feedback on a teaching assistant who works with them.
- 8.8 Where there are concerns about any aspects of an employee's performance the appraiser will meet the appraisee to begin informal support, completing the 'Teachers Experiencing Difficulties' template, which shall:
- (a) Give clear feedback about the nature and seriousness of the concerns
 - (b) Give the appraisee the opportunity to comment and discuss the concerns
 - (c) Find out if there are any issues (both in or outside of work) that are affecting their performance that the appraiser can assist with or provide support
 - (d) Make clear what improvements need to be made and how this can be achieved
 - (e) Agree any support (for example coaching, mentoring, training, structured observations, observing others in a similar role etc), that will be provided to help address those specific concerns
 - (f) Make clear how, and by when, the appraiser will review progress either by setting new and clear objectives which will be assessed during the review period or by revising current objectives, allowing sufficient time for improvement; the amount of time for this should reflect the seriousness of the concerns. This will be an informal review period
 - (g) Explain the implications and process if no – or insufficient – improvement is made during the informal review period i.e. the application of the Capability Policy. Also explain that where there is an unsuccessful appraisal there should not be pay progression. A teacher does not have to be engaged in performance improvement measures before progression can be stopped.
- 8.9 This meeting can happen at any time during the appraisal period. It is designed to be a supportive meeting to address issues early to avoid the matter escalating, giving the employee the opportunity to improve. At the meeting, the appraiser will present evidence collected that indicates that the employee's performance is not up to the required standard. There is no right to be accompanied to this meeting. Although this is part of an informal process, a note of the meeting will be made and a copy of the Teachers Experiencing Difficulties document given to the employee so that they are clear about the support they will be given, what improvements need to be made and the timescales.
- 8.10 An informal review period will follow this meeting; the length will be determined by the appraiser based on the individual circumstances of the situation but it should not be unduly long

(6-weeks maximum). During the informal review period, regular meetings should take place to ensure progress is being made.

- 8.11 At the end of this informal review period when progress is reviewed, if the appraiser is satisfied that the employee 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. If performance is improving and the appraiser feels that further time is required to monitor improving performance, the appraiser can decide to extend the informal review period but it should not be unduly long (6 weeks' maximum). If no or insufficient improvement is being made, then the process set out below (section 9) should be followed. It will be for the appraiser to decide which procedure will be followed.

9. Annual Assessment

- 9.1 Performance and development priorities will be reviewed and addressed throughout the process and an interim appraisal meeting will take place at the mid-point of the cycle (to be completed by the end of April) to review performance and progress towards objectives. Any concerns will be noted and an appropriate support plan will be put in place for the remainder of the cycle. The support plan will set out what improvement is required and what support will be provided.
- 9.2 An annual assessment is the end point to the annual appraisal cycle and will formally assess each employee's performance in respect of that cycle. The employee will receive a written appraisal report as soon as practicable afterwards and have the opportunity to comment on it in writing. The appraisal report will be a summary of the performance during the year and set out what the employee's development needs are for the next year. In particular, the report will include:
- (a) Details of the objectives for the appraisal period in question
 - (b) An assessment of performance against their objectives AND any relevant standards
 - (c) A summary of observation findings if applicable
 - (d) An assessment of training and professional development needs and identification of any action that should be taken to address them
 - (e) A recommendation on pay, if relevant. This will be in accordance with the Pay Policy, which will include reference to sources of evidence that may be used in assessment of pay progression

The assessment of performance and of professional development needs from each individual appraisal will inform the planning process for the following appraisal period for the whole Trust.

10. Appeals

Appraisees' have a right of appeal against any of the entries in the written appraisal report. Details of the appeals process are available from the Headteacher or from the School Governing Body. Where the Headteacher has not been recommended for pay progression he/she will be informed by the appropriate Governor. The Headteacher will notify any teacher who has not been recommended for pay progression of the date when the Governing Body meets to consider pay recommendations, following which the teacher (and Executive Headteacher when the Headteacher has not been recommended for pay progression) may exercise the right of appeal, assisted by a companion who may be a colleague, a Trade Union official/representative.

11. Sickness

If sickness absence appears to have been triggered by the commencement of monitoring within the appraisal process, the case will be dealt with in accordance with the Trust's Sickness Absence Policy. The teacher will be referred immediately to the Occupational Health Service to assess the member of staff's health and fitness for continued employment and the appropriateness or otherwise of continuing with monitoring or formal procedures. In some cases, following Occupational Health advice, it may be appropriate for monitoring to continue during a period of sickness absence.

Where a teacher is absent due to long term absence such as sickness, maternity/paternity/adoption leave unrelated to the commencement of monitoring within the appraisal process this should be taken into account when setting the review periods to ensure they are reasonable.

12. Employees with Disabilities

In some cases, an individual may be unable to undertake the full duties of their post due to health-related reasons which may be considered to be a disability under the terms of the Equality Act 2010. The Equality Act 2010 defines that a person has a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day to day activities.

If an employee declares a disability or if the Headteacher is aware of a disability, the school will ensure that all reasonable adjustments to the job, training and support have been provided before considering formal entry into capability. Any adjustment to the working conditions must be reasonable; Headteacher's are not expected to make unlimited provision for reasonable adjustments.

13. Monitoring & Evaluation

During the appraisal period, each employee has a responsibility for gathering evidence of their progress throughout the year in order for them to identify any particular strengths or areas for further development at the interim and annual review meetings. The appraiser will then record the discussion on this evidence and make an assessment in the appraisal report.

Teachers

In addition, a range of evidence should be available to the appraiser on a teacher's performance as part of the Trust's quality assurance processes. Evidence may include but is not limited to:

- Lesson observations (including "drop-ins")
- Work scrutiny
- Questionnaires (pupil or parent – where obtained)
- Planning scrutiny
- Learning walks
- Students feedback (where obtained)
- Tracking data of student's progress
- Progress of individuals/groups
- Evidence of meeting Standards

- Assessment of TLR

14. Transition to Capability

- 14.1 Performance management is an ongoing process. If the appraiser is not satisfied with progress, despite the support provided, the employee 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.

15. General Principles Underlying this Policy

Confidentiality

- 15.1 The appraisal process will be treated confidentially. However, the desire for confidentiality does not override the need for the Headteacher and Governing Body to quality-assure the operation and effectiveness of the appraisal system. In this Trust the Executive Headteacher/Headteacher, in conjunction with the Senior Leadership Team, is responsible for reviewing objectives and written appraisal records, in order to check consistency of approach and expectation between different appraisers.

OFSTED

- 15.2 Under the current Ofsted framework, an Inspection team can ask for a summary of the Appraisal results for staff in a school. However, this will be done anonymously to maintain confidentiality.

Consistency of Treatment and Fairness

- 15.3 Invictus Education Trust and the Governing Body are committed to ensuring consistency of treatment and fairness. It will abide by all relevant equality legislation, including the duty to make reasonable adjustments for disabled employees. The Trust is aware of the guidance on the Equality Act issued by the Department for Education.

Monitoring and Evaluation

- 15.4 The Governing Body and Headteacher will monitor the operation and effectiveness of the appraisal arrangements. In developing, applying and evaluating this policy we will monitor the impact on different groups of people with protected characteristics in line with the Trust's Equal Opportunities Policy. This will ensure that what we do is done fairly.

16. Retention and Data Protection

The Governing Body and Head Teacher will ensure that all written appraisal records are retained in a secure place. It is the appraiser's responsibility to ensure that the HR Manager has a copy of all relevant documents. As part of the application of this policy, the Trust may collect, process and store personal data in accordance with our data protection policy. We will comply with the requirements of Data Protection Legislation

- (i) unless and until the GDPR is no longer directly applicable in the UK, the General Data Protection Regulation ((EU) 2016/679) and any national implementing laws, regulations and secondary legislation, as amended or updated from time to time, in the UK and then
- (ii) any successor legislation to the GDPR or the Data Protection Act 1998). Records will be kept in accordance with our Privacy Notice, our Retention and Erasure Policy and in line with the requirements of Data Protection Legislation.

17. Review of policy

This policy is reviewed every two years by Invictus Education Trust Board of Directors. We will monitor the application and outcomes of this policy to ensure it is working effectively.

QA reveals poor practice: Targets set for improvement.

2 weeks to show improvement before appraiser revisits

Formal mtg for 'Teachers Experiencing Difficulties'
Complete TED plan & begin 'informal' support

6 weeks maximum

Suspend appraisal & invite to formal mtg to start
Capability

5 working days between TED review & formal mtg

Mtg establishes Capability: First Written Warning

4-10 weeks to show improvement (normally 6)

No improvement = Final Written Warning

No improvement from this may result in dismissal

Teachers Experiencing Difficulties

This document is designed to ensure students and staff are given every possible chance to succeed by supporting teachers experiencing difficulties in their practice.

Staff name:		Appraiser:	
Department:		Date of meeting:	
Nature of concerns: <i>(refer to QA that has revealed concerns, including their dates and findings, along with any Teacher Standards that are not being met, relevant to career stage)</i>		Targets for improvement: <i>(ensure these are SMART)</i>	1. 2. 3.
Possible support measures to allow targets to be achieved: <i>(please highlight or add your own)</i>	<input type="checkbox"/> Coaching/mentoring/live coaching <input type="checkbox"/> Being observed <input type="checkbox"/> Informally observing others <input type="checkbox"/> Informal obs of teacher alongside appraiser <input type="checkbox"/> Paired planning <input type="checkbox"/> Team teaching <input type="checkbox"/> Book trawls <input type="checkbox"/> Learning walks <input type="checkbox"/> General meetings	Dates of these: <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Specifics: <i>(where/with whom are the support measures taking place and with what intended impact?)</i>
Timescale and date for improvement: <i>(Note that this should be no longer than 6 weeks)</i>		Dates for interim reviews/monitoring: <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	How progress will be monitored / reviewed:

Please note the following from section 6.7 of our Teacher Appraisal Policy 2016-17: Explain the implications and process if no – or insufficient – improvement is made during the informal review period i.e. the application of the capability policy. Also explain that where there is an unsuccessful appraisal there should not be pay progression. A teacher does not have to be engaged in performance improvement measures before progression can be stopped.

Each school to insert observation protocol?

Application of Teacher

<p>‘Teacher’ M1-3: Achieving consistency across the <i>Teacher Standards</i> Many, but not all, aspects of teaching over time are GOOD “<i>My classroom</i>”</p>	<p>Progression to ‘Accomplished’</p>	<p>‘Accomplished Teacher’ M4-6: Working at and beyond the <i>Teacher Standards</i> All aspects of teaching over time are GOOD “<i>My department</i>”</p>	<p>Progression to ‘Expert’</p>	<p>‘Expert’ <i>‘Highly competent’ & ‘Substantial’ & ‘Sustained’</i> Many aspects of teaching over time are OUTSTANDING “<i>My school</i>”</p>
<p>Teachers in the early years of their career aren’t expected to be the ‘finished article’. Instead at Invictus we recognise that they will need support in their development. The first few years will, therefore, focus on identifying</p>	<p>‘Accomplished’ (<i>e.g. performance which is classed as ‘good’ across all aspects of quality assurance, with student progress comparable to national levels, having positive relationships with students and staff</i>)</p>	<p>1 Set high expectations which inspire, motivate and challenge pupils</p> <ul style="list-style-type: none"> <input type="checkbox"/> establish a safe and stimulating environment for pupils, rooted in mutual respect <input type="checkbox"/> set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions <input type="checkbox"/> demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils. <p>2 Promote good progress and outcomes by pupils</p>	<p>‘Highly competent’ (<i>e.g. performance which is not only good but also good enough to provide coaching and mentoring to other teachers, give advice to them and demonstrate to them effective teaching</i>)</p>	<p>1 <u>Demonstrate how to</u> set high expectations which inspire, motivate and challenge pupils <u>and staff</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> <u>Demonstrate how to</u> establish a safe and stimulating environment for pupils, rooted in mutual respect <input type="checkbox"/> <u>Demonstrate how to</u> set goals that stretch and challenge pupils <u>and staff</u> of all backgrounds, abilities and dispositions <input type="checkbox"/> Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils <u>and staff</u> <p>2 Promote good <u>and better</u> progress and outcomes by pupils <u>and staff</u></p>

<p>specific areas for development from the Teacher Standards to enable them to progress to being an ‘Accomplished’ teacher.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> be accountable for pupils’ attainment, progress and outcomes <input type="checkbox"/> be aware of pupils’ capabilities and their prior knowledge, and plan teaching to build on these <input type="checkbox"/> guide pupils to reflect on the progress they have made and their emerging needs <input type="checkbox"/> demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching <input type="checkbox"/> encourage pupils to take a responsible and conscientious attitude to their own work and study. 	<p><i>practice and how to make a wider contribution to the work of the school, in order to help them meet the relevant standards and develop their teaching practice)</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Be accountable for pupils’ <u>and staff</u> attainment, progress and outcomes <input type="checkbox"/> <u>Demonstrate how to</u> be aware of pupils’ capabilities and their prior knowledge, and plan teaching to build on these <input type="checkbox"/> Guide pupils <u>and staff</u> to reflect on the progress they have made and their emerging needs <input type="checkbox"/> Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching, <u>communicating this to colleagues</u> <input type="checkbox"/> <u>Demonstrate how to</u> encourage pupils to take a responsible and conscientious attitude to their own work and study
	<p>3 Demonstrate good subject and curriculum knowledge</p> <ul style="list-style-type: none"> <input type="checkbox"/> have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils’ interest in the subject, and address misunderstandings <input type="checkbox"/> demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship <input type="checkbox"/> demonstrate an understanding of and take 		<p>3 Demonstrate good subject and curriculum knowledge <u>and share good practice with other staff</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> have a <u>developed</u> knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils’ interest in the subject, and address misunderstandings <input type="checkbox"/> demonstrate <u>(for staff and students)</u> a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship <input type="checkbox"/> demonstrate an understanding of and take responsibility for, promoting high standards of literacy, articulacy and the correct use of standard English, whatever the

		responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject		teacher's specialist subject, <u>acting as a model of good practice for colleagues</u>
	<p>'Clear contribution'</p> <p><i>(e.g. of real importance, validity or value to the school; with evidence of some clear contributions to the aims of the school relating to the School Improvement Plan, often beyond own subject specialism; make a clear contribution to the raising of pupil standards; take advantage of appropriate</i></p>	<p>4 Plan and teach well-structured lessons</p> <ul style="list-style-type: none"> <input type="checkbox"/> impart knowledge and develop understanding through effective use of lesson time <input type="checkbox"/> promote a love of learning and children's intellectual curiosity <input type="checkbox"/> set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired <input type="checkbox"/> reflect systematically on the effectiveness of lessons and approaches to teaching <input type="checkbox"/> contribute to the design and provision of an engaging curriculum within the relevant subject area(s). 	<p>'Substantial'</p> <p><i>(e.g. of real importance, validity or value to the school; play a critical role in the life of the school; provide a role model for teaching and learning; make a distinctive contribution to the raising of pupil standards; take advantage of appropriate opportunities for professional development</i></p>	<p>4 Plan and teach well-structured lessons, <u>acting as a model of good practice for colleagues</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> impart knowledge and develop understanding through <u>highly</u> effective use of lesson time <u>to enable all learners to make good or better progress</u> <input type="checkbox"/> promote a love of learning and children's intellectual curiosity <u>to enable all learners to make good or better progress</u> <input type="checkbox"/> set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired <u>to enable all learners to make good or better progress</u> <input type="checkbox"/> <u>Use coaching and mentoring skills to enable staff to reflect systematically on the effectiveness of lessons and approaches to teaching to enable all learners to make good or better progress</u> <input type="checkbox"/> contribute to the design and provision of an engaging curriculum within the relevant subject area(s), <u>modelling this for the benefit of other staff.</u>
		5 Adapt teaching to respond to the strengths		5 Adapt teaching to respond to the strengths and needs of

	<p><i>opportunities for professional development and use the outcomes effectively to improve pupils' learning);</i></p>	<p>and needs of all pupils</p> <ul style="list-style-type: none"> <input type="checkbox"/> know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively <input type="checkbox"/> have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these <input type="checkbox"/> 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 <input type="checkbox"/> 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. 	<p><i>and use the outcomes effectively to improve pupils' learning);</i></p>	<p>all pupils <u>acting as a model of good practice for colleagues</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> know when, and how, to differentiate appropriately, using <u>and modelling</u> approaches which enable pupils to be taught effectively <input type="checkbox"/> have a secure understanding of <u>(and ability to demonstrate)</u> how a range of factors can inhibit pupils' ability to learn, and how best to overcome these <input type="checkbox"/> 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 , <u>modelling good practice</u> <input type="checkbox"/> 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, <u>modelling good practice</u>
		<p>6 Make accurate and productive use of assessment</p> <ul style="list-style-type: none"> <input type="checkbox"/> know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements <input type="checkbox"/> make use of formative and summative assessment to secure pupils' progress 		<p>6 <u>Demonstrate how to</u> make accurate and productive use of assessment <u>to achieve good or better outcomes</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> <u>Have an extensive knowledge and well-informed understanding</u> of how to assess the relevant subject and curriculum areas, including statutory assessment requirements <input type="checkbox"/> <u>Demonstrate how to</u> make use of formative and summative assessment to secure pupils' progress to

		<ul style="list-style-type: none"> <input type="checkbox"/> use relevant data to monitor progress, set targets, and plan subsequent lessons <input type="checkbox"/> give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback. 		<p><u>good or better outcomes</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> <u>Demonstrate how to</u> use relevant data to monitor progress, set targets, and plan subsequent lessons <input type="checkbox"/> <u>Demonstrate how to</u> give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.
	<p>‘Sustained’ <i>(e.g. maintained continuously over a long period e.g. 2 years)</i></p>	<p>7 Manage behaviour effectively to ensure a good and safe learning environment</p> <ul style="list-style-type: none"> <input type="checkbox"/> 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 <input type="checkbox"/> have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly <input type="checkbox"/> manage classes effectively, using approaches which are appropriate to pupils’ needs in order to involve and motivate them <input type="checkbox"/> maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary. 	<p>‘Sustained’ <i>(e.g. maintained continuously over a long period e.g. 2 years)</i></p>	<p>7 <u>Demonstrate how to</u> manage behaviour effectively to ensure a good and safe learning environment</p> <ul style="list-style-type: none"> <input type="checkbox"/> <u>Demonstrate how to</u> 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 <input type="checkbox"/> <u>Demonstrate how to</u> have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly <input type="checkbox"/> <u>Demonstrate how to</u> manage classes effectively, using approaches which are appropriate to pupils’ needs in order to involve and motivate them <input type="checkbox"/> <u>Demonstrate how to</u> maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

		<p>8 Fulfil wider professional responsibilities</p> <ul style="list-style-type: none"> <input type="checkbox"/> make a positive contribution to the wider life and ethos of the school <input type="checkbox"/> develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support <input type="checkbox"/> deploy support staff effectively <input type="checkbox"/> take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues <input type="checkbox"/> communicate effectively with parents with regard to pupils' achievements and well-being. 	<p>8 <u>Demonstrate how to</u> fulfil wider professional responsibilities</p> <ul style="list-style-type: none"> <input type="checkbox"/> <u>Demonstrate how to</u> make a positive contribution to the wider life and ethos of the school <input type="checkbox"/> <u>Demonstrate how to</u> develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support <input type="checkbox"/> <u>Demonstrate how to</u> deploy support staff effectively <input type="checkbox"/> <u>Demonstrate how to</u> take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues <input type="checkbox"/> <u>Demonstrate how to</u> communicate effectively with parents with regard to pupils' achievements and well-being.
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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:
 - o treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
 - o having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
 - o showing tolerance of, and respect for, the rights of others
 - o 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
 - o 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.