



Appraisal, Performance Management Policy

01 September 2024

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1 Introduction

- 1.1 This model teachers' appraisal and performance management policy has been prepared by the Department for Education ('DfE'), and has been amended for Bolton Schools. It is recommended for schools to use to support the implementation of the Appraisal and Performance Management arrangements as set out in [The Education \(School Teachers' Appraisal\) \(England\) Regulations 2012](#) and replace the [Education \(School Teacher Performance Management\) \(England\) Regulations 2006](#).
- 1.2 At a local level this model policy has been consulted upon with members of the Teachers Associations and any deviation to the model policy must be negotiated directly with the Teacher Association representatives and teachers employed within the school.
- 1.3 Revised appraisal arrangements came into force with effect from 1 September 2012 as set out in [The Education \(School Teachers' Appraisal\) \(England\) Regulations 2012](#).
- 1.4 The appraisal process will be used to determine pay progression for all staff employed on [School Teachers Pay and Conditions Document 2023](#). As such, this policy should be read in conjunction with the [Pay Policy](#).
- 1.5 Importantly, teachers' performance will be assessed against the relevant standards (as well as against their objectives and against their role in the school) and as such the revised [Teachers' Standards](#) which were introduced from 1 September 2012 should be read in conjunction with this policy. The latest Teachers' Standards regulations are available from <https://www.gov.uk/government/publications/teachers-standards>.
- 1.6 By statute, all schools must have both an agreed appraisal policy for teachers (including head teachers) and a policy, covering all staff, which deals with lack of capability. Capability issues within this school are managed in accordance with the agreed [Managing Teachers' Capability Policy](#).
- 1.7 This model teacher's Appraisal, Performance Management Policy is designed to provide a supportive and developmental framework and process to ensure that all teachers have the skills and support they need to carry out their role effectively.
- 1.8 [The Education \(School Teachers' Appraisal\) \(England\) Regulations 2012](#) require that the Governing Body shall ensure the performance of teachers and the head teacher is managed and reviewed, in accordance with the regulations and the school's performance management policy. Before establishing or revising the policy, the Governing Body shall seek to agree the policy with the recognised trade unions and teacher associations, and ensuring any subsequent changes from this model policy are communicated to all teachers.
- 1.9 Within this model policy;
 - **Green text indicates statutory requirements within [The Education \(School Teachers' Appraisal\) \(England\) Regulations 2012](#) or [The School Staffing \(England\) Regulations 2009](#).**

Model policy for appraising teacher performance and making pay decisions

1.10 The Governing Body of BASE Academy adopted this policy on 1st October 2017. It will review annually at the Local Governing Board Planning Meetings.

Purpose

1.11 This policy sets out the framework for a clear and consistent assessment of the overall performance of teachers, including the head teacher, and for supporting their development within the context of the school's plan for improving educational provision and performance, and the standards expected of teachers.

1.12 The appraisal process cycle will be used as part of the criteria to determine pay and pay progression. Within this school all pay decisions will be made by;

- Executive Head Teacher / Head of school / Performance Management '23-'24 / Pay Committee (Resources Committee).

1.13 Further information regarding pay and conditions can be found in the [Pay Policy](#).

Application of the policy

1.14 This policy covers appraisal, and applies to the head teacher and to all teachers employed by the school or local authority, except those on contracts of less than one term and those undergoing induction (i.e. NQTs.) Furthermore, teachers and head teachers who are currently subject to formal capability procedures are not covered within the scope of this policy.

2 The appraisal procedure

2.1 Appraisal in this school will be a supportive and developmental process designed to ensure that all teachers have the necessary skills and support they need to carry out their role effectively and one which contributes to the effective management of individuals and teams in order to achieve high levels of performance within this school.

2.2 Therefore this school has developed an Appraisal and Performance Management process in order to establish a shared understanding about what is to be achieved and an approach to leading and developing people which will ensure that it is achieved. Furthermore, it will help to ensure that teachers are able to continue to improve their professional practice and to develop as teachers.

2.3 As such, Performance Management is seen as a continuous cycle and all employees will be monitored, assessed and provided with feedback on their performance on a continual basis.

3 The appraisal period

3.1 The appraisal period will run for 12 months from 1 September to 31 August each year

3.2 Teachers who are employed on a fixed term contract of less than one year 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 and appropriate appraisal objectives will be set to reflect this period.

- 3.3 Where a Teacher starts their employment at the school part-way through a cycle, the head teacher shall determine the length of the first cycle for that Teacher, with a view to bringing the cycle into line with the cycle for other teachers at the school as soon as possible.
- 3.4 Where a teacher transfers to a new post within the school part-way through a cycle, the head teacher shall determine whether the cycle shall begin again.

4 Appointing appraisers

- 4.1 The head teacher will be appraised by a subcommittee of the Governing Body, supported by a suitably skilled and experienced external adviser who has been appointed by the Governing Body for that purpose. Prior to the appointment of the external adviser, the subcommittee of the Governing Body and head teacher should meet to discuss the suitability, skills and expertise of the external advisor who is to be appointed.
- 4.2 In this school the task of appraising the head teacher, including the setting of objectives, will be delegated to a sub-group consisting of two / three {delete as appropriate} members of the Governing Body.
- 4.3 The Head Teacher will decide who will appraise other teachers.
- 4.4 Where a Teacher or Head Teacher is of the opinion that the appraiser appointed under this regulation is unsuitable for professional reasons, they may submit a written request to the Head Teacher or Governing Body for the appraiser to be replaced, stating those reasons. The final decision regarding this matter will rest with the Head Teacher or Governing Body, and there is no further right of appeal.

5 Setting objectives

- 5.1 The Head Teacher's objectives will be set by the Governing Body after consultation with the external adviser.
- 5.2 Objectives for each teacher will be set before or as soon as practicable after, the start of each appraisal period, but no later than 31 October each year for teachers, and 31 December each year for Head Teachers. The objectives set for each teacher, will be Specific, Measurable, Achievable, Realistic and Time-bound ('SMART') and will be appropriate to the teacher's role and level of experience.
- 5.3 The appraiser and teacher will seek to agree the objectives but, if that is not possible, the appraiser will determine the objectives, and the teacher should record their comments in writing as an appendix to the appraisal statement. A copy of which should be forwarded to the head teacher who will then moderate the objectives set against those of similar banding or leadership positions within the school.
- 5.4 Objectives may be revised if circumstances change such as due to absence, or changes in professional circumstances. This is to support the teacher as the original objectives may be no longer appropriate or reasonably met.
- 5.5 The objectives set for each teacher will, if achieved, contribute to the school's plans for improving the school's educational provision and performance and improving the education of pupils at that school.
- 5.6

- the Executive Head Teacher agreeing 'core' objectives with the Trust Board;
 - the Head of School agreeing 'core' objectives with the Governing Body;
 - quality assuring all objectives against the school improvement plan;
 - supporting individuals Continuing Professional development (CPD) linked to School Improvement Plan;
 - supporting on-going Pupil/Student Progress needs;
- 5.7 Before, or as soon as practicable after, the start of each appraisal period, each teacher will be informed of the [Teachers' Standards](#) against which that teacher's performance in that appraisal period will be assessed. The Head Teacher or Governing Body (as appropriate) will need to consider whether certain teachers should also be assessed against other sets of standards published by the Secretary of State that are relevant to them.
- 5.8 The Head Teacher will be responsible for ensuring that the appraisal process operates consistently and that objectives are focused on school priorities and where appropriate have taken account of the teachers own self-evaluation. All objectives will be referred to the Head Teacher prior to the commencement of the cycle of monitoring.
- 5.9 Where the Head Teacher has concerns about the relevance of the objectives set, these concerns will be discussed with the appraiser and the objectives may require amendment following discussion with the teacher.
- 5.10 Within this school normally no more than four objectives will be agreed each cycle.
- 5.11 If during the appraisal cycle, teachers are found not to be meeting the standards at the appropriate level for their pay band they will be asked to meet formally with their appraiser to discuss the most appropriate methods of additional support that can be provided in order that the original performance objectives can be achieved.

6 Reviewing performance

- 6.1 Appraisal in this school is a supportive process which will be used to inform continuing professional development. The school wishes to encourage a culture in which all teachers take responsibility for improving their teaching through appropriate professional development. Professional development will be linked to school improvement priorities and to the on-going professional development needs and priorities of individual teachers.

Methods of reviewing performance

- 6.2 Teacher appraisal and performance management is an ongoing process. The quality and impact of performance needs to be evidenced over time and not as a series of one-off activities.

- 6.3 Within this school we see appraisal and performance management as a shared responsibility and would expect all teachers to have a minimum level of evidence provided for them, as a result of the continual quality assurance processes within school. This should provide a range of evidence for a teacher to use as appraisal evidence, especially with regards to the 'student progress/outcomes' and 'teaching and learning' objectives. Individuals are expected to supplement this with additional evidence as relevant.

Observation

- 6.4 This school believes that observation of classroom practice and other responsibilities is important both as a way of assessing teachers' performance in order to identify any particular strengths and areas for development they may have and of gaining useful information which can inform school improvement more generally. The school is committed to all observation(s) being carried out in a supportive fashion.

A copy of the schools observation protocol is within the Quality Assurance Policy.

- 6.5 In this school teachers' performance will be regularly observed according to the overall needs of both the teacher and the school. If issues emerged from an observation that were not part of the focus of the observation as recorded in the appraisal statement these should also be covered in the written feedback.
- 6.6 Classroom observation will be carried out by those with QTS and suitable experience as decided by the school.

Drop-ins

- 6.7 In addition to formal observation, Head Teachers or other leaders with responsibility for teaching standards may 'drop in' in order to evaluate the standards of teaching and to check that high standards of professional performance are established and maintained.
- 6.8 The purpose of such 'drop-ins' is primarily to support the teacher and to maintain the operating and learning standards of the school. The length and frequency of any "drop in" will vary depending on specific circumstances but in normal circumstances would not normally exceed approximately 5 minutes.
- 6.9 No formal reports will be written as a result of a 'drop-in' but any significant concerns which are identified, will be discussed with the individual teacher and appraiser. Further reviewing may follow, such as a lesson observation or work scrutiny.
- 6.10 Teachers (including the Head Teacher) who have responsibilities outside the classroom should also expect to have their performance of those responsibilities observed and assessed.

A copy of the schools 'drop-in' protocol is within the Quality Assurance Policy.

Pupil Progress and Outcomes

- 6.11 Pupil progress and outcomes are a key factor within appraisal and an indicator of performance and is important both as a way of assessing teachers' performance in order to identify any particular strengths and areas for development they may have and of gaining useful information which can inform school improvement more generally.
- 6.12 Pupil progress and outcomes will be regularly monitored and assessed in accordance with [Teachers' Standards](#).

- 6.13 In addition, schools may wish to refer to existing agreed policies within the school e.g. Teaching and Learning, Assessment, Marking and Behaviour Management Policies

Feedback

- 6.14 Teachers should systematically reflect on their impact on student progress, for example as part of the data collection cycle.
- 6.15 Teachers will receive constructive written feedback on their performance throughout the year and as soon as practicable after observation has taken place or other evidence has come to light e.g. pupil progress information. This will normally occur within 5 working days of the observation taking place, and no later than 10 days after the observation taking place.
- 6.16 Feedback will highlight particular areas of strength as well as any areas that need attention.
- 6.17 Within this school there will also be an interim review of progress against agreed appraisal objectives. This will be carried out through a face to face meeting between teacher and appraiser normally during the early spring term, resulting in a written report.

7 Dealing with concerns

- 7.1 Appraisal within this school will be a supportive and developmental process and throughout the academic year teachers will be monitored and assessed and as such will be provided with feedback on their performance on a continual basis.
- 7.2 Where there are concerns about any aspects of the teacher's performance the appraiser must discuss this in the first instance with the designated Senior Manager (Deputy Head, SLT Line Manager) to ensure consistency.
- 7.3 They may agree that this is dealt with through discussion with the appraiser and teacher, or that there is a need to meet more formally. If the latter is the case the appraiser (and/or appropriate manager), will meet with the teacher to discuss the performance concerns. The purpose of the meeting is to;
- give clear feedback to the teacher about the nature and seriousness of the concerns including the evidence base to support the concerns;
 - give the teacher the opportunity to comment and discuss the concerns;
 - agree any additional support (e.g. coaching, mentoring, structured observations), that will be provided to help address those specific concerns, through the implementation of a bespoke Performance Improvement Plan;
 - make clear how, and by when, the appraiser will review progress (it may be appropriate to revise objectives, and it will be necessary to allow sufficient time for improvement. The amount of time is up to the school and should reflect the seriousness of the concerns, however this would not normally exceed 6 weeks);
 - advise the teacher to discuss their position with a trade union representative or colleague;
 - explain the implications and process if no, or insufficient improvements are made;
- 7.4 The details and outcome of the meeting will be confirmed in writing.

- 7.5 Where it has been agreed that a Performance Improvement Plan is to be set, arrangements should be made at the initial meeting to hold an interim meeting (normally at the mid-point of the agreed timescale) with the teacher concerned in order to review progress and consider any changes to the support plan if appropriate.
- 7.6 At any time during this assessment period, if an appraiser is not satisfied with the progress being made, a further meeting(s) should be held with the teacher concerned to offer additional support, mentoring and guidance. These are informal meetings aimed at improving the teachers' performance to the necessary standards; however detailed records of these meetings and any supporting actions should be made.
- 7.7 When progress is reviewed, if the appraiser is satisfied that the teacher 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.
- 7.8 If at the conclusion of the informal support period, it is deemed that the teacher has made insufficient progress then the appraiser must speak to the relevant Senior Manager who will decide if a transition to the formal Capability Procedure is needed.

8 Transition to capability

- 8.1 Where following the on-going informal support process the appraiser is not satisfied with progress, the teacher will be notified in writing that they are required to attend a transitional meeting with the Head teacher to further discuss these concerns.
- 8.2 The employee should normally be given notice, of at least 4 days of this meeting and be advised of their right to be represented by a Trade Union Representative or work colleague. It is the employee's responsibility to arrange representation at the meeting. At this point the teacher will be informed in writing that the appraisal process will no longer apply and that their performance will be passed to the Head Teacher to be managed under the school's managing capability procedure.
- 8.3 The purpose of the transitional meeting is to ensure all parties fully understand the processes which will be followed prior to the commencement of the formal capability procedure and that the potential implications following the transition to formal capability procedures are fully explained.
- 8.4 A model policy is available [Managing Teachers' Capability Policy](#).

9 Link to pay

- 9.1 Following changes to the [STPCD](#), with effect from 1 September 2013 appraisal objectives will be used to inform pay decisions. It is strongly recommended that the schools pay policy is read on conjunction with this policy. A model policy is available [Pay Policy](#).

10 Annual assessment

- 10.1 This assessment is the end point to the annual appraisal process, but performance and development priorities will be reviewed and addressed on a regular basis throughout the year in interim meetings which will take place as a minimum once a term.

Performance Evidence may include:

Performance Evidence may include:

- Pupil / Student progress data
- Planning and work scrutiny undertaken
- Mid-cycle review meeting with appraiser
- Impact of CPD activity
- Other feedback obtained during the appraisal cycle relevant to the teacher's overall performance
- Other evidence gathered by the teacher which reflects progress over-time

It is expected that the vast majority (if not all) teachers would successfully evidence their appraisal objectives and thus secure pay progression. If pay progression is not to be recommended, this should not come as a surprise to the appraisee.

10.2 The teacher will receive as soon as practicable following the end of each appraisal period, and have the opportunity to comment, in writing on a written appraisal report. In this school, teachers will receive their written appraisal reports by 31 October for teachers, and 31 December for the Head Teacher. The appraisal report will include;

- details of the teacher's objectives for the appraisal period in question;
- an assessment of the teacher's performance of their role and responsibilities against their objectives and the relevant standards;
- an assessment of the teacher's training and development needs and identification of any action that should be taken to address them;
- a recommendation on pay (note; pay recommendations need to be made by 31 October for teachers and 31 December for Head Teachers);

10.3 The assessment of performance and of training and development needs will inform the planning process for the following appraisal period.

11 Confidentiality

11.1 Access to the written appraisal report will normally be limited to the appraisee, the appraiser, the Head Teacher or any nominated member of the senior management team.

12 Equality and consistency

12.1 As outlined in section 5, the Head Teacher will have overall responsibility for the quality assurance of the appraisal process across the school. This will include ensuring the consistency and equality of application of the process throughout the school. The Head Teacher may delegate responsibility for monitoring consistency and equality of application to a teacher member of the senior leadership team.

12.2 The Head Teacher will be responsible for reporting annually to the Governing Body on all recommendations on pay and any relevant issues, including those of underperformance, arising from the annual review cycle and on any action required to address those issues. The report will enable Governors to receive an overall general report of the process but will not include specific details relating to individual members of staff.

12.3 The Governing Body is committed to ensuring consistency of treatment and fairness and will abide by all relevant equality legislation.

13 Retention of statements

13.1 The Governing Body and Head Teacher will ensure that all written appraisal records are retained in a secure place for six years and then destroyed.

APPENDIX A

Annual performance management planning statement

| Review Details | | | | |
|----------------|--|----------|---------------|------|
| Name | | Position | | Date |
| Reviewer | | | Review Period | |

| Objective | How will it be achieved? task involved / support / development needed | Success/performance criteria including timescales | Monitoring arrangements / evidence requirements |
|-----------|---|--|--|
| | | | |
| | | | |

| Objective | How will it be achieved? task involved / support / development needed | Success/performance criteria including timescales | Monitoring arrangements / evidence requirements |
|-----------|---|--|--|
| | | | |

Arrangements for classroom observation (where included in monitoring arrangements/evidence requirements)

Classroom observations for the specific purpose of appraisal will be completed in (insert date/timescale):

(amend/delete as appropriate)

Autumn term 1 – notice to be provided in accordance with school protocol

Spring term 2– notice to be provided in accordance with school protocol

Summer term 2 - notice to be provided in accordance with school protocol

What element of performance will be observed:

e.g.

Quality first teaching in Numeracy, Literacy & Topic lessons

Pupils awareness of next steps learning

Pupils ability to peer and self-assess as part of this process

Level of Numeracy and Literacy for a Top Middle and Lower band

Child in each term – Child to be identified and followed through the year.

Reviewee comments (to be completed after receipt of the draft statement and/or receipt of the final statement)

Signed (reviewee)

Date

Signed (reviewer)

Date

Learning development annex

| |
|--|
| Continuous professional development and other support sought for the forthcoming year |
| Rationale for CPD/support and outcomes sought |
| Outline of CPD opportunities and support to be provided |
| Resource implications |

A copy of this Annex should be passed to the person who co-ordinates professional development in the school.

Annual performance management review statement

| Review Details | | |
|----------------|---------------|------|
| Name | Position | Date |
| Reviewer | Review Period | |

| 1. Review of performance against agreed performance objectives | |
|--|---------------------------------------|
| Objective | Summary of progress / tasks completed |
| Evidence of Impact / Achievement | |
| Final evaluation and feedback (details the extent to which criteria have been met and why) | |
| Objective met / not met (to be completed by reviewer) | |

2. Continuous professional development

Impact of advice, support, and training provided during review period.

| Brief description of activity | Duration or Dates | Impact on performance |
|--------------------------------------|--------------------------|------------------------------|
| | | |

3. Further professional development

Areas agreed for further development.

| Brief description of need | CPD suggestions to meet need |
|----------------------------------|-------------------------------------|
| | |

4. Summary of other achievements and progress (overall performance) during review period

| |
|--|
| |
|--|

5. Comments about role, responsibilities, career aspirations.

| |
|--|
| |
|--|

| The reviewee is eligible for consideration for pay progression for | Tick |
|---|------|
| Teachers Pay Band 1 | |
| Teachers Pay Band 2 | |
| Teachers Pay Band 3 | |
| Teachers Pay Band 4 | |
| Teachers Pay Band 5 | |
| Leadership Spine Progression | |
| Reviewer's recommendation Taking into account the relevant criteria within STPCD and the school pay policy, and based on the outcomes and evidence provided during the review for period _____ pay progression on the relevant spine is / is not recommended. | |
| Signed (reviewee) | Date |
| Signed (reviewer) | Date |

APPENDIX B

Head Teacher performance management review

| |
|--|
| Record of meeting with appointed Governors and Head Teacher |
| Name of School |
| Name of Head Teacher |
| Names of appointed Governors |
| Names of appointed External Advisers |
| Date of visit |

Objectives for 2023-24

| Objective | Success criteria | Monitoring arrangements |
|------------------|-------------------------|--------------------------------|
| | | |
| | | |
| | | |
| | | |

| | |
|------------------------------|-------------|
| Signed | |
| Signature of Reviewee | Date |
| Signature of Reviewer | Date |

APPENDIX C

Specific work issues that require further action or support

| Areas of concern | Standards required | Agreed action to meet requirements | Timescale for improvements | Support required |
|------------------|--------------------|------------------------------------|----------------------------|------------------|
| | | | | |
| | | | | |
| | | | | |
| | | | | |

APPENDIX D

Teachers standards career stage expectations

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 as teachers up to date and are self-critical, forge positive professional relationships and work with parents in the best interest of their pupils.

| Part A: Teaching | Teachers Pay Band 2 (Entry) | | Teachers Pay Band 3 (Accomplished) | Teachers Pay Band 4 (Advanced) | |
|---|--|---|---|--|---|
| | Moving from... | ...to | | Moving from... | ...to |
| | Teaching is satisfactory with some emerging good. | Teaching is regularly good. | | All teaching is consistently good with regular outstanding teaching evident. | All teaching is consistently good with regular outstanding teaching evident in all areas of the curriculum. |
| 1. Set high expectations which inspire, motivate and challenge pupils | | | | | |
| Establish a safe and stimulating environment for pupils, rooted in mutual respect | Establish a warm and welcoming learning environment which is conducive to learning. | The learning environment supports and celebrates independent learning It encourages children to experiment and challenge. | The learning environment supports and celebrates independent learning It encourages children to experiment and challenge. | The learning environment supports and celebrates independent learning and encourages children to experiment and challenge. | The learning environment supports and celebrates independent learning and encourages children to experiment and challenge, It is an exemplar of good practice |
| Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions | Lessons are planned using the school's agreed systems and structures. | Planning is differentiated and evaluated effectively for key groups. | Planning and teaching is differentiated and evaluated for all groups and individual children's needs are met. | Differentiated planning effectively supports and challenges the learning needs of all children. | Teaching is challenging and rewarding for all - the needs of all children are met through subtle adaptations for individuals and groups. |
| Demonstrate consistently the positive attitudes, values and behaviour that are expected of pupils. | Understand the values and vision of the school. | Understand and demonstrate the visions and values of the school. | Understand and demonstrate the visions and values of the school. | Understand and demonstrate at all times the visions and values of the school | Be a champion of the visions and values of the school to all staff. |
| 2. Promote good progress and outcomes by pupils | | | | | |
| Be accountable for pupils' attainment, progress and outcomes | The majority of pupils make expected progress and achieve in line with the schools expectations. | The majority of pupils make expected progress and achieve in line with the schools expectations. | Almost all pupils make good progress and achieve in line with the schools expectations. Some exceed them. | All pupils make expected progress and achieve in line with the schools expectations. Many exceed them. | All pupils make expected progress and achieve in line with the schools expectations. The majority exceed them. |

| | | | | | |
|--|--|---|---|---|---|
| Plan teaching to build on pupils' capabilities and prior knowledge | Assessment for learning is being used. | Assessment for learning in place and is being used effectively. | Assessment for learning in place and is being used effectively. | Assessment for learning in place and is being used effectively. Support for colleagues in own area of expertise is evident | Assessment for learning in place and is being used effectively. Support for colleagues in own area of expertise is evident. |
| Guide pupils to reflect on the progress they have made and their emerging needs | Feedback and marking supports the next steps to learning. | Feedback and marking is evaluative and supports learning | Feedback and marking and next steps are focussed on individual children's needs. | Feedback and marking and next steps are focussed on individual children's needs, impact on pupil progress. | Feedback and marking and next steps are focussed on individual children's needs, impact on pupil progress. |
| Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching | Planned learning generally acknowledges different learning styles and caters for the class as a whole. | Planned learning consistently acknowledges different learning styles and caters for the whole class and differentiated groups | Planned learning always acknowledges different learning styles and caters for the whole class, differentiated groups and individual learners. | Highly effective planning always acknowledges different learning styles and caters for the whole class, differentiated groups and individual learners | Highly effective planning always acknowledges different learning styles and caters for the whole class, differentiated groups and individual learners |
| Encourage pupils to take a responsible and conscientious attitude to their own work and study. | Use of a variety of teaching strategies and methods that engage the learner | Confident use of a variety of teaching strategies and methods that engage the learner. Children using peer assessment. | Confident use of a variety of teaching strategies and methods that promotes independent learning | Confident use of a variety of teaching strategies and methods. Children using peer assessment confidently. | Confident use of a variety of teaching strategies and methods. Children using peer assessment confidently. |
| 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 misunderstanding | Secure knowledge of the curriculum Developing knowledge of national initiatives. | Good knowledge of the whole curriculum and national initiatives. Curriculum context is relevant to pupils. | Embedded knowledge of the whole curriculum and national initiatives. Curriculum context is relevant to pupils. | Embedded knowledge of the whole curriculum and national initiatives. Curriculum creatively inspires pupils. | Embedded knowledge of the whole curriculum and national initiatives. Curriculum creatively inspires pupils. |
| Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship | Access school support in deepening own knowledge and skills. | Extend and deepen own knowledge and skills. | Extend and deepen own knowledge and skills to meet national standards. | Extend and deepen own knowledge and skills to meet national standards. Support colleagues. | Extend and deepen own knowledge and skills to meet national standards. Support colleagues where appropriate. |
| 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 | Generally able to use agreed literacy strategies in their own spoken and written English. They model good practice | Generally able to use agreed literacy strategies in their own spoken and written English. They model good practice. | Able to use agreed literacy strategies effectively in their own spoken and written English. They model good practice. | Confidently able to use agreed literacy strategies in their own spoken and written English. They model good practice. | Confidently able to use agreed literacy strategies in their own spoken and written English. They model good practice. |

| | | | | | |
|---|---|---|---|---|---|
| If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies | Basic skills are a focus of teaching and feedback | Basic skills embedded across the curriculum and incorporate knowledge of current initiatives. | Basic skills embedded across the curriculum and incorporate knowledge of current initiatives. | Basic skills are embedded and knowledge and use of current initiatives shared with colleagues. They are an exemplar of good practice. | Basic skills are embedded and knowledge and use of current initiatives shared with colleagues. They are an exemplar of good practice. |
| 4. Plan and teach well-structured lessons | | | | | |
| Impart knowledge and develop understanding through effective use of lesson time | Lessons are planned using agreed format. | Lessons are planned using agreed format. | Lessons are planned using agreed format. | Lessons are planned using agreed format. | Lessons are planned using agreed format. |
| Promote a love of learning and children's intellectual curiosity | Lessons have clear structures, challenge, pace and engagement. Other adults are used to support learning. | Lessons have clear structures, challenge, pace and engagement. Other adults are effectively used to support learning. | Lessons have clear structures, challenge, pace and engagement. Other adults are effectively used to support learning. | Lessons have clear structures, challenge pace and engagement. Other adults to be effectively used support learning. | Lessons have clear structures, challenge pace and engagement. Other adults are effectively used to support learning. Pupils are involved in designing their own learning opportunities. |
| Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired. | Plan, with support homework and extended learning opportunities. | Plan, alongside others, homework and extended learning opportunities. | Plan homework and extended learning opportunities. | Plan homework and extended learning opportunities. | Plan and support colleagues to plan homework and outdoor learning. |
| Reflect systematically on the effectiveness of lessons and approaches to teaching. Contribute to the design, provision of an engaging curriculum within the subject area(s). | Evaluate impact and outcomes of own lessons and identifying improvements with support with support | Evaluate impact and outcomes of own lessons identifying improvements. | Evaluate impact and outcomes of own lessons identifying improvements. | Reflective of own pedagogy and proactive in improving it. | Reflective of own pedagogy and proactive in improving it |
| 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. | Show an awareness of different learning styles children use | Plan and teach to respond to a variety of different learning styles. | Plan and teach to respond to a variety of different learning styles | Pedagogical innovation is evident and encouraged in lessons. | Pedagogical innovation is evident and encouraged in lessons. |

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| Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these | With support set individual targets for all children including gifted and talented children. | Set individual targets for all children including gifted and talented children. | Set individual targets for all children including gifted and talented children and be aware of barriers to learning. | Set individual targets for all children including gifted and talented children and support other staff in the process. Address barriers to learning. | Set individual targets for all children including gifted and talented children and support other staff in the process. Address barriers to learning through individual learning. |
| 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 | Planning and teaching is differentiated and is based on prior learning. Learning activities generally meet the needs of pupils in the class. | Planning and teaching is clearly differentiated to support children's developmental needs and is based on prior learning. Learning activities consistently meet the needs of pupils in the class. | Planning and teaching is clearly differentiated to support children's developmental needs and is based on prior learning. Learning activities always meet the needs of pupils in the class. | Planning and teaching is differentiated and regrouped as appropriate during lessons. Personalised learning is challenging and stretching for all groups and individual learners | Planning and teaching is differentiated and regrouped as appropriate during lessons. Personalised learning is challenging and stretching for all groups and individual learners |
| Have a clear understanding of the needs of all pupils, 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 | Classroom support is used to support learning. | Classroom support is focused to support learning. | Classroom support effectively used to support learning. | Classroom support is effectively used to support learning. Good practice is shared with colleagues. | Classroom support is effectively used to support learning. Good practice is shared with colleagues. |
| 6. Make accurate and productive use of assessment | | | | | |
| Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements | With support carry out appropriate and expected assessments. Teacher assessment and reporting is accurate | Carry out appropriate and expected assessments. Teacher assessment and reporting is accurate | Carry out appropriate and expected assessments. And expected assessments. Teacher assessment and reporting is accurate | Carry out appropriate and expected assessments. Support colleagues with their assessments. Teacher assessment and reporting is accurate | Carry out appropriate and expected assessments. Support colleagues with their assessments. Teacher assessment and reporting is accurate |
| Make use of formative and summative assessment to secure pupils' progress | Actively engage in pupil progress. | Actively engage in pupil progress meetings. | Actively engage in pupil progress meetings. Formative assessment is evident in lessons. | Actively engage in pupil progress meetings. Formative assessment is evident in lessons. | Actively engage in pupil progress meetings. Formative assessment is evident in lessons. |
| Use relevant data to monitor progress, set targets, and plan subsequent lessons | With support set relevant targets for groups and individuals. | Set relevant targets for groups and individuals. | Set relevant targets for groups and individuals. | Set relevant targets for groups and individuals and support colleagues. | Set relevant targets for groups and individuals and support colleagues. |

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| Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback. | Feedback given to pupils is generally timely and accurate and shows some evidence of facilitating pupil engagement. | Feedback given to pupils is consistently timely and accurate and shows some evidence of facilitating pupil engagement. | Feedback is given to pupils consistently timely and accurate and shows some evidence of facilitating pupil engagement. | Feedback given to pupils is consistently timely and accurate and facilitates pupil engagement. | Feedback given to pupils is consistently timely and accurate and facilitates pupil engagement. |
| 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 | Follow the schools policies and procedures. Lead by example. Be a positive role model. The classroom is a safe learning environment which clearly displays expected standard of pupil behaviour. | Follow the schools policies and procedures.. Lead by example. Be a positive role model. The classroom is a safe learning environment which clearly displays high standards of pupil behaviour. | Follow the schools policies and procedures. Lead by example. Be a positive role model. The classroom is a safe learning environment which clearly displays very high standards of pupil behaviour. | Follow the schools policies and procedures. Lead by example Be a positive role model. The classroom is a safe learning environment which clearly displays expectations of pupil behaviour. | Follow the schools policies and Lead by example Be a positive role model. The classroom is a safe learning environment which clearly displays expectations of pupil behaviour. |
| Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly | Praise and sanctions are used appropriately. | Praise and sanctions are used appropriately to good effect. | Praise and sanctions are used appropriately. The teacher has a wide range of strategies to support them. | Praise and sanctions are used appropriately. The teacher has a wide range of strategies to support them. | Praise and sanctions are used appropriately. The teacher has a wide range of strategies to support them. The teacher supports other staff as appropriate. |
| Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them | The class is generally managed so that learning can take place. | The class is well managed so that learning can take place. | The class is consistently well managed so that learning can take place. Teaching is adaptable to support pupil's needs. | The class is consistently well managed so that learning can take place. Teaching is adaptable to support pupil's needs. | The class is consistently well managed so that learning can take place. Teaching is adaptable to support pupil's needs. Support is given to colleagues as appropriate. |
| Maintain good relationships with pupils, exercise appropriate authority, and act decisively where necessary | Pupils are supported by staffs who demonstrate the positive values and ethos of the school. | Pupils are supported by staffs who demonstrate the positive values and ethos of the school. | Pupils are supported by staffs who demonstrate the positive values and ethos of the school. | Pupils are supported by staffs who demonstrate the positive values and ethos of the school. | Pupils are supported by staff who demonstrates the positive values and ethos of the school |
| 8. Fulfil wider professional responsibilities | | | | | |
| Make a positive contribution to the wider life and ethos of the school | Model and demonstrate the values and vision of the school. | Model and demonstrate the values and vision of the school. | Model and demonstrate the values and vision of the school. | Model and demonstrate the values and vision of the school. | Model and demonstrate the values and vision of the school. |

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| Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support | Develop effective professional relationships with all colleagues. Seek advice as needed. | Develop effective professional relationships with all colleagues. Seek advice as needed. | Develop effective professional relationships with all colleagues. Seek advice as needed. | Develop effective professional relationships with all colleagues. Seek advice as needed. | Develop effective professional relationships with all colleagues. Seek advice as needed. |
| Deploy support staff effectively | Support staff managed effectively with support of specialists where required. | Support staff managed effectively and impact on learning is evident. | Support staff managed effectively and impact on learning is evident. | Support staff managed effectively and impact on learning is evident. Support others in effective use of support staff. | Support staff managed effectively and impact on learning is evident. Support others in effective use of support staff. |
| Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues | Participate in professional development to improve teaching and accept constructive feedback and advice. | Actively seek professional development to improve teaching and accept constructive feedback and advice. | Actively seek professional development to improve teaching and accept constructive feedback and advice. | Actively seek professional development to improve teaching and accept constructive feedback and advice. Participate in the professional development of others. | Actively seek professional development to improve teaching and accept constructive feedback and advice Participate in the professional development of others. |
| Communicate effectively with parents with regard to pupils' achievements and well being | Follow school policy on communication and report writing | Follow school policy on communication and report writing | Follow school policy on communication and report writing | Follow school policy on communication and report writing | Follow school policy on communication and report writing |